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与气候赋权行动有关的事项

## 《格拉斯哥气候赋权行动工作方案》下各项活动实施进展情况

### 秘书处的年度概要报告\*

#### 概要

本报告是根据《格拉斯哥气候赋权行动十年工作方案》提交的第三份年度概要报告，概述 2023 年 9 月至 2024 年 8 月期间缔约方、秘书处和其他利益相关方根据《格拉斯哥工作方案》及其行动计划开展活动的进展情况。

\* 本文件逾期提交会议服务部门处理，以便秘书处能够纳入所有相关意见。



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## 简称和缩略语

英文简称	中文简称	中文全称
ACE		气候赋权行动
CMA	《协定》/《公约》缔约方会议	作为《巴黎协定》缔约方会议的《公约》缔约方会议
COP		缔约方会议
FAO		联合国粮食及农业组织
ILO		国际劳工组织
IRENA		国际可再生能源署
MECCE		监测和评估气候传播与教育
NDC		国家自主贡献
SB		附属机构届会
SBI		附属履行机构
SCF		资金问题常设委员会
SDG		可持续发展目标
TVET		职业技术教育与培训
UNDP	开发署	联合国开发计划署
UNESCAP	亚太经社会	联合国亚洲及太平洋经济社会委员会
UNESCO	教科文组织	联合国教育、科学及文化组织
UNICEF	儿基会	联合国儿童基金会
UNITAR	训研所	联合国训练研究所
YOUNGO constituency		青年非政府组织类组

## 一. 导言

### A. 任务授权

1. 缔约方会议第二十六届会议和《协定》/《公约》缔约方会议第三届会议重申气候赋权行动所有六个要素(教育、培训、公众意识、公众参与、公众获取信息和气候变化问题国际合作)对于实现《公约》的目标以及《巴黎协定》的宗旨和目的很重要,并通过了《格拉斯哥气候赋权行动十年工作方案》。<sup>1</sup>
2. 《格拉斯哥工作方案》<sup>2</sup> 确定了根据《公约》和《巴黎协定》的规定实施气候赋权行动的范围和基础,包括四个以行动为导向的优先领域<sup>3</sup> 和气候赋权行动六个要素相关活动,缔约方(考虑到本国国情)和非缔约方利益相关方可通过合作、协作和伙伴关系等方式开展这些活动,以加强气候赋权行动的实施。
3. 缔约方会议第二十六届会议和《协定》/《公约》缔约方会议第三届会议请秘书处编写一份关于《格拉斯哥工作方案》下各项活动实施进展情况的年度概要报告,供履行机构每年的第二届常会审议。<sup>4</sup>
4. 缔约方会议第二十七届会议和《协定》/《公约》缔约方会议第四届会议还请秘书处在每份年度概要报告中列入《格拉斯哥工作方案》之下的行动计划所列材料、资源和结论的信息,<sup>5</sup> 例如关于活动 A.1、A.2、B.1、C.2、C.3 和 D.1 的实施进展情况。<sup>6</sup>

### B. 本报告的范围和结构

5. 本报告载有 2023 年 9 月至 2024 年 8 月期间缔约方、秘书处和其他利益相关方根据《格拉斯哥工作方案》及其行动计划开展活动的进展情况。这些信息是通过 2024 年气候赋权行动对话和秘书处的相关活动等方式从缔约方和非缔约方利益相关方收集的。
6. 下文第二章介绍本报告所述期间举行的授权活动;第三章概述了用于监测、评估和报告气候赋权行动实施情况的做法和资源;第四章概述了关于气候行动方面的儿童教育和赋权的指南和良好做法;第五章介绍了国家气候赋权行动协调人的信息;第六章提供了缔约方向《气候公约》提交的信息通报和报告中的相关信息;第七章介绍《气候公约》各组成机构实施气候赋权行动的情况;第八章讨论了联合国气候赋权行动联盟;第九章述及非缔约方利益相关方的行动;第十至第十一章分别介绍了秘书处开展的提高认识和交流活动以及青年参与和能力建设活动;第十二章总结了下一步措施。

<sup>1</sup> 第 18/CP.26 号决定,序言和第 4 段;以及第 22/CMA.3 号决定,序言和第 4 段。

<sup>2</sup> 第 18/CP.26 号和第 22/CMA.3 号决定的附件。

<sup>3</sup> 政策一致性;协调行动;工具和支持;以及监测、评估和报告。

<sup>4</sup> 第 18/CP.26 号决定,第 12(a)段;以及第 22/CMA.3 号决定,第 12(a)段。

<sup>5</sup> 第 23/CP.27 号和第 22/CMA.4 号决定的附件。

<sup>6</sup> 第 23/CP.27 号决定,第 7 段;以及第 22/CMA.4 号决定,第 7 段。

7. 附件一和附件二分别列出了本报告中提供的关于《格拉斯哥工作方案》及其行动计划下授权活动的检索信息。附件三载有监测、评估和报告气候赋权行动实施情况的做法和资源的非详尽清单，附件四列出了关于气候行动方面的儿童教育和赋权的指南和良好做法。

## C. 附属履行机构可采取的行动

8. 履行机构不妨将本报告所载信息用于：

(a) 监测和审查气候赋权行动和《格拉斯哥工作方案》及其行动计划的实施情况；

(b) 为秘书处编写关于《格拉斯哥工作方案》下各项活动实施进展情况的年度概要报告提供指导。

## 二. 授权活动

### A. 缔约方会议届会的活动

9. 根据《格拉斯哥工作方案》，缔约方会议和《协定》/《公约》缔约方会议每届会议的主席应邀在秘书处的支持下召开一次会期活动，重点关注与《公约》和《巴黎协定》相关的专题领域，以促进各组成机构和联合国其他实体以及联合国其他进程下关于气候赋权行动的工作的一致性和协调性。<sup>7</sup>

10. 在缔约方会议第二十八届会议期间举行的气候赋权行动活动主题为“扶持公平、包容和公正的转型”，由赞比亚气候赋权行动协调人和亚洲气候跟踪组织的一名代表主持。<sup>8</sup> 在致欢迎辞时，缔约方会议第二十八届会议主席和秘书处的代表强调，气候变化影响到所有人，但影响程度有差异，并指出公正转型过程必须受到社会所有成员的影响和启迪。他们强调，可以以这次活动为契机，加深对气候赋权行动的理解，将其视为推动公正和公平转型的催化剂。

11. 实施应对措施的影响问题卡托维兹专家委员会联合主席作了背景介绍，讨论了委员会与劳动力公正转型以及创造体面 and 高质量就业有关的工作。联合主席强调，社会所有成员有集体责任确保转型是有力和可持续的，相关行为体必须在各级建立充分的社会保障和合作机制。

12. 随后，西班牙公正转型研究所的一名代表作了发言，讨论了以能源系统脱碳为重点的国家公正转型战略的制定情况。该战略的目的是使煤炭向可再生能源转型的好处最大化，同时确保人人平等获得转型带来的机会，特别是妇女和其他弱势群体。该代表强调，政府、公司、工会、工人和社区之间的社会对话对于合作规划以及落实气候政策和行动十分重要。

13. 随后，采用世界咖啡馆的形式促进了关于气候赋权行动如何推进公正转型的互动讨论，重点关注多层次合作、现有指南、参与性方法以及在公正转型背景下

<sup>7</sup> 第 18/CP.26 号决定，附件，第 6(b)段；以及第 22/CMA.3 号决定，附件，第 6(b)段。

<sup>8</sup> 网播可查看 <https://unfccc.int/event/ace-in-session-event-empowering-a-fair-inclusive-and-just-transition>。

纳入当地社区、土著人民、青年和妇女等议题。尼日利亚和巴拿马的气候赋权行动协调人、气候赋权行动观察站、气候外联、劳工组织、妇女和性别平等类组、青年非政府组织类组等方面的代表以及地方社区和土著人民平台促进工作组的一名成员参与了讨论。与会者一致认为，必须采用全社会的方针来设计和执行适应个人不同情况和需要的公正转型政策、战略和措施，强调气候赋权行动的所有六个要素对于确保所有社会成员都得到关于应对气候变化的适当教育和培训并能够对这些政策、战略和措施拥有自主权至关重要。

14. 在活动结束时，阿拉伯联合酋长国的气候赋权行动协调人强调，气候赋权行动要素在促进公平、包容和公正的转型方面发挥着至关重要的作用，并鼓励与会者反思活动中的讨论，努力将气候赋权行动纳入国家气候变化政策、方案、战略和行动，确保在追求可持续的低碳未来的过程中不让任何人掉队。

## B. 气候赋权行动对话

15. 缔约方会议第二十六届会议和《协定》/《公约》缔约方会议第三届会议请履行机构在每年的第一届常会上举行关于气候赋权行动的年度会期对话，请缔约方、相关组成机构的代表以及相关专家、从业人员和利益相关方参加，重点讨论格拉斯哥工作方案的实施进展情况及其四个优先领域。<sup>9</sup>

16. 在履行机构第六十届会议期间举行的 2024 年气候赋权行动对话重点关注工具和支持这一优先领域。<sup>10</sup> 对话的议程和形式参考了缔约方和非缔约方利益相关方提交的相关材料。<sup>11</sup>

17. 根据格拉斯哥工作方案下的行动计划，秘书处对话期间举行了一次专家会议，讨论如何编写有说服力的项目提案，以支持实施气候赋权行动的活动(活动 C.3)。

18. 此外，秘书处还在议程中为 2024 年气候赋权行动对话留出空间，包括通过举行气候赋权行动展览，以实施行动计划中的以下授权活动：

(a) 请缔约方和相关组织在区域对话、研讨会和磋商中分享经验和良好做法，并在气候赋权行动对话中介绍成果(活动 B.1)；

(b) 请秘书处，通过气候赋权行动对话，加强各国气候赋权行动协调人就国家层面开展的气候赋权行动相关活动进行同行交流(活动 B.2)；

(c) 请秘书处和相关组织为青年提供在气候赋权行动对话中发言的机会，以突出青年在气候行动中发挥的领导作用(活动 C.2)。

<sup>9</sup> 第 18/CP.26 号决定，第 11(b)段；以及第 22/CMA.3 号决定，第 11(b)段。

<sup>10</sup> 议程、发言和网播可查看 [https://unfccc.int/event/in-session-action-for-climate-empowerment-ace-dialogue\\_2024](https://unfccc.int/event/in-session-action-for-climate-empowerment-ace-dialogue_2024)。

<sup>11</sup> 本报告中提到的缔约方和非缔约方利益相关方提交的所有此类材料可查阅 <https://www4.unfccc.int/sites/submissionsstaging/Pages/Home.aspx> (搜索“Action for Climate Empowerment”)。

## 1. 会议开幕

19. 2024 年气候赋权行动对话由多米尼加共和国和美利坚合众国的气候赋权行动协调人宣布开幕并共同主持。

20. 履行机构主席和《气候公约》执行秘书对与会者表示欢迎，并强调了气候赋权行动在动员社会所有成员应对气候变化方面的关键作用。他们强调，需要在即将发布的国家自主贡献中优先考虑气候赋权行动及其要素，并鼓励与会者分享与工具和支持这一优先领域有关的想法、良好做法和经验教训，以促进气候赋权行动的实施。

## 2. 第 1 天：用于实施气候赋权行动的工具和支持

21. 训研所的一名代表主持了背景介绍小组讨论，由意大利和特立尼达和多巴哥的气候赋权行动协调人以及气候外联组织的一名代表参加，讨论了与获得用于实施气候赋权行动的工具和支持有关的挑战和机遇，特别是将气候赋权行动的元素纳入所有气候变化工作流程，促进关于实施气候赋权行动的部际和多部门合作，以及让各级不同的利益相关方参与进来以包容的方式确保获得用于实施气候赋权行动活动的资金。

22. 随后，采用世界咖啡馆的形式促进了专家和与会者就用于实施气候赋权行动的现有工具和支持进行交流，讨论围绕气候赋权行动的六个要素以及将气候赋权行动纳入国家自主贡献的主题展开。巴拿马气候赋权行动协调人以及关心气候组织、教科文组织、儿基会、训研所和世界宣明会-爱尔兰的代表主持了讨论，他们还报告了各自国家或组织在气候赋权行动方面的工作。与会者强调，气候赋权行动社区需要团结起来，为各级实施气候赋权行动创造协同增效，特别是通过让所有利益相关方，包括儿童、青年、妇女、土著人民、地方社区、残疾人和特别易受气候变化不利影响的群体切实参与进来，并增强他们的权能。会议强调，开发能够适应不同当地情况的工具和资源，收集关于有效实施气候赋权行动的数据和证据，是促进实施气候赋权行动的可能途径。

23. 在交流之后，缔约方会议第二十九届会议主席青年气候倡导者强调，需要加强儿童和青年获得工具和支持的机会，以加强他们正在进行的气候行动努力，并呼吁儿童和青年更多地参与制定旨在为所有人创造安全和公正未来的解决方案。

24. 然后，与会者分成小组，讨论推动实施工具和支持这一优先领域的机会。澳大利亚、利比里亚、特立尼达和多巴哥及阿拉伯联合酋长国的气候赋权行动协调人以及气候赋权行动观察站、智利、粮农组织、国际图书馆协会和机构联合会、训研所和青年非政府组织类组的代表主持了讨论，讨论的重点主要包括需要：

(a) 挖掘大学、研究机构、文化和艺术机构、基层组织、信仰组织和私营部门在提高对气候赋权行动的认识和促进其在各级实施方面尚未开发的潜力；

(b) 建设能力，包括机构层面的能力，以制定更有效的自下而上、参与式的方法来实施气候赋权行动，并使气候赋权行动协调人具备与其他利益相关方协调和合作实施气候赋权行动所需的技能和资源；

(c) 通过各种渠道，包括慈善机构和私营部门，为实施气候赋权行动筹集资金，并使现有的筹资窗口和机制与气候赋权行动的目标相一致，以加快其在各级的实施；

(d) 在气候赋权行动协调人的参与下，制定有效和系统的方法，对关于现有气候赋权行动倡议和项目的信息进行摸底和传播，以促进满足不同人群需求的数据和资源的交换。

### 3. 第 2 天：组织专家会议，讨论如何编写有说服力的项目提案，以支持气候赋权行动活动的实施

25. 气候与发展知识网络的一名代表主持了专家会议，会议旨在加强对现有写作方法和资源的了解，从而加强与与会者制定有说服力的项目提案的能力，以支持执行气候赋权行动的活动。

26. 秘书处的一位代表介绍了孟加拉国、布隆迪、秘鲁和赞比亚的气候赋权行动相关项目，并解释说，气候赋权行动相关项目可以完全侧重于气候赋权行动的实施，也可以将气候赋权行动的一个或多个要素纳入项目规划和实施。该代表指出，撰写项目提案的一个共同挑战是确定切入点，将气候赋权行动及其要素纳入提案，作为提高气候雄心和促进项目自主权的工具。

27. 随后，就与气候赋权行动相关项目的资金来源进行了小组讨论。绿色气候基金的一位代表概述了在该基金的“准备方案”之下对气候赋权行动的支持，以及在该基金资助下开展的与地方主导的适应和早期预警系统有关的项目，并着重介绍了该基金的环境和社会政策，该政策确保在设计 and 实施由该基金供资开展的所有项目和活动时征求利益相关方的意见。意大利创价学会佛教中心的一名代表介绍了意大利“8x1000”倡议下指定用于气候赋权行动活动的可用资金，以及关于设计有针对性和有影响力的气候赋权行动相关项目的建议。

28. 气候与发展知识网络的一名代表随后介绍了有说服力的项目提案的关键要素，如展示具体、可衡量和可实现的目标，了解所涉风险，以及有一个清晰的逻辑思路以确保整个项目提案连贯一致。这位代表强调了必须在提案中纳入该项目的变革理论，而气候赋权行动观察站的一位代表则举例介绍了为一个旨在加强南亚气候政策领导和倡导的项目而制定的变革理论。

29. 随后，与会者以小组为单位，参加了制定气候赋权行动相关项目或将气候赋权行动纳入现有项目或新项目的活动，其中包括起草变革理论。这项活动为同行之间的相互学习提供了机会，并突出了气候赋权行动社区内可能的合作领域。

### 4. 闭幕

30. 在结束对话时，履行机构主席感谢主持人、发言者和专家使与会者更好地了解了可用于实施气候赋权行动以及制定气候赋权行动相关项目提案的工具和支持，并鼓励与会者考虑如何将对话的讨论结果转化为行动。

### 5. 气候赋权行动展览

31. 在附属机构第六十届会议期间举行的气候赋权行动展览是关于气候赋权行动、儿童和青年的第二次图文展示会，展示了多层次、多利益相关方的气候赋权行动相关活动，并促进气候赋权行动社区内的进一步参与和合作，包括让图文提交者与届会参与者现场互动。



32. 在公开征集意向书之后，秘书处挑选了 42 张海报进行展示，其中 24 张着重介绍了在气候行动方面侧重于儿童和青年教育和赋权的举措和项目。<sup>12</sup>

### 三. 监测、评估和报告“气候赋权行动”实施情况的做法和资源

33. 《格拉斯哥工作方案》下的行动计划要求秘书处汇编关于监测、评估和报告最佳做法和资源的信息，并向缔约方提供此类信息，供其自愿报告气候赋权行动相关活动(活动 D.1)。

34. 附件三载有一份做法和资源的非详尽清单，这是对关于《格拉斯哥工作方案》下各项活动实施进展情况的 2023 年年度总结报告所载做法和资源<sup>13</sup> 的补充。这份清单基于缔约方和非缔约方利益相关方提交的相关材料。

### 四. 关于气候行动方面的儿童教育和赋权的现有指南和良好做法

35. 《格拉斯哥工作方案》下的行动计划要求秘书处对关于气候行动方面的儿童教育和赋权的现有指南和良好做法进行摸底和整理，同时特别考虑到性别平等和纳入残疾人(活动 C.2)。

36. 附件四载有现有指南和良好做法的详情。这一摸底调查是基于秘书处对相关文献的案头审查以及缔约方和非缔约方利益相关方相关提交材料中的投入。

## 五. 国家气候赋权行动协调人

#### A. 协调人数量

37. 根据《格拉斯哥工作方案》，鼓励缔约方继续指定国家气候赋权行动协调人，向其分配责任，提供支持，包括技术和财政支持，使其能够获取信息和材料。<sup>14</sup>

38. 截至 2024 年 8 月 31 日，有 142 个缔约方任命了一个或多个国家气候赋权行动协调人，其中 26 个在本报告所述期间任命，包括 7 个为首次任命，19 个被任命以取代现有协调人。一些缔约方任命了两个国家气候赋权行动协调人，一个是主要协调人，另一个是候补协调人。<sup>15</sup>

<sup>12</sup> 所有海报均可查阅 <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/events-meetings/ace-dialogues/about-the-ace-dialogues/ace-gallery/2024-ace-gallery>。

<sup>13</sup> FCCC/SBI/2023/16, 附件三。

<sup>14</sup> 第 18/CP.26 号决定，附件，第 8 段；以及第 22/CMA.3 号决定，附件，第 8 段。

<sup>15</sup> 国家气候赋权行动协调人名单可查阅 <https://unfccc.int/topics/education-youth/national-ace-focal-points>。

## B. 能力建设和网络建设

39. 根据《格拉斯哥工作方案》，请秘书处在国际和区域层面加强国家气候赋权行动协调人网络，途径包括促进定期交流意见、良好做法和经验教训以建设和加强能力和技能，并促进对实施气候赋权行动的同行支持。<sup>16</sup>

40. 此外，《格拉斯哥工作方案》之下的行动计划包括请秘书处为气候赋权行动国家协调人提供能力建设机会(活动 C.1)，并通过气候赋权行动对话、区域气候周和非正式虚拟联席会议等方式，增加气候赋权行动国家协调人之间关于国家层面气候赋权行动活动的同行交流(活动 B.2)。

### 1. 协调人学院

41. 气候赋权行动中心<sup>17</sup>的气候赋权行动协调人学院<sup>18</sup>提供实操性和互动式培训模块，其主题基于国家气候赋权行动协调人和谈判者确定的需求。该学院还提供了一个论坛，以展示国家层面实施气候赋权行动的良好做法并让相关领域的同行和专家互动。在本报告所述期间，秘书处组织了一次学院会议，会议在附属机构第六十届会议期间以混合形式举行，重点是加强气候赋权行动国家协调人网络，确定伙伴关系和合作机会，建设能力，为实施气候赋权行动进行需求评估，并使儿童和青年切实参与国家一级的气候决策和行动。出席会议的有来自 23 个国家的 35 个气候赋权行动协调人和代表，并得到下列组织的专家或代表的支持：气候与发展知识网络、教育不能等、粮农组织、全球环境基金小额赠款方案、魁北克省政府、国际和伊比利亚美洲行政和公共政策基金会、儿基会、训研所、青年非政府组织类组以及青年气候正义基金。

### 2. 区域气候周期间的研讨会

42. 2023 年区域气候周为政策制定者、从业者、企业和民间社会成员提供了契机，在区域层面讨论系统转型在促进和加速实现《巴黎协定》1.5 摄氏度温升限制方面的作用，这些讨论的结果为第一次全球盘点提供了信息。2023 年区域气候周重点关注能源系统和工业；城市、城乡住区、基础设施和交通；陆地、海洋、食物和水；以及社会、健康、生计和经济领域。

43. 在 2023 年的每个区域气候周期间，秘书处都举办了一次区域研讨会，详情如下，在研讨会期间，缔约方和非缔约方利益相关方展示了利用气候赋权行动促进系统转型的良好做法，并讨论了如何将气候赋权行动进一步纳入气候变化政策和行动的实施过程中：<sup>19</sup>

(a) 在非洲气候周期间，与肯尼亚和尼日利亚的气候赋权行动协调人以及开发署和训研所的代表合作于 2023 年 9 月 8 日举办了研讨会；

<sup>16</sup> 第 18/CP.26 号决定，附件，第 11(a)(i)段；以及第 22/CMA.3 号决定，附件，第 11(a)(i)段。

<sup>17</sup> 气候赋权行动中心是 2022 年与德国北莱茵—威斯特法伦州经济事务、工业、气候行动和能源部一起发起的一项为期三年的合作项目，重点是支持青年切实参与气候政策和行动，加强北莱茵—威斯特法伦州政府、非缔约方利益相关方以及各组织、专家和公司在应对气候变化问题方面的合作。见 <https://unfccc.int/ace-hub>。

<sup>18</sup> 见 <https://unfccc.int/ace-hub/national-ace-focal-points-academy#2024>。

<sup>19</sup> 见 <https://unfccc.int/topics/education-youth/ace-hub/regional-ace-workshops>。

(b) 在中东和北非气候周期间，与阿拉伯联合酋长国的气候赋权行动协调人以及阿拉伯农业发展组织、粮农组织、国际可再生能源署、沙特阿拉伯、苏丹和儿基会的代表合作于 2023 年 10 月 11 日举办了研讨会；

(c) 在拉丁美洲和加勒比气候周期间，与加勒比可再生能源和能源效率中心、气候路线、巴拿马、开发署和儿基会的代表合作于 2023 年 10 月 26 日举办了研讨会；

(d) 在亚太气候周期间，与英国广播公司媒体行动、SLYCAN 信托基金和联合国促进性别平等和增强妇女权能署的代表合作于 2023 年 11 月 16 日举办了研讨会。

### 3. 非正式联络活动

44. 在本报告所述期间，秘书处组织了三次非正式联络活动：

(a) 在缔约方会议第二十八届会议期间，2023 年 12 月 9 日举行了现场联络活动，为联合国气候赋权行动联盟成员提供了契机，讨论正在进行和计划进行的气候赋权行动相关活动，并与国家气候赋权行动协调人建立网络，讨论潜在合作；

(b) 2024 年 4 月 18 日举行了虚拟联络活动，期间青年非政府组织类组分享了《全球青年声明》中强调的与气候赋权行动有关的需求和优先事项，秘书处介绍了其关于 2024 年气候赋权行动对话和气候赋权行动协调人学院的计划，并收集了相关意见；

(c) 与训研所合作于 2024 年 8 月 19 日和 21 日举行了虚拟联络活动，重点是展示不同地区的气候赋权行动项目实例，并促进交流在国家一级为实施气候赋权行动筹集资金和资源的经验。

### C. 支持参加国际会议

45. 《格拉斯哥工作方案》之下的行动计划要求秘书处报告为气候赋权行动协调人参加气候赋权行动对话以及附属机构届会和缔约方会议届会等国际会议提供支持，包括资金支持的情况(活动 C.3)。

46. 在本报告所述期间，秘书处为四个气候赋权行动协调人或其指定代表提供了支持，帮助他们参加附属机构第六十届会议、2024 年气候赋权行动对话以及气候赋权行动协调人学院等。

## 六. 缔约方提交《气候公约》的信息通报和报告中的信息

47. 《格拉斯哥工作方案》鼓励缔约方加大力度将气候赋权行动纳入国家气候政策、计划、战略和行动，并请缔约方在国家信息通报和其他报告中提供关于实施气候赋权行动的活动和政策的信息，包括成就、吸取的教训、经验以及挑战和机遇。<sup>20</sup>

<sup>20</sup> 第 18/CP.26 号决定，附件，第 7 和第 15(a)段；以及第 22/CMA.3 号决定，附件，第 7 和第 15(a)段。

48. 根据 2023 年国家自主贡献综合报告，<sup>21</sup> 在新的或经过更新的国家自主贡献中，缔约方普遍比以往更清楚、更详细地通报了与气候赋权行动有关的一般原则、过去的成就、未来的承诺以及需求和差距。更多缔约方在其国家自主贡献中提到，气候赋权行动是动员社会和增强社会权能的必要手段，以实现国家自主贡献中所述的减缓和适应目标。

49. 截至 2024 年 8 月 31 日，自 2023 年综合报告发布以来，已有 34 个缔约方提交了新的或经过更新的国家自主贡献。秘书处将分析这些国家自主贡献，并将分析结果纳入下一次综合报告，供《协定》/《公约》缔约方会议第六届会议审议。

50. 在本报告所涉期间从缔约方收到的为年度概要报告提供信息的材料中：

(a) 澳大利亚报告了其国家青年参与战略，该战略旨在推动制定政策和举措，承认并考虑到青年人的声音，增强他们的权能，使他们能够与政府实体合作并参与政策制定过程；通过国家青年论坛、青年咨询小组和青年指导委员会，加强与青年，特别是土著青年的合作；建设政府能力以使青年参与政策制定过程；

(b) 厄瓜多尔介绍了在国家和地方一级开展的教育、培训、公众意识和参与活动的情况，例如在国家自主贡献伙伴关系、儿基会和训研所的支持下制定了国家气候赋权行动战略，其目的是确定民间社会、学术界和其他关键部门成员可参与气候变化管理的领域；

(c) 欧洲联盟报告了其成员国在《格拉斯哥工作方案》的四个优先领域开展的气候赋权行动活动，例如芬兰萨米气候变化委员会 2023 年 10 月启动的将土著人民的知识和视角纳入气候决策进程的工作；比利时政府于 2024 年 4 月为 8 个欧盟国家的青年代表举办了一次研讨会，为附属机构第六十届会议做准备；以及为法国各部委约 25,000 名高级政府官员举办强制性培训课程，该课程将于 2024 年底完成，课程旨在提高对生态转型相关挑战的认识和理解；

(d) 巴拿马介绍了以青年这一重要群体为对象的气候赋权行动倡议，如青年领袖气候变化学院、气候变化实习方案、缔约方会议行动：青年气候大使和可持续发展目标 7 学院，所有这些倡议都旨在建设青年的能力，促进青年在气候决策和行动方面的联络与合作；

(e) 特立尼达和多巴哥简要介绍了在国家层面开展的气候赋权行动活动，例如 2024 年 6 月推出的青年气候大使计划，旨在通过协调和合作的方式增加 15 至 35 岁人群的气候变化相关知识。它报告称，加勒比商会和气候分析等私营部门组织在与气候赋权行动有关的能力建设倡议下提供支持，政府与民间社会组织合作，提高对气候变化的认识和了解；

(f) 美国报告了国家和国家以下各级的气候赋权行动，包括美国全球变化研究方案计划于 2024 年 9 月出版更新的气候素养指南，该指南将参考政府机构的意见以及国内和国际行为体的磋商结果；政府于 2023 年 9 月启动了美国气

<sup>21</sup> FCCC/PA/CMA/2023/12，第 115-116 段。该报告于 2023 年 11 月 14 日发布，涵盖了截至 2023 年 9 月 25 日《巴黎协定》195 个缔约方通报并记录在国家自主贡献登记册中的 168 份可用的最新国家自主贡献的信息。

候军团，旨在为 20,000 多名年轻人提供清洁能源、保护和气候韧性方面的技能，使他们有机会获得这方面的体面工作，并以此应对气候危机。

51. 《格拉斯哥工作方案》下的行动计划要求秘书处确定将气候赋权行动要素纳入国家气候变化政策、计划、战略和行动的良好做法，在气候赋权行动框架内纳入《巴黎协定》序言部分第十一段的考虑事项(活动 A.2)。

52. 作为回应，秘书处编写了一份关于将气候赋权行动要素纳入国家自主贡献的良好做法汇编，<sup>22</sup> 展示了国家自主贡献所包括的气候赋权行动活动和措施的实例，以及在第一次全球盘点结束后如何加强气候赋权行动在制定和实施新的或更新的国家自主贡献方面的作用。

## 七. 《气候公约》组成机构实施气候赋权行动的情况

53. 根据《格拉斯哥工作方案》，请所有组成机构在定期报告中列入关于如何在各自的工作流程下实施气候赋权行动的信息。<sup>23</sup>

54. 此外，《格拉斯哥工作方案》之下的行动计划要求秘书处确定将气候赋权行动六项要素纳入组成机构的工作的良好做法(活动 A.1)。

55. 在本报告所述期间提交定期报告的 12 个组成机构<sup>24</sup> 提供了关于实施气候赋权行动及其要素的资料，特别是关于公众意识、参与和获取信息的资料。包括以下机构：

(a) 适应委员会设计了一项在线调查，该调查于 2023 年 7 月至 9 月期间以联合国六种正式语文提供，旨在确定其当前和潜在的目标受众，以不断改进其传播工作。在开展调查的同时，还通过适应联络点、区域合作中心、内部和外部通讯以及社交媒体渠道开展了广泛的外联活动。调查的结果已在委员会第 24 次会议上分享，并可公开查阅。委员会决定在其第 24 次会议后立刻重开调查，并再次在气候公约网站<sup>25</sup> 上发布调查，以增加答复者人数，并在委员会第 25 次会议期间详细说明调查结果。

(b) 《巴黎协定》履约和遵约委员会在其第 9 次会议上注意到秘书处就气候赋权行动所作的介绍。该委员会商定继续讨论这一事项，以确定可采取哪些方式来促进观察员参与其工作。为了提高对委员会工作的认识，秘书处开发了一个电子学习课程，<sup>26</sup> 该课程详细介绍了委员会的职能、性质和运作等方面，从而成为通过教育、培训和提高公众意识促进履行和遵守《巴黎协定》的工具；

<sup>22</sup> 可查阅 <https://unfccc.int/documents/640944>。

<sup>23</sup> 第 18/CP.26 号决定，附件，第 6(a)段；以及第 22/CMA.3 号决定，第 6(a)段。

<sup>24</sup> 适应委员会、气候技术中心和网络咨询委员会、专家咨询小组、气候变化影响相关损失和损害华沙国际机制执行委员会、地方社区和土著人民平台促进工作组、影响问题卡托维兹委员会、最不发达国家专家组、《巴黎协定》履约和遵约委员会、巴黎能力建设委员会、资金问题常设委员会、监督机构和技术执行委员会。

<sup>25</sup> <https://unfccc.int/audience-assessment-survey>。

<sup>26</sup> 可查阅 <https://elearning.informea.org/> (“气候和大气”栏目下)。



(c) 缔约方会议鼓励资金问题常设委员会为私营部门、金融机构和学术界参加委员会论坛提供便利，并进一步加强与利益相关方的接触。<sup>27</sup> 根据 2022 年商定的主题，联合召集人在委员会第 31 次会议之前为委员会 2023 年关于为公正转型提供资金的论坛制订了工作计划，其中考虑到委员会委员和观察员们在第 29 次和第 30 次会议上提出的分主题，包括界定非缔约方利益相关方(包括私营部门)在为公正转型提供资金方面的作用以及支持公正转型的可能方式，并推动实现对劳动力和其他受影响社区和利益相关者公正和包容的转型。

## 八. 联合国气候赋权行动联盟

56. 《格拉斯哥工作方案》鼓励秘书处和联合国其他组织及政府间组织加强协作，以确保为缔约方的气候赋权行动相关活动提供协调一致的支持并避免重复工作。<sup>28</sup>

57. 秘书处每年编写一份与联合国各组织、公约秘书处和国际组织合作的活动、举措和方案的概要。最新发布的报告提供了 2023 年 5 月至 2024 年 4 月期间此类活动的信息。<sup>29</sup>

58. 联合国气候赋权行动联盟是联合国各实体的一个非正式网络，旨在支持缔约方设计、发起和开展与气候变化教育和公众意识、培训、公众参与以及获取信息有关的活动。根据秘书处所掌握的关于联盟活动的信息：

(a) 粮农组织与教科文组织、训研所、铜带大学和赞比亚大学等伙伴合作，在赞比亚启动了“实现国家自主贡献的气候赋权行动基金”项目。该项目将汇集赞比亚的主要利益相关方，如政府实体、大学、民间社会和私营部门，将技能建设纳入国家教育和培训方案，以推动绿色倡议和创造就业机会；<sup>30</sup>

(b) 开发署公布了 2024 年“人民气候投票”的结果，结果显示全球每五个人中就有四个希望他们的国家加强应对气候变化的承诺。与牛津大学合作开展的“投票”是世界上最大规模的独立的气候变化民意调查，为人们表达与气候变化有关的关切和需求提供了一个平台；<sup>31</sup>

(c) 亚太经社会于 2024 年初举办了亚太可持续发展论坛青年气候马拉松，100 多名青年制定了 27 项实用而又创新的解决方案以加快气候行动，促进了专题知识和项目构思以及提案写作技能的分享，并为与会者提供参与政府间论坛的机会；<sup>32</sup>

(d) 教科文组织继续领导绿色教育伙伴关系下的工作，在该伙伴关系下，80 多个成员国和 1,300 个组织合作加强教育在应对气候变化方面的作用。本报告

<sup>27</sup> 第 5/CP.18 号决定，第 4 段；以及第 8/CP.23 号决定，第 14 段。

<sup>28</sup> 第 18/CP.26 号决定，附件，第 6(c)段；以及第 22/CMA.3 号决定，附件，第 6(c)段。

<sup>29</sup> FCCC/SBSTA/2024/INF.1.

<sup>30</sup> 见 <https://www.fao.org/climate-change/news/news-detail/launching-face-ndc--empowering-countries/en>。

<sup>31</sup> 见 <https://climatepromise.undp.org/research-and-reports/peoples-climate-vote-2024>。

<sup>32</sup> 见 <https://www.unescap.org/events/2024/youth-climathon-innovative-solutions-acceleration-climate-action-11th-apfsd-final>。

所述期间的主要活动包括：组织了首个“绿色教育中心”，通过了《缔约方会议第二十八届会议教育和气候变化共同议程宣言》，<sup>33</sup> 并出版了“绿色课程指南：气候行动的教学与学习”<sup>34</sup> 和“绿色学校质量标准：绿化每一个学习环境”；<sup>35</sup>

(e) 训研所继续直接支持各国制定和实施国家气候变化学习战略，并继续努力通过“联合国一体化气候变化学习伙伴关系”增强公众的气候知识。它还推动在缔约方会议第二十八届会议上签署了《西非气候变化教育区域宣言》，签署国承诺加大努力，通过调动国家和国际财务资源，大幅提高气候变化教育的供资水平。<sup>36</sup>

59. 在报告所述期间，秘书处：

(a) 召开了三次联盟非正式会议，其中两次是在缔约方会议第二十八届会议和附属机构第六十届会议期间的现场会议；

(b) 作为气候赋权行动中心活动的一部分，与教科文组织联合举办了一系列共六场关于气候变化教育促进社会转型的网络研讨会；<sup>37</sup>

(c) 作为绿色教育伙伴关系咨询小组的成员，继续在该伙伴关系下开展工作，包括支持缔约方会议第二十九届会议主席青年气候倡导者在巴库为来自 35 个国家的早期职业教育工作者组织缔约方会议第二十九届会议气候变化夏令营。<sup>38</sup>

## 九. 非缔约方利益相关方的行动

60. 根据《格拉斯哥工作方案》，请联合国机构、政府间组织和其他非缔约方利益相关方向秘书处提交关于在各级实施气候赋权行动的信息。<sup>39</sup> 在本报告所述期间向秘书处提交的材料和信息中：

(a) 关心气候组织报告了其为加强儿童和青年的气候知识所作的努力，例如在国家自主贡献公平跟踪系统和国际气候政策和倡导课程下开展的工作，该课程为青年人参与国际和国家气候政策制定提供培训，并促进气候行动方面的同行学习；

(b) 魁北克省政府提供了一份旨在该区域实施气候赋权行动的举措清单，包括由大学和学校服务中心牵头的气候变化教育项目；魁北克气候行动方案，为

<sup>33</sup> 见 <https://www.unesco.org/en/sustainable-development/education/cop28>。

<sup>34</sup> UNESCO. 2024. *Greening curriculum guidance: Teaching and learning for climate action*. Paris: UNESCO. 可查阅 <https://unesdoc.unesco.org/ark:/48223/pf0000390022>。

<sup>35</sup> UNESCO. 2024. *Green school quality standard: Greening every learning environment*. Paris: UNESCO. 可查阅 <https://unesdoc.unesco.org/ark:/48223/pf0000390028>。

<sup>36</sup> 见 <https://www.unclearn.org/news/cop-28-west-african-nations-embark-on-quest-to-build-climate-change-literacy-at-scale-for-all-its-citizens/>。

<sup>37</sup> 见 <https://unfccc.int/topics/education-youth/ace-hub/unesco-unfccc-webinar-series> 和 <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/ace-hub/unesco-unfccc-webinar-series#Season-3-On-the-road-to-COP29>。

<sup>38</sup> 见 <https://unfccc.int/news/young-educators-learning-inspiring-and-driving-climate-action>。

<sup>39</sup> 第 18/CP.26 号决定，附件，第 15(b)段；以及第 22/CMA.3 号决定，附件，第 15(b)段。

民间社会组织领导的气候行动提供资金支持；魁北克省政府资助的气候对话试点项目，旨在让个人和社区参与气候辩论和行动；

(c) 肯尼亚第一夫人马兹吉纳奖的代表分享了关于该年度奖项的信息，该奖项于 2023 年首次举办，为表彰年轻人在应对气候变化方面的重大贡献提供了一个平台，旨在促进年轻人积极参与气候行动，并在气候行动方面创造一种卓越文化，以实现更可持续和更具韧性的未来；

(d) “监测和评估气候传播和教育”项目的代表介绍了项目活动的最新情况，这些活动旨在制定全球指标、国家概况、案例研究和互动数据平台，以促进对气候赋权行动实施情况的监测、评估和报告。该项目还在缔约方会议第二十八届会议期间组织了一次互动研讨会，以促进交流气候赋权行动监测、评估和报告的真实案例，并加深对高质量气候赋权行动活动的理解。

61. 《格拉斯哥工作方案》之下的行动计划要求秘书处报告为非缔约方利益相关方(包括民间社会组织和社区组织的代表)参加气候赋权行动对话以及附属机构届会和缔约方会议届会等国际会议提供支持，包括资金支持的情况(活动 C.3)。

62. 澳大利亚报告称，该国的差旅支助方案使澳大利亚包括青年在内的各种代表性不足的群体能够参加缔约方会议第二十八届会议。2024 年还将根据该计划提供支持，包括土著和青年组织在内的 20 多个组织将出席并积极参与缔约方会议第二十九届会议，并接受澳大利亚代表团中专门的土著和青年协调人提供的能力建设支持。

## 十. 提高认识和传播

63. 根据《格拉斯哥工作方案》，请秘书处通过现有的《气候公约》网络资源和交流活动，加强关于气候赋权行动及其六个要素的传播和信息共享。<sup>40</sup>

64. 在本报告所述期间，发布了八份气候赋权行动通讯，代表秘书处、缔约方、联合国实体、政府间组织、国际组织和非政府组织以及其他利益相关方提供了关于事件、活动和知识产品的最新信息。<sup>41</sup>

65. 秘书处维持着气候赋权行动领英群组，作为专业人士、从业者和学习者的社区，以分享与气候赋权行动有关的良好做法、资源和知识。截至 2024 年 8 月 31 日，该群组拥有超过 2,000 名成员。

66. 秘书处在 2023 年纽约市气候周和缔约方会议第二十八届会议期间举办了针对商业服务业代表、专业发展培训服务提供者和青年专业人员的活动。这些活动是与电气和电子工程师协会青年专业人员、Kite Insights 和青年非政府组织类组合作举办的，旨在突出气候赋权行动可以加强专业人员的气候知识以便他们向私营部门决策者提供有影响力的建议和服务，以及促进青年专业人员参与可持续发展相关工作并增强其权能。

<sup>40</sup> 第 18/CP.26 号决定，附件，第 11(a)(iii)段；以及第 22/CMA.3 号决定，附件，第 11(a)(iii)段。

<sup>41</sup> 可查阅 <https://us1.campaignarchive.com/home/?u=d4003a912ec201b856f01e34f&id=1a83fe25a9>。



67. 作为气候赋权行动的一部分，秘书处在缔约方会议第二十八届会议上与低 2 度联盟(Under2 Coalition)举行了一次联谊早餐会，强调了区域和国家以下各级为推动社区更多地参与气候政策制定和行动所作的努力。<sup>42</sup>

68. 《格拉斯哥工作方案》之下的行动计划要求秘书处在缔约方会议届会之前举行信息通报会，介绍年度概要报告所报告的《格拉斯哥工作方案》下各项活动实施进展情况(活动 D.3)。

69. 为此，在本报告所述期间举行了两次信息通报会，向各国气候赋权行动协调人和其他利益相关方介绍了气候赋权行动相关事项的最新情况以及在缔约方会议第二十八届会议和附属机构第六十届会议上举行的相关授权活动和会外活动的最新情况。<sup>43</sup>

## 十一. 青年参与和能力建设

70. 《协定》/《公约》缔约方会议第一届会议请秘书处继续组织提高认识运动和培训活动，以增强儿童和青年支持和领导气候行动的能力。<sup>44</sup>

71. 缔约方会议第二十六届会议和《协定》/《公约》缔约方会议第三届会议认识到青年对气候行动的兴趣和参与度日益增加，承认青年作为变革推动者的关键作用，并呼吁让青年进一步参与气候变化进程，发挥气候赋权行动的潜力。<sup>45</sup>

72. 在本报告所述期间，秘书处与青年非政府组织类组密切合作，特别是每两周与该类组的两位全球联合协调人定期举行会议。秘书处的实务小组也与青年非政府组织类组各工作组合作。秘书处开展的青年参与活动是与青年非政府组织类组协调组织的，使青年能够有效、切实地参与《气候公约》活动。

### A. 对缔约方会议主席的支持

73. 缔约方会议第二十六届会议请未来的缔约方会议主席在秘书处的支持下，并与青年非政府组织类组以及其他青年组织合作，为组织由青年主导的年度气候论坛提供便利，促进缔约方与青年之间的对话。<sup>46</sup> 2023 年论坛在缔约方会议第二十八届会议期间召开，青年非政府组织类组成员介绍了《全球青年声明》和《〈气候公约〉进程的青年盘点》，<sup>47</sup> 并与缔约方代表就生物多样性、能源、

<sup>42</sup> 见 <https://unfccc.int/topics/education-youth/ace-hub/action-for-climate-empowerment-networking-recaptions>。

<sup>43</sup> 英文、法文和西班牙文的录音可在网页上获取 <https://unfccc.int/topics/education-and-outreach/the-big-picture/education-and-outreach-in-the-negotiations>。

<sup>44</sup> 第 17/CMA.1 号决定，第 12(c)段。

<sup>45</sup> 第 18/CP.26 号和第 22/CMA.3 号决定的序言。

<sup>46</sup> 第 1/CP.26 号决定，第 65 段。

<sup>47</sup> YOUNGO constituency. 2023. *Youth Stocktake of UNFCCC Processes*. 可查阅 <https://unfccc.int/documents/636004>。

金融、粮食和水安全、健康、公正转型、损失和损害、国家自主贡献和技术等问题进行了对话。<sup>48</sup>

74. 缔约方会议第二十八届会议和《协定》/《公约》缔约方会议第五届会议决定，将任命一名青年气候倡导者，代表缔约方会议和《协定》/《公约》缔约方会议主席行事，以便加强青年切实、包容地参与气候行动，包括在《气候公约》进程内，并请秘书处就《气候公约》进程中与儿童和青年有关的事项酌情向每一位主席青年气候倡导者提供支持。<sup>49</sup> 在本报告所述期间，秘书处为缔约方会议第二十九届会议主席青年气候倡导者制定和交付 2024 年工作计划提供了支持。<sup>50</sup>

## B. 气候赋权行动中心

75. 在附属机构第六十届会议期间举行的气候赋权行动中心青年活动中，来自德国北莱茵-威斯特法伦州的 47 名国际和当地青年参加了能力建设、合作和网络会议，培养必要的技能，以领导和参与制定和实施有效、公平、创新和公正的气候行动、解决方案和倡议。今年的活动与联合国大学环境与人类安全研究所合作举办，其重点是基于社区的气候宣传、行动和倡议。<sup>51</sup>

## C. 青年能力建设(Youth4Capacity)方案

76. 青年能力建设方案得到意大利环境和能源安全部的支持，旨在发展青年人的气候相关能力和知识，以支持、制定和实施综合互补的方法，促进在可持续发展目标和里约三公约背景下的气候行动。

77. 在本报告所述期间，在青年能力建设方案的“Becoming.....”系列下举办了四次网络研讨会，旨在为年轻人提供产生重大影响所需的知识、技能和信心，并促进与气候行动有关的全球交流和相互学习。这些研讨会是与儿童环境权利倡议、和平之船(美国)、TED 倒计时以及内容平台 The Weird and Wild 合作举办的，主题分别是儿童权利、海洋、讲故事和内容创作。<sup>52</sup>

78. 在缔约方会议第二十八届会议和附属机构第六十届会议上，秘书处主办了一系列活动，旨在培养青年人在社区建设、国家自主贡献、里约三公约、可持续发展目标和《气候公约》进程方面的知识，并促进就气候倡导和行动方面的经验和工具交流信息。这些活动是与以下组织合作举办的：ALLCOT、阿拉伯青年中心、亚太环境捍卫者网络、剑桥大学零碳计划、关心气候组织、援外社国际协会、ClimaTalk、气候一代、气候词汇、全球适应中心、巴斯大学政策研究所、国际可再生能源署、挪威发展合作署、里约影响、开发署、儿基会、训研所、大

<sup>48</sup> 见 <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/youth/youth-in-conferences/young-and-future-generations-day-at-cops/youth-children-education-and-skills-day-at-cop28>。

<sup>49</sup> 第 16/CP.28 号决定，第 6 和第 9 段；以及第 21/CMA.5 号决定，第 6 和第 9 段。

<sup>50</sup> 见 <https://unfccc.int/PYCC>。

<sup>51</sup> 见 <https://unfccc.int/topics/action-for-climate-empowerment-children-and-youth/ace-hub/action-for-climate-empowerment-hub-youth-event>。

<sup>52</sup> 见 <https://unfccc.int/topics/capacity-building/projects/youth4capacity/youth4capacity-becoming-series>。

不列颠及北爱尔兰联合王国青年气候联盟、联合国系统职员学院、联合国大学环境与人类安全研究所、欧洲妇女共建未来组织和青年非政府组织类组。<sup>53</sup>

79. 气候催化剂师友计划于 2024 年 8 月与联合国开发计划署气候变化青年行动合作启动，旨在增强青年人有效参与气候行动的能力。在该计划下，由合作伙伴和专家举办的互动式在线课程和研讨会旨在建设青年催化气候行动所需的技术能力和软技能。<sup>54</sup>

## D. 区域气候周

80. 作为气候赋权行动中心和青年能力建设方案的一部分，秘书处在 2023 年区域气候周期间举办了与青年有关的活动，为青年提供了一个平台，以组织他们自己的代际对话以及能力建设、宣传和联络会议，讨论公正转型、青年参与政策制定和社区建设。<sup>55</sup> 与青年相关的活动组织情况如下：

(a) 在非洲气候周，与非洲青年气候变化倡议(津巴布韦)、关心气候组织、气候投资基金、绿色非洲青年组织、国际可再生能源署、秘书长青年特使办公室、非洲可再生能源解决方案基金会、开发署、训研所、联合王国青年气候联盟和青年非政府组织类组合作；

(b) 在中东和北非气候周，与可持续行动(Act Sustainable)、阿拉伯青年中心、阿拉伯青年气候运动(卡塔尔)、关心气候组织、气候投资基金、国际可再生能源署、学生能源、开发署、儿基会、联合王国青年气候联盟、联合国人口基金、Youthinkgreen Egypt 和青年非政府组织类组合作；

(c) 在拉丁美洲和加勒比气候周，与关心气候组织、加勒比青年环境网络、全球生态之家、Geoversity、秘书长青年特使办公室、可持续青年组织、阿什利·拉什利基金会、开发署、儿基会、联合王国青年气候联盟、青年非政府组织类组以及青年和气候变化组织合作；

(d) 在亚太气候周，与亚洲开发银行、关心气候组织、砂拉越生态战士、海洋可持续公司、开发署、亚太经社会、联合王国青年气候联盟、联合国全球契约、联合国大学可持续性高等研究所和青年非政府组织类组合作。

## E. 区域合作中心

81. 亚洲及太平洋区域合作中心于 2024 年继续参与“气候行动中增强青年权能平台”。例如，该中心举办了两场网络研讨会，一场于 4 月 19 日与开发署和亚太经社会合作举办，题为“转变青年参与：从清单到有影响力的途径”，以提高政策制定者和从业者对青年参与制定和实施国家自主贡献的重要性的认识，<sup>56</sup>

<sup>53</sup> 见 <https://unfccc.int/topics/capacity-building/projects/youth4capacity/youth4capacity-in-person-hands-on-capacity-building>。

<sup>54</sup> 见 <https://unfccc.int/topics/capacity-building/projects/youth4capacity/the-climate-catalysts-mentorship-programme>。

<sup>55</sup> 见 <https://unfccc.int/topics/education-youth/youth/youth-affiliated-event-2023>。

<sup>56</sup> 见 <https://unfccc.int/event/transforming-youth-engagement-from-checklists-to-impactful-pathways>。

另一场于 8 月 9 日举行，主题是促进青年切实参与太平洋岛国的国家自主贡献进程。<sup>57</sup>

82. 西非和中非区域合作中心于 2024 年 7 月 16 日与联合国儿童基金会共同举办了一场网络研讨会，讨论如何以及为何要制定对儿童敏感的国家适应计划和国家自主贡献，并促进该地区与此相关的良好做法的交流。<sup>58</sup>

## F. 其他侧重于青年的活动

83. 为了促进整个秘书处与青年的接触，秘书处在本报告所述期间与青年非政府组织类组合作举办了一次便当午餐会。这次午餐会的重点是强化青年在《气候公约》进程中的声音，并为该类组的联合协调人和工作组提供了分享 2024 年优先事项和计划活动信息的机会。

84. 秘书处在缔约方会议第二十八届会议和附属机构第六十届会议上为青年主办了情况介绍会，向青年代表(特别是第一次参加《气候公约》会议的青年代表)介绍了谈判进程和会议期间举行的青年相关活动，并让青年代表互相联系。<sup>59</sup>

## 十二. 下一步工作

85. 缔约方和其他利益相关方在规划、设计和实施《格拉斯哥工作方案》及其行动计划下的气候赋权行动和活动时，不妨参考本报告所载信息。

<sup>57</sup> 见 <https://unfccc.int/event/meaningful-youth-engagement-in-ndcs-30>。

<sup>58</sup> 见 <https://unfccc.int/event/child-responsive-naps-and-ndc-30>。

<sup>59</sup> 见 <https://unfccc.int/topics/education-youth/youth/youth-events/orientation-session>。

## Annex I

# References to information in this report on mandated activities under the Glasgow work programme on Action for Climate Empowerment

[English only]

Priority area	Reference in decisions <a href="#">18/CP.26</a> and <a href="#">22/CMA.3</a>	Mandated activity	Relevant paragraph(s) of this report
Policy coherence	annex, paragraph 6(a)	All constituted bodies invited to include in their regular reports information on how ACE is implemented under their respective workstreams	53–55
	annex, paragraph 6(b)	Presidencies of the COP and the CMA invited to convene an in-session event at each of their sessions focused on a thematic area relevant to the Convention and the Paris Agreement to promote coherence and strengthen coordination of work on ACE undertaken by constituted bodies and other United Nations entities and under other United Nations processes	9–14
	annex, paragraph 6(c)	The secretariat and other United Nations and intergovernmental organizations encouraged to strengthen their collaboration with a view to ensuring provision of coordinated support to Parties for activities related to ACE and avoiding duplication of work	56–59
	annex, paragraph 7	Parties encouraged to strengthen integration of ACE into national climate policies, plans, strategies and action, including by developing and implementing a national strategy that covers all six ACE elements and facilitates broad cross-sectoral coordination and collaboration	47–52
	annex, paragraph 8	Parties encouraged to continue designating, assigning responsibilities to, and providing support, including technical and financial support, and access to information and materials to national ACE focal points	37–38
Coordinated action	paragraph 11(b) and annex, paragraph 9(a)	The SBI requested to hold an annual in-session ACE Dialogue at its first regular session of each year with the participation of Parties, representatives of relevant constituted bodies and relevant experts, practitioners and stakeholders that focuses on progress of implementation of the Glasgow work programme and on its four priority areas	15–32
	annex, paragraph 9(b)	Annual youth forum organized in collaboration with children and youth organizations, including the YOUNGO constituency and other youth non-governmental organizations	73
	annex, paragraph 9(c)	Parties and non-Party stakeholders invited to develop international, regional and national programmes and activities, including preparing training and education materials and tools, using local languages where applicable and practical	50, 58, 60
	annex, paragraph 10(a)	Parties encouraged to prepare assessments of needs specific to national circumstances in the area of ACE implementation, including use of social research methods and other instruments to determine target audiences and partnerships	41, 50
	annex, paragraph 10(b)	Parties encouraged to strengthen in-country coordination and institutional arrangements at different levels to avoid duplication of efforts, promote knowledge-sharing, foster local networks and enhance collaboration among stakeholders in relation to ACE implementation	41, 50
Tools and support	annex, paragraph 11(a)(i)	The secretariat requested to strengthen the network of national ACE focal points at the international and regional level, including by facilitating regular exchange of views, good practices and lessons learned to build and strengthen capacity and skills, and by facilitating peer support for ACE implementation	31–32, 39–44

<i>Priority area</i>	<i>Reference in decisions <a href="#">18/CP.26</a> and <a href="#">22/CMA.3</a></i>	<i>Mandated activity</i>	<i>Relevant paragraph(s) of this report</i>
	annex, paragraph 11(a)(ii)	The secretariat requested to raise awareness of and promote bilateral and multilateral initiatives and programmes related to ACE implementation	63–69
	annex, paragraph 11(a)(iii)	The secretariat requested to enhance communication and information-sharing about ACE and its six elements through existing UNFCCC web-based resources and relevant activities	63–69
	annex, paragraph 11(b)(i)	Relevant international organizations, including United Nations organizations, and other non-Party stakeholders invited to, inter alia, support implementation of ACE activities through their work programmes and through specific programmes focused on climate change, including, as appropriate, by providing and disseminating information and resources, such as visual materials that could be easily translated and adapted, and by providing financial and technical support	56–62
	annex, paragraph 12	Parties encouraged to determine the most efficient and cost-effective way to implement ACE activities, and to develop funding instruments at the national level, where appropriate, to support such activities, in particular at the subnational and local level	44, 50
	annex, paragraph 13	Parties encouraged to establish partnerships with other Parties, as well as with intergovernmental organizations, non-governmental organizations and other stakeholders, to facilitate ACE implementation	50, 58, 60
	annex, paragraph 14	Parties encouraged to build the capacity of youth to embark on and lead ACE implementation and promote youth participation in relevant climate processes at the national and international level, such as by including youth in national delegations at UNFCCC meetings	50, 62
Monitoring, evaluation and reporting	annex, paragraph 15(a)	Parties invited to provide information in their national communications, where possible, and in other reports on activities and policies involving ACE implementation, including on accomplishments, lessons learned, experience, and challenges and opportunities, noting that the six ACE elements provide a useful guide for this reporting	47–52
	annex, paragraph 15(b)	United Nations agencies, intergovernmental organizations and other non-Party stakeholders invited to submit information to the secretariat on ACE implementation at all levels for inclusion in the annual summary report on progress in implementing activities under the Glasgow work programme	58, 60
	annex, paragraph 16	Parties encouraged to share with the public and stakeholders the findings contained in their national communications and national action plans or domestic programmes on climate change regarding ACE implementation, using tools such as social media to reach and engage multiple stakeholders, as appropriate; and to promote greater involvement of non-Party stakeholders to support them in monitoring, evaluating and reporting of ACE implementation	31–32, 50

## Annex II

### References to information in this report on mandated activities under the action plan under the Glasgow work programme on Action for Climate Empowerment

[English only]

<i>Priority area</i>	<i>Activity<sup>a</sup></i>	<i>Responsible entity/entities</i>	<i>Deliverables/outputs</i>	<i>Relevant paragraph(s) of this report</i>
Policy coherence	A.1 Strengthening coordination of ACE work under the UNFCCC	Secretariat	Identifying good practices for integrating the six ACE elements into the work of the UNFCCC constituted bodies and reporting thereon in the annual summary report under the Glasgow work programme	53–55
	A.2 Strengthening integration of ACE into the development and implementation of national climate policies, plans, strategies and action	Secretariat	Identifying good practices for integrating the ACE elements into national climate change policies, plans, strategies and action, including the considerations reflected in the eleventh preambular paragraph of the Paris Agreement – which, acknowledging that climate change is a common concern of humankind, states that Parties should, when taking action to address climate change, respect, promote and consider their respective obligations on human rights, the right to health, the rights of Indigenous Peoples, local communities, migrants, children, persons with disabilities and people in vulnerable situations and the right to development, as well as gender equality, empowerment of women and intergenerational equity – in the context of ACE, and reporting thereon in the annual summary report under the Glasgow work programme	47–52
		Secretariat	Holding an interactive workshop at the ACE Dialogue in 2025 and also at the regional level prior to COP 31 on developing and implementing national climate change policies, plans, strategies and action under a clear, inclusive, intergenerational and gender-responsive approach	42–43
		Relevant organizations	Facilitating voluntary peer-to-peer exchanges that serve to provide technical and substantive guidance to national ACE focal points for engaging in relevant national processes and policies, such as national ACE strategies, according to national circumstances	58, 60



<i>Priority area</i>	<i>Activity<sup>a</sup></i>	<i>Responsible entity/entities</i>	<i>Deliverables/outputs</i>	<i>Relevant paragraph(s) of this report</i>
Coordinated action	B.1 Enhancing regional cooperation through virtual and in-person regional dialogues, workshops and consultations, prior to the ACE Dialogues, taking advantage of existing forums, such as the regional collaboration centres and regional climate weeks, as appropriate, to enhance implementation of the Glasgow work programme at the regional level as well as local ACE hubs building on local initiatives	Leading: relevant organizations, Parties Contributing: secretariat	Sharing experience and good practices from virtual and in-person regional dialogues, workshops and consultations prior to the ACE Dialogues, as appropriate  Presenting the outcomes of regional activities at the ACE Dialogues and reporting thereon in the annual summary report under the Glasgow work programme and in ACE newsletters	31–32, 41–44, 58, 80
	B.2 Promoting the development of regional and local networks and platforms that support ACE activities at the regional, national and local level, encouraging the involvement of youth, women, academia, children, traditional leaders and Indigenous Peoples in developing and implementing ACE activities and providing capacity-building in this regard	Leading: secretariat Contributing: Parties, national ACE focal points, relevant organizations	Increasing peer-to-peer exchange among national ACE focal points about ACE activities carried out at the national level through, inter alia, the ACE Dialogues, the regional climate weeks and informal virtual networking meetings organized by the secretariat	9–32, 39–44, 58, 60
Tools and support	C.1 Building and strengthening the capacity and skills of national ACE focal points	Leading: secretariat Contributing: Parties, national ACE focal points, relevant organizations	Providing capacity-building opportunities for national ACE focal points, including at the ACE Dialogues and the regional climate weeks	25–29, 39–44
	C.2 Meaningfully including youth in and engaging with them on climate action at all levels and facilitating the inclusive participation of, inter alia, children, women, Indigenous Peoples and persons with disabilities in climate action, according to national circumstances	Relevant organizations, Parties	Providing capacity-building opportunities for youth with a focus on decision-making and implementing climate action at the national and international level according to national circumstances	50, 58–60, 66, 70–84
		Leading: secretariat, relevant organizations Contributing: youth and youth organizations	Providing opportunities for youth to present at ACE Dialogues and regional climate weeks to highlight the leadership role that youth play in climate action  Allowing youth to participate in networking sessions and capacity-building workshops for national ACE focal points	13, 22–24, 31–32, 41, 44, 80
		Leading: secretariat Contributing: relevant organizations	Mapping and collating existing guidelines and good practices in the annual summary report under the Glasgow work programme with respect to child education on and empowerment in climate action, with special consideration	35–36, annex IV



<i>Priority area</i>	<i>Activity<sup>a</sup></i>	<i>Responsible entity/entities</i>	<i>Deliverables/outputs</i>	<i>Relevant paragraph(s) of this report</i>
			given to gender equality and inclusion of persons with disabilities	
	C.3 Enhancing multilevel action by national ACE focal points and non-Party stakeholders, including representatives of civil society organizations, youth-led and youth-inclusive organizations, community-based organizations, local communities and Indigenous Peoples	Leading: secretariat Providing input: Parties, relevant organizations, multilateral and bilateral financial institutions	Reporting in the annual summary report under the Glasgow work programme on the provision of support, including financial support, for the participation of national ACE focal points and non-Party stakeholders, including representatives of civil society organizations and community-based organizations, in international meetings such as the ACE Dialogues and the sessions of the subsidiary bodies and the COP	45–46, 61–62
		Leading: secretariat, relevant organizations, multilateral and bilateral financial institutions Contributing: national ACE focal points, UNFCCC constituted bodies	Organizing an expert-run session on how to write strong project proposals at the ACE Dialogues to support the implementation of ACE activities	25–29
Monitoring, evaluation and reporting	D.1 Strengthening monitoring, evaluation and reporting of the implementation of all six ACE elements	Leading: secretariat Contributing: relevant organizations, research community	Compiling monitoring, evaluation and reporting best practices and resources and making such information available to Parties for use for their reporting on ACE activities on a voluntary basis, and reporting thereon in the annual summary report under the Glasgow work programme	33–34, annex III
	D.2 Enhancing understanding of what constitutes high-quality and effective evaluation of ACE activities, according to national circumstances	Secretariat, Parties, national ACE focal points, relevant organizations, research community	Organizing interactive workshops at all levels, including at the ACE Dialogue in 2023, with experts, national ACE focal points, youth leaders and other stakeholders to discuss ways of assessing the effectiveness of ACE implementation	60
	D.3 Supporting the consideration by the SBI of the annual summary report to be prepared by the secretariat on progress in implementing activities under the Glasgow work programme	Secretariat	Holding information sessions prior to the sessions of the COP to present progress in implementing activities under the Glasgow work programme as reported in the annual summary report	68–69

<sup>a</sup> See the annex to decision [23/CP.27](#) and [22/CMA.4](#).

## Annex III

## Practices and resources for monitoring, evaluation and reporting of the implementation of Action for Climate Empowerment

[English only]

Category	Level	Party/organization	Details
Indicator/ metric/ scoreboard	International	Care About Climate	NDC Equity Tracker for reviewing and highlighting issues pertaining to gender mainstreaming in NDCs and youth inclusion in the NDC process, currently covering more than 80 NDCs responsible for 80 per cent of global emissions, with NDC analysis carried out by young people, who allocate a total score to each NDC that is reflective of ambition and inclusivity and provide recommendations for strengthening those areas <sup>a</sup>
	National	Australia	Preparation of annual reports on nine measurements of progress in achieving the national youth engagement strategy, such as the percentage of young people who are of the view that the Government considers their views and the percentage of Indigenous and young people who feel confident to engage with the Government under the strategy <sup>b</sup>
	Subnational	Government of Quebec	Online reporting by the Government of indicators and targets under the 2030 Plan for a Green Economy related to, inter alia, progress in deploying a climate change mobilization strategy, carrying out education and awareness-raising campaigns and continuing dialogues with civil society organizations and communities on climate action <sup>c</sup>
Survey/ mapping/ inventory/ platform	International	MECCE Project	Interactive platform of extensive quantitative and qualitative global data supporting analysis, data visualization, benchmarking, progress monitoring, decision-making and reporting in relation to climate change communication and education <sup>d</sup>
	International	MECCE Project, UNESCO	Systematic analysis of science and social science secondary school curricula in 85 countries, particularly on the extent and type of environment, sustainability and climate change content covered, establishing a global baseline in this regard <sup>e</sup>
	Subnational	Laval University	Annual (since 2019) Climate Action Barometer study designed to identify the beliefs, attitudes and behaviours of Quebec's adult population in the face of climate challenges, the results of which are used to inform, among other things, government communication activities <sup>f</sup>
Case study	National	MECCE Project, North American Association for Environmental Education	<i>Mapping the Landscape of K–12 Climate Change Education Policy in the United States</i> , <sup>g</sup> which analyses the extent and type of climate change content included in 802 publicly available education policies
	Subnational	Campaign for Environmental Literacy, Center for Green Schools	<i>State-Level Legislation concerning K–12 Climate Change Education</i> , <sup>h</sup> which examines how legislation in the United States can help prepare learners for a future impacted by the climate crisis and provides examples of legislation that supports climate change education

<sup>a</sup> See <https://www.ndcequitytracker.org/>.

<sup>b</sup> See <https://www.youth.gov.au/engage/resources/engage-our-new-strategy-include-young-people-decisions-we-make>.

<sup>cc</sup> See <https://www.quebec.ca/gouvernement/politiques-orientations/plan-economie-verte/gouvernance-diffusion-resultats/etat-avancement-action-climatique-gouvernementale> (available in French only).

<sup>d</sup> See <https://mecce.ca/data-platform/indicators/>.

<sup>e</sup> UNESCO, McKenzie M and Benavot A. 2024. Climate change and sustainability in science and social science secondary school curricula. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000390036>.

<sup>f</sup> See <https://unpointcinq.ca/barometre-de-laction-climatique-2023/> (available in French only).

<sup>g</sup> MECCE Project and North American Association of Environmental Education. 2022. Mapping the Landscape of K–12 Climate Change Education Policy in the United States. Saskatoon, Canada: Sustainability and Education Policy Network, University of Saskatchewan. Available at <https://mecce.ca/publications/mapping-k12-climate-change-education-policy-in-the-us/>.

<sup>h</sup> Center for Green Schools and Campaign for Environmental Literacy. 2023. State-Level Legislation Concerning K-12 Climate Change Education. Washington, D.C.: U.S. Green Building Council. Available at <https://www.usgbc.org/resources/state-level-legislation-concerning-k-12-climate-change-education>.

## Annex IV

### Existing guidelines and good practices with respect to child education on and empowerment in climate action

[English only]

#### I. Introduction

1. Climate change affects the lives and livelihoods of every human being around the world, but children are disproportionately more vulnerable to its impacts, such as disasters, diseases and displacement. Their greater vulnerability rests on their more immature physiological defence systems, the more direct ways in which they interact with their environment, their dependence on adults and the accumulation of risks and damages over their lifetimes.<sup>1</sup> Climate change also exacerbates their existing risks and inequalities, which are often interconnected, generating differentiated impacts among them (see the box below).

2. Moreover, despite being the least responsible for climate change, children will bear the greatest burden of its impacts. Approximately 1 billion children globally – nearly half of the world’s children – live in countries considered to be at extremely high risk from the impacts of the climate crisis. Children in these countries are exposed to multiple climate-related and environmental shocks, threatening their health, education and protection.<sup>2</sup>

3. The extent and magnitude of the impacts of climate change on children is compelling governments and other stakeholders to take action to protect their rights and well-being.<sup>3</sup> There is also a growing recognition of the role of children as powerful agents of change in addressing and responding to climate change.<sup>4</sup> Under the UNFCCC process, Parties are encouraged to implement climate policies and action that are gender-responsive, fully respect human rights and empower children and youth.<sup>5</sup>

4. The preamble to the Paris Agreement states that, when taking action to address climate change, Parties should respect, promote and consider their respective obligations on human rights, including the rights of children and intergenerational equity. In its general comment on children’s rights and the environment, with a special focus on climate change,<sup>6</sup> the United Nations Committee on the Rights of the Child notes that children’s rights, like all human rights, are indivisible, interdependent and interrelated, with some rights particularly threatened by climate change and other rights playing an instrumental role in safeguarding children’s rights in relation to the environment.<sup>7</sup>

5. Educating and empowering children is closely linked to the safeguarding and fulfilment of their rights, including the right to a clean, healthy and sustainable environment.

<sup>1</sup> Sanson AV, Wachs TD, Koller SH, et al. 2018. Young People and Climate Change: The Role of Developmental Science. In: S Verma and AC Petersen (eds.). *Developmental Science and Sustainable Development Goals for Children and Youth*. Cham: Springer International Publishing. pp.115–137. Available at [https://doi.org/10.1007/978-3-319-96592-5\\_6](https://doi.org/10.1007/978-3-319-96592-5_6).

<sup>2</sup> UNICEF. 2021. *The Climate Crisis is a Child Rights Crisis: Introducing the Children’s Climate Risk Index*. New York: UNICEF. Available at <https://unicef.org/reports/climate-crisis-child-rights-crisis>.

<sup>3</sup> For example, CMA 5 requested SBI 60 to hold an expert dialogue on children and climate change to discuss the disproportionate impacts of climate change on children and relevant policy solutions in this regard (decision 1/CMA.5, para. 182).

<sup>4</sup> See decisions 16/CP.28, para. 1; and 21/CMA.5, para. 1.

<sup>5</sup> Decision 1/CMA.5, para. 178.

<sup>6</sup> United Nations Committee on the Rights of the Child document CRC/C/GC/26.

<sup>7</sup> United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 13.

ACE and its six elements, especially education, public access to information and public participation, have direct linkages to the rights under the United Nations Convention on the Rights of the Child, such as to education (Articles 28–29), to access to information (Articles 13 and 17), to be heard (Article 12) and to freedom of expression, association and peaceful assembly (Articles 13 and 15).

### **Interconnected vulnerabilities of children**

The impacts of climate change exacerbate existing risks and inequalities that are often interconnected, including in relation to age, gender, ethnicity, disability and displacement or migration status. For example, women and girls are particularly vulnerable to the social responses triggered by climate shocks, especially in places where they face restrictive gender norms.<sup>a</sup> Prolonged school closures in the wake of disasters can lead to a higher risk of school dropout for girls and for children from low-income families, who may be withdrawn from school to supplement household income.<sup>b</sup> Climate-related events are responsible for preventing at least 4 million girls in low- and lower-middle-income countries from completing their education.<sup>c</sup>

In addition, persons with disabilities, in particular children with disabilities, are often among those most adversely affected in a climate-related emergency, sustaining disproportionately higher rates of morbidity and mortality, and are among those least able to access emergency support. Both sudden-onset natural disasters and slow-onset events can seriously affect their access to education and training.<sup>d</sup> Other marginalized groups, such as Indigenous children, child migrants and refugees, also require more dedicated attention and support. When children migrate or become displaced, it is important that their right of access to education be upheld, even if they are in transit or living in a temporary shelter.<sup>e</sup>

While a growing body of guidelines and practices is taking into account the vulnerabilities of children, women, persons with disabilities and other marginalized and vulnerable populations in the context of climate change as separate issues, the interconnected vulnerabilities of children remain underestimated and underexplored. More research and action are needed to make education and empowerment more child- and gender-responsive and inclusive.

<sup>a</sup> Fruttero A, Halim DZ, Broccolini C, et al. 2023. *Gendered Impacts of Climate Change: Evidence from Weather Shocks*. Policy Research working paper. Washington, D.C.: World Bank Group. Available at <https://documents.worldbank.org/en/publication/documents-reports/documentdetail/099342305102324997/IDU0ba259bd2039ca04fa20b87a0893bb487e014>.

<sup>b</sup> Plan International. 2023. *Climate Change and Girls' Education: Barriers, Gender Norms and Pathways to Resilience*. Woking, United Kingdom: Plan International. Available at <https://plan-international.org/publications/climate-change-girls-education/>.

<sup>c</sup> Global Partnership for Education. 2023. *Toward climate-smart education systems: A 7-dimension framework for action*. Washington, D.C.: Global Partnership for Education. Available at <https://www.globalpartnership.org/content/toward-climate-smart-education-systems-7-dimension-framework-action>.

<sup>d</sup> United Nations General Assembly document A/HRC/44/30, para. 5.

<sup>e</sup> UNICEF, International Organization for Migration, Georgetown University, Institute for the Study of International Migration, et al. 2022. *Guiding Principles for Children on the Move in the Context of Climate Change*. New York: UNICEF. Available at <https://www.unicef.org/innocenti/reports/guiding-principles-children-move-context-climate-change>.

## **II. Mandate, scope and definitions**

6. The action plan under the Glasgow work programme on Action for Climate Empowerment includes a request for the secretariat to map and collate existing guidelines and good practices with respect to child education on and empowerment in climate action, with special consideration given to gender equality and inclusion of persons with disabilities (activity C.2).

7. The guidelines and good practices with respect to child education on and empowerment in climate action detailed in this annex are non-exhaustive and intended to

provide information to governments and other stakeholders to assist them in educating and empowering children to be part of and lead climate action.

8. For the purposes of this annex, “education” refers to the ACE elements of climate change education, training and public awareness, while “empowerment” refers to the ACE elements of public access to information and public participation. International cooperation on these elements is regarded as a cross-cutting enabler for both education and empowerment and many of the guidelines and good practices detailed in this annex have elements of international cooperation embedded into their design and implementation.

9. In this annex, a child refers to someone under the age of 18 in line with Article 1 of the United Nations Convention on the Rights of the Child.<sup>8</sup> The term “young people” is used where the guidelines and good practices in this annex target both children and youth (those aged between 15 and 35), or a subgroup thereof.

### III. Education

#### A. Climate change education and public awareness

10. An analysis of the national curriculum frameworks of 100 countries conducted by the MECCE Project and UNESCO in 2021 revealed that nearly half (47 per cent) do not mention climate change; while a survey of teachers’ readiness to teach about climate change conducted by Education International and UNESCO in 2021 showed that only one third of teachers felt able to explain the effects of climate change in their regions effectively.<sup>9</sup> Further, 70 per cent of the 17,500 young people surveyed by UNESCO in 2021 to explore their level of satisfaction with and expectations of climate change education were unable to describe the broad principles of climate change owing to a lack of quality in the current way the subject is taught.<sup>10</sup>

11. Nevertheless, most students and teachers believe that climate change is taking place and view education as necessary for addressing it.<sup>11</sup> There is a growing call to strengthen all forms of education and learning on the topic so as to fully enable individuals, as agents of change, to acquire or develop the knowledge, skills, values and attitudes needed to contribute effectively to a transition to low-carbon, climate-resilient societies.

12. At the international level, the Greening Education Partnership, launched in 2023, is pivotal in supporting countries in combating the climate crisis by leveraging the critical role of education. This collaborative platform, which brings together governments and a diverse range of stakeholders, is built on four key pillars of transformative education: greening schools, greening curricula, greening teacher training and education systems’ capacities, and greening communities. At COP 28, several member States of the Partnership endorsed the Declaration on the Common Agenda for Education and Climate Change, reaffirming their commitment to furthering global efforts to build climate-smart education systems through

<sup>8</sup> Available at <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>.

<sup>9</sup> UNESCO. 2021. *Getting every school climate-ready: how countries are integrating climate change issues in education*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000379591>.

<sup>10</sup> UNESCO. 2022. *Youth demands for quality climate change education*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000383615>.

<sup>11</sup> Bhattacharya D, Carroll Steward K and Forbes CT. 2021. Empirical research on K-16 climate education: A systematic review of the literature. *Journal of Geoscience Education*. 69(3): pp.223–247. Available at <https://doi.org/10.1080/10899995.2020.1838848>.

the four pillars of transformative action.<sup>12</sup> Under the Partnership, the following tools have been developed for use by governments and educational communities around the world:

(a) *Greening curriculum guidance: Teaching and learning for climate action*,<sup>13</sup> which is a practical manual aimed at providing a common understanding of what climate change education should consist of and how countries can mainstream environmental topics across curricula, with detailed expected learning outcomes outlined for different age groups, from 5 year olds to those aged 18 and above. The guidance is aimed at supporting countries, schools and individual practitioners in reassessing their practices to adopt a more action-oriented, holistic, scientifically accurate, justice-driven and lifelong learning approach to climate change education;

(b) *Green school quality standard: Greening every learning environment*,<sup>14</sup> which sets out an action-oriented approach to and minimum requirements for creating a green school. It recommends that all schools set up green governance committees consisting of students, teachers and parents to oversee the sustainable management of the learning environment. It also calls for teacher training and audits of energy, water, food and waste at schools to be undertaken, as well as encouraging stronger ties among students and the wider community so that students can address environmental issues at the local level.

13. As highlighted in *Greening curriculum guidance: Teaching and learning for climate action*, the quality and quantity of climate change content should be significantly increased across all education subjects and activities and at all education levels. It also needs to holistically cover cognitive, socioemotional and behavioural learning dimensions. A survey of 10,000 young people in 10 countries on their thoughts and feelings about climate change showed that climate anxiety is already widespread across the world and affects young people's daily lives.<sup>15</sup> By shifting the focus from simply imparting knowledge about environmental issues towards a more action-oriented, project-based and experiential approach, climate change education can drive action and show learners the role they can play in tackling the climate crisis.<sup>16</sup>

14. Informal and non-formal learning methods, including awareness-raising campaigns, are likewise crucial in empowering learners to become agents of change. Such methods are particularly effective in areas such as disaster risk reduction, energy efficiency, circular economy and biodiversity conservation. For example, in Kyrgyzstan, students (starting from the preschool level) and teachers are trained in safe behaviours during emergencies, such as floods, landslides and earthquakes. The initiative, which features a mobile application and online course with interactive games designed to teach school children about safe behaviours during emergencies, is being rolled out to 1,800 schools across the country and is expected to reach 1 million school children.<sup>17</sup>

<sup>12</sup> See <https://www.unesco.org/en/articles/declaration-common-agenda-education-and-climate-change-cop28>.

<sup>13</sup> UNESCO. 2024. *Greening curriculum guidance: Teaching and learning for climate action*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000390022>.

<sup>14</sup> UNESCO. 2024. *Green school quality standard: Greening every learning environment*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000390028>.

<sup>15</sup> Hickman C, Marks E, Pihkala P, et al. 2021. Climate anxiety in children and young people and their beliefs about government responses to climate change: a global survey. *The Lancet Planetary Health*. 5(12): pp.e863–e873. Available at [https://doi.org/10.1016/S2542-5196\(21\)00278-3](https://doi.org/10.1016/S2542-5196(21)00278-3).

<sup>16</sup> UNESCO and MECCE Project. 2024. *Education and climate change: learning to act for people and planet*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000389801>.

<sup>17</sup> Venegas Marin S, Schwarz L and Sabarwal S. 2024. *The Impact of Climate Change on Education and What to Do about It*. Washington, D.C.: World Bank. Available at <https://hdl.handle.net/10986/41483>.



15. Similarly, in a world where 250 million children between the ages of 6 and 17 are not attending school or have dropped out,<sup>18</sup> non-formal learning settings, such as community centres, clubs, libraries, faith-based organizations, health institutions and online platforms, including social media, play an essential role in inclusive climate change education.

16. Ultimately, climate change education and public awareness should equip children with knowledge, skills and attitudes that promote ways of thinking, planning and acting with empathy, responsibility and care for the environment and public health. For example, *GreenComp: the European sustainability competence framework*<sup>19</sup> identifies a set of sustainability competences and provides a reference model that can be applied in any learning context to help learners become systemic and critical thinkers and develop agency by embodying sustainability values, embracing complexity in sustainability, envisioning sustainable futures and acting for sustainability.

17. For the effective delivery of climate change education, it is important to enhance the capacity of teachers and education systems. A survey of over 1,000 teachers and staff from 38 countries conducted by EARTHDAY.ORG, Shift Sustainability and Take Action Global found that communication and collaboration on climate change education within and among schools was considered important, with nearly half of those surveyed citing lack of available or suitable resources for teaching about climate change as a major challenge.<sup>20</sup> In August 2024, the COP 29 Presidency youth climate champion hosted the COP 29 Climate Change Summer Camp for 75 early-career educators from 35 countries in Baku, providing training on incorporating climate change education into teaching processes more effectively and engagingly. The training fostered peer-to-peer exchange and networking, allowing participants to discuss common challenges and share solutions, thereby building a global community of practice.<sup>21</sup>

18. In addition, schools and learning institutions can benefit significantly from pursuing a whole-institution approach to mainstreaming climate change and sustainability that covers the four key pillars of transformative education mentioned in paragraph 12 above. As an example, the Eco-Schools programme,<sup>22</sup> operated by the Foundation for Environmental Education, is aimed at empowering children to meaningfully foster change and improve the environment in both their school and community through participatory and action-oriented learning. Under the programme, Green Flag certification is awarded to schools that illustrate a high level of commitment to and action towards achieving sustainability, including by setting up a student-led governance committee and conducting a sustainability audit.

19. With climate change directly and indirectly affecting access to education and the quality of education outcomes,<sup>23</sup> there are increasing calls from the education community to improve the ability of school infrastructure to absorb climate shocks and adapt to stresses and changes brought about by climate change.<sup>24</sup> The Comprehensive School Safety Framework

<sup>18</sup> See <https://www.unesco.org/en/articles/250-million-children-out-school-what-you-need-know-about-unescos-latest-education-data>.

<sup>19</sup> Bianchi G, Pisiotis U and Cabrera Giraldez M. 2022. *GreenComp: the European sustainability competence framework*. Luxembourg: Publications Office of the European Union. Available at <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>.

<sup>20</sup> Shift Sustainability, Take Action Global and EARTHDAY.ORG. 2023. *Climate action education: a global view of challenges and best practice*. London: Shift Insight. Available at <https://shift-sustainability.co.uk/sustainability-research-reports/climate-action-education-tag-earthday/>.

<sup>21</sup> See <https://unfccc.int/news/young-educators-learning-inspiring-and-driving-climate-action>.

<sup>22</sup> See <https://www.ecoschools.global/>.

<sup>23</sup> See also Geneva Global Hub for Education in Emergencies. 2023. *Leveraging Education in Emergencies for Climate Action*. Geneva: Geneva Global Hub for Education in Emergencies. Available at <https://eihub.org/resource/leveraging-education-in-emergencies-for-climate-action>; and footnote 17 above.

<sup>24</sup> As footnote 16 above.



2022–2030<sup>25</sup> developed by the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector focuses on strengthening the system-level resilience of schools to all types of hazards, including those induced by climate change. Indonesia, for example, has implemented the Framework in over 35,000 schools, which has heightened awareness of disaster risks and climate change impacts as well as preparedness for climate-related disasters among students, teachers and communities.<sup>26</sup>

20. Investments are needed to protect classrooms from heat, make sure new school buildings are constructed in areas at low risk of climate shocks and implement best practices to ensure the resilience of school infrastructure to climate change impacts. Given the scale of the investments needed, several international initiatives and programmes are assisting the education sector in gender- and age-aware disaster planning:

(a) The aim of the Building the Climate Resilience of Children and Communities through the Education Sector initiative, launched by the Global Partnership for Education, the Green Climate Fund and Save the Children, is to construct climate-resilient and green schools while also integrating climate change education into school curricula and providing training to schools on early warning systems. Starting with three countries (Cambodia, South Sudan and Tonga), the initiative will increase the resilience of their education systems, including by retrofitting and constructing greener and more climate-adaptive school buildings in line with the Comprehensive School Safety Framework 2022–2030;<sup>27</sup>

(b) As the United Nations global fund for education in emergencies and protracted crises, Education Cannot Wait<sup>28</sup> is aimed at supporting the resumption of education and back-to-school campaigns, focusing on the most vulnerable and at-risk children, in particular girls. The fund has enabled the construction of temporary learning spaces, rehabilitation of damaged schools, provision of educational materials, implementation of school feeding programmes and provision of psychosocial support. Funded initiatives also help to build the resilience of schools in the face of future climate disasters, with teachers and school administrators trained in disaster preparedness and management;

(c) The Global Program for Safer Schools,<sup>29</sup> funded by the Global Facility for Disaster Reduction and Recovery, is aimed at increasing the number of large-scale investments in improving the safety and resilience of school infrastructure at risk from natural hazards and enhancing the quality of learning environments for children. In Peru, the Program supported policy reform to improve resources for disaster risk management, reduce infrastructure vulnerabilities in the education sector, including flood protection measures, and increase governmental capacity for post-disaster recovery and reconstruction.<sup>30</sup>

21. Climate change and climate shocks affect the mental health and psychological well-being of children. School-based mental health services for primary-school-aged children can be effective in decreasing mental health problems and improving academic performance. In Mozambique, UNICEF and its education partners have established a programme to provide access to mental health and psychological services in provinces affected by climate shocks. Under the programme, mental health and psychosocial support interventions are undertaken

<sup>25</sup> See <https://gadrres.net/comprehensive-school-safety-framework/>.

<sup>26</sup> As footnote 17 above.

<sup>27</sup> See <https://www.globalpartnership.org/news/green-climate-fund-global-partnership-education-save-children-launch-investment-green-schools-cop28>.

<sup>28</sup> See <https://www.educationcannotwait.org/>.

<sup>29</sup> See <https://gpss.worldbank.org/en>.

<sup>30</sup> As footnote 17 above.

and manuals are disseminated to health professionals and school staff to support the well-being of children before, during and after cyclones and other climate-related emergencies.<sup>31</sup>

22. During and after climate shocks, it is important for governments and schools to ensure that education is continuously provided, with a particular focus on girls and on children with disabilities, including through non-formal learning methods and by ensuring that parents and communities play an active role:

(a) The Philippines has adopted the Children's Emergency Relief and Protection Act, which provides for temporary learning spaces during disasters, and established the Comprehensive Emergency Program for Children,<sup>32</sup> a framework for disaster preparedness, response and recovery. The Program provides for funds for repairing and rebuilding damaged schools and includes programmes to help children who miss school due to disasters keep pace with peers;

(b) In Jordan, the Ministry of Education, in collaboration with UNICEF, launched Learning Bridges,<sup>33</sup> a blended learning programme, in 2020 for students, including Syrian refugees, aged between 9 and 15. The programme embeds climate change education into core maths, science, English and Arabic curricula. Students receive weekly activity packs and online resources via quick response, or QR, codes, along with guidelines to assist parents in supporting their children's learning. To promote accessibility, the programme offers audio files for visually impaired students and those with reading difficulties. The programme adopts a project-based approach, aiming to actively integrate acquired knowledge into children's daily lives and foster critical thinking and problem-solving skills.

23. Particular attention should be given to early childhood care and education. The United Kingdom Department for Education's Sustainability and Climate Change Strategy for the education and children's services systems,<sup>34</sup> launched in 2022, sets out key actions pertaining to climate education and green skills aimed at equipping learners of all ages with the knowledge and skills needed to contribute to a green economy. In particular, the Strategy places an emphasis on the early-years foundation stage statutory framework, which specifies standards that schools must meet for the learning, development and care of children from birth to five years old.

## B. Training

24. Acquiring the right skills for jobs is essential for a transition to environmentally sustainable and socially inclusive economies. ILO estimates that in both an energy sustainability and a circular economy scenario, job creation will outpace job destruction. The overall job creation potential in the two scenarios is close to 103 million jobs, but this transition cannot fully take place if the skills demanded by existing and new jobs are not available in the labour market. Such a transition is therefore conditional on immediate investment in training to enable workers to develop the skills needed to meet new requirements and avoid skills mismatches.<sup>35</sup>

<sup>31</sup> UNICEF. 2021. *Responding to multiple emergencies – building teachers' capacity to provide mental health and psychosocial support before, during, and after crises (Mozambique)*. New York: UNICEF. Available at <https://www.unicef.org/documents/responding-multiple-emergencies-building-teachers-capacity-provide-mental-health-and>.

<sup>32</sup> For the manual of operations, see Department of Social Welfare and Development. 2021. *Comprehensive Emergency Program for Children Manual of Operations*. Manila: Government of the Philippines. Available at <https://dreamb.dswd.gov.ph/wp-content/uploads/2022/08/Comprehensive-Emergency-Program-for-Children-CEPC.pdf>.

<sup>33</sup> See <https://www.unicef.org/jordan/education/learning-bridges>.

<sup>34</sup> See <https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy>.

<sup>35</sup> ILO. 2019. *Skills for a Greener Future: A Global View*. Geneva: ILO. Available at [https://www.ilo.org/skills/pubs/WCMS\\_732214/lang--en/index.htm](https://www.ilo.org/skills/pubs/WCMS_732214/lang--en/index.htm).

25. As those due to enter the workforce in 2030 are already likely to be in secondary education now, equipping children with green skills cannot start soon enough. Under the Green Jobs for Youth Pact,<sup>36</sup> ILO, UNICEF and the United Nations Environment Programme are collaborating with young people, governments, the private sector and social and education partners to tackle the green skills deficit and advance the just transition to a low-carbon and circular economy. The Pact will support government and academic institutions in integrating sustainability into educational curricula and training programmes, focusing on TVET, and in providing green skills training and assessment.

26. TVET in secondary and post-secondary education that provides qualifications and work-based learning opportunities, such as apprenticeships and traineeships, is especially relevant for children aged between 15 and 18. Initiatives under which children can obtain specialized knowledge and develop technical skills are key to creating a well-skilled workforce for existing and new green jobs. For example, in Bulgaria, the Vocational School for Mechanical and Electrical Engineering of Pleven (for students aged between 14 and 18) is being supported by the European Union in updating its apprenticeship curricula for electricians to include skills relevant to a green transition. Once approved, the updated curricula could be applied to all national apprenticeship programmes for electricians. In Greece, national post-secondary apprenticeship training guides are currently being updated to include green modules focused on environmental values and the culture of sustainability and on specialty-specific skills linked to a sustainable economy.<sup>37</sup>

27. Similarly to schools and other learning institutions, TVET institutions should apply a whole-institution approach. Although not specifically targeting secondary and post-secondary education, the following guidance may be useful for greening the learning environment:

(a) *Greening TVET and skills development: A practical guidance tool*<sup>38</sup> by ILO is aimed at supporting the mainstreaming of skills needed for a green transition in TVET and skills development in a systemic and holistic manner. The tool provides “how-to” guidance on designing competency standards and curricula for green jobs, adapting training delivery and assessments to support green learning, adapting sustainability practices to maintain a green campus, building the capacity of teachers and trainers to design and provide effective training and raising awareness of the need for a green transition among enterprises;

(b) *Greening Technical and Vocational Education and Training: A practical guide for institutions*<sup>39</sup> by the UNESCO International Centre for Technical and Vocational Education and Training is aimed at assisting institutions in improving their understanding and implementation of education for sustainable development using a whole-institution approach. The guide sets out a step-by-step process that can be applied in an institutional setting, consisting of understanding the process of and planning for greening TVET, implementing greening plans and monitoring progress and assessing results.

28. Forward-looking skills strategies that anticipate which jobs will be in demand in a green transition can play an instrumental role in training young people to perform jobs created in the transition. In 2023, the Department for the Economy in Northern Ireland, United Kingdom, commissioned research into the skills required for a successful energy transition in Northern Ireland, including anticipated skills gaps in the short, medium and longer term,

<sup>36</sup> See <https://www.climateaction4jobs.org/youth/>.

<sup>37</sup> European Centre for the Development of Vocational Training. 2024. *Greening apprenticeships: from grassroot initiatives to comprehensive approaches*. Publications Office of the European Union. Available at <https://data.europa.eu/doi/10.2801/708025>.

<sup>38</sup> ILO. 2022. *Greening TVET and skills development: A practical guidance tool*. Geneva: ILO. Available at <https://www.ilo.org/publications/greening-tvet-and-skills-development-practical-guidance-tool>.

<sup>39</sup> UNESCO International Centre for Technical and Vocational Education and Training. 2017. *Greening Technical and Vocational Education and Training: A practical guide for institutions*. Paris: UNESCO. Available at <https://unevoc.unesco.org/home/UNEVOC+Publications/lang=en/akt=detail/qs=6032>.

taking into account existing education, skills and training opportunities, such as entry-level opportunities, apprenticeships, and further and higher education. The research highlighted the need for targeted training and employment opportunities for, inter alia, women, persons with physical and/or learning disabilities and unemployed young people.<sup>40</sup>

29. The inclusion of women and girls in apprenticeships and skills training for green jobs is essential for overcoming disparities in the labour market as well as skill shortages in certain occupations. Unless measures are taken to train women and girls in relevant skills, they will only end up occupying a fraction of the jobs created in a green transition.<sup>41</sup> Furthermore, persons with disabilities continue to face stigma and discrimination in workplaces and learning institutions. Training programmes with equitable access criteria and that specifically target girls as well as children with disabilities should therefore be developed and implemented.<sup>42</sup>

30. Child migrants and refugees may also face education disruptions, hindering their opportunity to build the skills needed for a green transition. Only 33 per cent of refugees around the world are enrolled in secondary education, compared with 84 per cent of children overall. Children on the move need portable and adaptable skills to prepare them for participation in green economies across all sectors.<sup>43</sup> For children not in education, employment or training, innovative solutions, such as microlearning and hybrid solutions, could be explored.

## IV. Empowerment

### A. Public access to information

31. Access to information is not just a tool, but also a source of empowerment for children. Understanding their rights and the potential effects of climate change on those rights can give them a sense of agency in protecting and fulfilling those rights, and is crucial for realizing their rights to express their views and to be heard.<sup>44</sup> For example, the general comment on children's rights and the environment, with a special focus on climate change (see para. 4 above), of the United Nations Committee on the Rights of the Child is available in multilingual child-friendly versions and is accompanied by an animation, allowing children to better understand its content and how it can be used as a tool to advocate for change.

32. Children have the right to access accurate and reliable information on climate change, including its causes and effects, findings from scientific assessments and relevant legislation, policies and plans. It is important for this information to be easily accessible as well as child-

<sup>40</sup> The report on the research is available at <https://www.economy-ni.gov.uk/publications/transitioning-greener-economy-skills-perspective>.

<sup>41</sup> As footnote 35 above.

<sup>42</sup> Publications that focus on gender and disability issues in the context of climate change and just transition (though do not include a focus on children) include ILO. 2024. *Gender, equality and inclusion for a just transition in climate action*. Geneva: ILO. Available at <https://www.ilo.org/publications/gender-equality-and-inclusion-just-transition-climate-action>; and ONCE Foundation and the ILO Global Business and Disability Network. 2023. *Making the green transition inclusive for persons with disabilities*. Geneva: ILO. Available at <https://www.ilo.org/publications/making-green-transition-inclusive-persons-disabilities>.

<sup>43</sup> UNICEF, International Organization for Migration, Georgetown University, Institute for the Study of International Migration, et al. 2022. *Guiding Principles for Children on the Move in the Context of Climate Change*. New York: UNICEF. Available at <https://www.unicef.org/innocenti/reports/guiding-principles-children-move-context-climate-change>.

<sup>44</sup> United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 32.

friendly. *Frontiers for Young Minds*<sup>45</sup> is an open-access academic journal that publishes articles edited by children for children. The journal covers research on science, technology, engineering and mathematics topics and allows young scientists aged 8 to 15 to participate in the publishing process. For example, an article entitled “We Are Not on Track: Greenhouse Gas Emissions Are Higher Than Ever!”<sup>46</sup> was written by two lead authors of the Sixth Assessment Report of the Intergovernmental Panel on Climate Change and reviewed by two young reviewers.

33. Methods for disseminating information should be appropriate to children’s ages and capacities and aim to overcome obstacles such as illiteracy, disability, language barriers, distance, and limited access to information and communications technology.<sup>47</sup> For children with disabilities, accessing information with a view to understanding climate change and participating in conversations on the matter may be additionally challenging. The Inter-American Institute on Disability and Inclusive Development published *Green Words: 15 ideas for taking care of the world*,<sup>48</sup> together with GOAL Planet and UNICEF, in English and Spanish to facilitate the dissemination of climate change related information to children with disabilities. The document sets out essential words that children need to know in order to discuss and learn and ask questions about climate change. The original Spanish version includes quick response, or QR, codes with links to videos in Spanish and sign language.

34. Early warning information needs to be accessible to every child. In Indonesia’s primary and secondary education system, a mobile application called InaRISK is used as part of the Disaster Safe Education Unit programme implemented by the Ministry of Education, Culture, Research, and Technology to improve the knowledge of students and staff regarding disaster risk management. The application summarizes local-level disaster risks determined by hazard assessments conducted by local governments and provides suggested anticipatory actions.<sup>49</sup>

35. Information on climate change should also target stakeholders that play the most direct role in caring for children’s needs and interests, such as parents and educators. The Office for Climate Education provides educational resources, such as the *Sixth Assessment Report Summary for Teachers*,<sup>50</sup> available in English, French and Spanish, to enhance educators’ scientific knowledge on and ability to provide up-to-date information to students on climate change.

36. The systematic collection and use of age- and sex-disaggregated localized and child-specific data is key to informing the effective design and implementation of child-responsive climate action. The UNICEF Children’s Climate Risk Index provides a comprehensive view of children’s exposure and vulnerability to the impacts of climate change, serving as a conceptual framework, a tool and an initial assessment thereof at the global level with a view to ensuring that action for those most at risk is prioritized.<sup>51</sup> At the national level, UNICEF conducts climate landscape analyses for children, reviewing the climate, environment, energy

<sup>45</sup> See <https://kids.frontiersin.org>.

<sup>46</sup> Peters GP and Meinshausen M. 2024. We Are Not on Track: Greenhouse Gas Emissions Are Higher Than Ever! *Frontiers for Young Minds*. Available at <https://kids.frontiersin.org/articles/10.3389/frym.2024.1343809>.

<sup>47</sup> United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 34.

<sup>48</sup> Inter-American Institute on Disability and Inclusive Development, GOAL Planet and UNICEF. 2022. *Green Words: 15 ideas for taking care of the world*. New York: UNICEF. Available at <https://www.unicef.org/reports/green-words>.

<sup>49</sup> As footnote 17 above.

<sup>50</sup> Office for Climate Education. 2024. *Sixth Assessment Report Summary for Teachers*. Paris: Office for Climate Education. Available at <https://www.oce.global/en/resources/climate-science/ipcc-sixth-assessment-report-summary-teachers>.

<sup>51</sup> UNICEF. 2021. *The Climate Crisis is a Child Rights Crisis: Introducing the Children’s Climate Risk Index*. New York: UNICEF. Available at <https://unicef.org/reports/climate-crisis-child-rights-crisis>.

and disaster risk reduction situation in a given country and its impacts on children, including in terms of education and learning, and presenting country-specific recommendations for action.<sup>52</sup>

37. In addition, efforts should be made to focus on measuring the impacts of climate action on children. UNICEF Australia and the Young and Resilient Research Centre at Western Sydney University partnered in 2023 to develop 47 child-centred indicators to measure the impacts of climate change and climate action on children's own experience. The associated framework offers public and private sector and civil society actors a practical tool for designing and implementing climate policies and interventions together with young people and monitoring and evaluating their short- to long-term impacts on young people.<sup>53</sup>

## B. Public participation

38. Children have the right to express their views and to be heard on matters that affect them. However, in a survey conducted by Plan International in 2021 to capture the opinions and experience of young people in relation to climate change, 91 per cent of respondents said there were barriers making it difficult for them to participate in climate decision-making processes.<sup>54</sup>

39. Children's voices are a powerful global force for climate action, and their views add relevant perspectives and experience to climate decision-making at all levels.<sup>55</sup> Platforms and opportunities, such as the following, have enabled children to have their voices reflected and respected in climate action:

(a) The process to develop the general comment on children's rights and the environment, with a special focus on climate change, of the United Nations Committee on the Rights of the Child (see para. 9 above) benefited from the views shared by 16,331 children from 121 countries through online surveys, focus groups and in-person national and regional consultations. ILO and UNICEF also hosted a consultation with young people with disabilities that focused on, inter alia, the right to non-discrimination in the context of the general comment;<sup>56</sup>

(b) The Declaration on Children, Youth and Climate Action,<sup>57</sup> signed by a group of governments at COP 25, was jointly developed by representatives of the Children's Environmental Rights Initiative, UNICEF and the YOUNGO constituency, as well as young climate activists, to build on core priorities related to climate change identified by young people around the world. It is aimed at raising awareness of the fact that the climate crisis is simultaneously a crisis of children's rights and recognizes the historic movement of young people demanding urgent and ambitious climate action that considers their specific voices

<sup>52</sup> For an example of the analysis for Yemen, see UNICEF. 2024. *Climate Landscape Analysis for Children in Yemen*. New York: UNICEF. Available at <https://yemen.un.org/en/266736-unicef-yemen-climate-landscape-analysis-children-yemen>, <https://yemen.un.org/en/266736-unicef-yemen-climate-landscape-analysis-children-yemen>.

<sup>53</sup> See [https://www.westernsydney.edu.au/young-and-resilient/projects/current\\_projects/UNICEF\\_climate\\_project](https://www.westernsydney.edu.au/young-and-resilient/projects/current_projects/UNICEF_climate_project).

<sup>54</sup> Plan International. 2021. *Reimagining Climate Education and Youth Leadership*. Woking, United Kingdom: Plan International. Available at <https://plan-international.org/publications/reimagining-climate-education-and-youth-leadership/>.

<sup>55</sup> United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 26

<sup>56</sup> UNICEF. 2024. *Championing children and young people with disabilities in navigating the triple planetary crisis*. New York: UNICEF. Available at <https://www.unicef.org/documents/championing-children-young-people-disabilities-navigating-triple-planetary-crisis>.

<sup>57</sup> See <https://www.unicef.org/environment-and-climate-change/climate-declaration>. The Declaration is accompanied by a guidance document that provides more context, information, and supporting resources and tools.



and needs. As at 31 August 2024, 52 countries had signed the Declaration. The Declaration has already prompted countries to take action. As one of the signatories, Panama, for example, has held four inter-institutional and intergenerational meetings since signing the Declaration in 2021 focused on establishing and monitoring progress in implementing its national road map for implementing the Declaration;<sup>58</sup>

(c) U-Report<sup>59</sup> is the UNICEF digital community for young people by young people where they can share opinions on topics that matter to them. Using real-time insights and solutions from young people from more than 90 countries, the platform helps shape policies and decisions at all levels. In July 2022, a survey on climate change experience and adaptation gathered more than 6,300 responses, 22 per cent of which were from young people under the age of 20, with questions relating to, inter alia, concerns about climate change impacts on their future and whether the training and skills they are receiving to respond to climate change and its impacts are sufficient;

(d) The Peoples' Climate Vote, conducted by UNDP, is the world's largest stand-alone public opinion survey on climate change and serves as a platform for people, including children, to express their concerns and needs regarding climate change. *People's Climate Vote 2024 Results*<sup>60</sup> provides some child-relevant insights. For example, around 55 per cent of respondents aged under 18 think about climate change at least weekly, which is slightly lower than for other age groups, and around 80 per cent of people globally called for schools in their country to provide more climate change education.

40. At the national level, Governments are amending laws, policies, practices and budgets to include children's rights and facilitate the participation of children in climate decision-making and action. The following countries, for example, have established dedicated age-, culture- and context-appropriate policies or institutionalized participation mechanisms that provide for a safe space for children to share their concerns about and actively participate in climate decision-making processes:

(a) Australia published its three-year youth engagement strategy<sup>61</sup> in 2024, aimed at providing young people aged 12 to 25 with more opportunities to contribute to government decision-making. The strategy was developed by asking over 4,600 young people how they would like to be involved in government decision-making, including Indigenous young people, young people with disabilities, refugees and migrants. The Australian Government also establishes Youth Advisory Groups that advise ministers and government departments and agencies on programmes and policies affecting young people. The Climate Change and COP 28 Youth Advisory Group, which ran in 2023, advised the Department of Climate Change, Energy, the Environment and Water on ways to increase the engagement and participation of young people in and build awareness of the UNFCCC process;<sup>62</sup>

(b) Ireland's *Participation of Children and Young People in Decision-making: Action Plan 2024–2028*<sup>63</sup> is aimed at supporting young people in having a say in the development and implementation of policies and services that affect their lives. One of the

<sup>58</sup> Available at <https://www.unicef.org/panama/informes/hoja-de-ruta-declaratoria-nna-acci%C3%B3n-clim%C3%A1tica> (available in Spanish only).

<sup>59</sup> See <https://ureport.in>.

<sup>60</sup> UNDP. 2024. *Peoples' Climate Vote 2024 Results*. New York: UNDP. Available at <https://www.undp.org/publications/peoples-climate-vote-2024>.

<sup>61</sup> See <https://www.youth.gov.au/engage/resources/engage-our-new-strategy-include-young-people-decisions-we-make>.

<sup>62</sup> See <https://www.youth.gov.au/youth-advisory-groups/2023-youth-advisory-groups/climate-change-and-cop28-youth-advisory-group>.

<sup>63</sup> Department of Children, Equality, Disability, Integration and Youth. 2024. *Participation of Children and Young People in Decision-making Action Plan 2024-2028*. Dublin: Government of Ireland. Available at <https://www.gov.ie/en/publication/25fcf-participation-of-children-and-young-people-in-decision-making-action-plan-2024-2028/>.

actions under the Plan is to convene the National Youth Assembly on Climate every year to provide a forum for discussion on climate issues among young people aged 12 to 24, with their views serving as potential input to Ireland's climate action plan;<sup>64</sup>

(c) Zimbabwe, in cooperation with UNICEF, conducted nationwide consultations, including focus group sessions and interviews, with over 1,000 children (with a focus on children with disabilities) and their care workers in 2024 to understand first-hand how climate change affects child health with a view to developing evidence-based recommendations for child-sensitive climate action, including in the UNFCCC process.<sup>65</sup>

41. In addition to the growing pool of resources for use by governments and other stakeholders in supporting children's participation in areas not specifically related to climate change,<sup>66</sup> the following resources are aimed at supporting their participation in climate decision-making:

(a) *A COP Fit for Children: How to support children's participation*<sup>67</sup> by Save the Children International sets out recommendations for use by COP Presidencies, the secretariat and Parties in making the UNFCCC process more inclusive to children;

(b) *Children and Young People's Participation in Climate Assemblies*<sup>68</sup> by the Knowledge Network on Climate Assemblies highlights the experience of and lessons learned by children, young people and adults involved in climate assemblies at all levels across nine countries;

(c) *Championing children and young people with disabilities in navigating the triple planetary crisis*<sup>69</sup> by UNICEF highlights key areas for action and a disability-inclusive approach for ensuring that children with disabilities are involved in climate decision-making and action.

42. Children's views should be proactively sought and given due weight in the design and implementation of measures aimed at addressing the significant and long-term environmental

<sup>64</sup> See, e.g., <https://www.gov.ie/en/press-release/c458e-the-annual-national-youth-assembly-on-climate-convenes-thursday-11th-april/>.

<sup>65</sup> See <https://www.unicef.org/zimbabwe/reports/climate-change-impact-child-health>.

<sup>66</sup> E.g. African Committee of Experts on the Rights and Welfare of the Child. 2022. *Guidelines on child participation*. Maseru, Lesotho: African Committee of Experts on the Rights and Welfare of the Child. Available at <https://www.acerwc.africa/en/key-documents/substantive-guidelines>; Crowley A, Larkins C and Manuel Pinto L. 2020. *Listen–Act–Change: Council of Europe handbook on children's participation*. Strasbourg: Council of Europe. Available at <https://edoc.coe.int/en/childrens-rights/9288-listen-act-change-council-of-europe-handbook-on-childrens-participation.html>; Plan International. 2016. *Guidelines for consulting with children and young people with disabilities*. Woking, United Kingdom: Plan International. Available at <https://plan-international.org/publications/guidelines-children-and-young-people-with-disabilities/>; Save the Children International. 2021. *The nine basic requirements for meaningful and ethical children's participation*. London: Save the Children International. Available at <https://resourcecentre.savethechildren.net/cf26bd2/>; and UNICEF. 2020. *Engaged and heard! Guidelines on adolescent participation and civic engagement*. New York: UNICEF. Available at <https://www.unicef.org/documents/engaged-and-heard-guidelines-adolescent-participation-and-civic-engagement>.

<sup>67</sup> Kapell A. *A COP Fit For Children: How to support children's participation*. London: Save the Children International. Available at <https://resource-centre.savethechildren.net/document/cop-fit-children-how-support-childrens-participation/>.

<sup>68</sup> Reid K. 2024. *Children and Young People's Participation in Climate Assemblies*. Knowledge Network on Climate Assemblies. Available at <https://www.knoca.eu/guidances-documents/children-and-young-peoples-participation-in-climate-assemblies>.

<sup>69</sup> As footnote 56 above.



challenges that are fundamentally shaping their lives.<sup>70</sup> Children's participation in climate decision-making can facilitate the holistic integration of their rights and needs into national climate change policies and plans, including NDCs and national adaptation plans, making them child-sensitive and child-responsive. *Child-sensitive climate policies for every child*<sup>71</sup> by UNICEF presents the results of a study exploring the child sensitivity of NDCs, demonstrating how NDCs can be more inclusive and rights-based for young people. Two examples of child inclusion in the NDC process are as follows:

(a) In Ecuador, the Ministry of Environment, Water and Ecological Transition, UNDP and UNICEF organized workshops for 40 young people aged 13 to 28, including Indigenous Peoples, migrants and persons with disabilities, with a view to formulating recommendations for Ecuador's second NDC. Participants highlighted the need to include the topics of environmental education, disaster risk management, health, energy transition and sustainable agriculture in the NDC;<sup>72</sup>

(b) In Uruguay, the Ministry of Environment and UNICEF worked together to incorporate children's rights and inputs from young people into the country's second NDC. To gather those inputs, the Ministry convened a series of seven workshops with 40 young people aged 14 to 22, including persons with disabilities, to provide capacity-building opportunities for learning about climate change and allow participants to elaborate on their vision and requests for the NDC.<sup>73</sup>

43. Child-focused and child-led organizations, movements and initiatives provide vital services and technical assistance that support children. For example, Generation Unlimited and UNICEF, along with public and private sector and youth organizations, launched the Green Rising initiative<sup>74</sup> at COP 28, aimed at creating pathways for at least 10 million young people, especially girls, in developing countries to take grass-roots climate action through volunteering, skills-building, entrepreneurship and advocacy.

44. There is significant value in including children of differing ages, genders, disabilities, ethnicities, and migration and socioeconomic statuses in climate policymaking and action. For free, active, meaningful and effective participation, children should be provided with environmental and human rights education, age-appropriate and accessible information, adequate time and resources and a supportive and enabling environment.<sup>75</sup>

## V. Way forward

45. Climate change has unequal impacts on vulnerable and marginalized groups and communities. It is disproportionately caused by developed countries and affects developing countries most seriously, with children and future generations set to suffer the worst consequences.<sup>76</sup> However, awareness of the impacts of climate change on children and recognition of the role of education and empowerment in addressing it is still too low. In a survey of 94 education policymakers in 28 low- and middle-income countries conducted by

<sup>70</sup> United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 26.

<sup>71</sup> UNICEF. 2022. *Child-sensitive climate policies for every child*. New York: UNICEF. Available at <https://www.unicef.org/documents/child-sensitive-climate-policies-every-child>.

<sup>72</sup> See <https://www.unicef.org/ecuador/historias/40-jovenes-aportan-los-compromisos-del-ecuador-frente-al-cambio-climatico> (available in Spanish only).

<sup>73</sup> See <https://www.unicef.org/uruguay/accion-climatica-joven> (available in Spanish only).

<sup>74</sup> See <https://www.generationunlimited.org/green-rising>.

<sup>75</sup> United Nations Committee on the Rights of the Child document CRC/C/GC/26, para. 27.

<sup>76</sup> Sanson AV and Burke SEL. 2020. Climate Change and Children: An Issue of Intergenerational Justice. In: N Balvin and DJ Christie (eds.). *Children and Peace: From Research to Action*. Cham: Springer International Publishing. pp.343–362. Available at [https://doi.org/10.1007/978-3-030-22176-8\\_21](https://doi.org/10.1007/978-3-030-22176-8_21).

the World Bank to understand the impact of climate change on education, only around half believed that hotter temperatures inhibited learning and 61 per cent viewed climate change as being in the bottom 3 (out of 10) priorities in education.<sup>77</sup>

46. Countries stand to gain significant social, economic and environmental benefits from increasing investment in and allocating budgets for climate action, particularly policies and measures that respect, promote and consider the rights and interests of children through education and empowerment. Research has shown that investing in universal primary and secondary education is the most cost-effective strategy for mitigating climate dangers.<sup>78</sup> For instance, every United States dollar invested in disaster risk reduction to make education systems climate-smart can save up to USD 15 in post-disaster recovery.<sup>79</sup> Moreover, investments that enhance educational outcomes can substantially reduce overall climate risk for 275 million children.<sup>80</sup> However, analysis of relevant policies and strategies in 80 countries by the MECCE Project shows that only 30 per cent of countries had publicly available climate change education budgets,<sup>81</sup> and just 2.4 per cent of climate finance from multilateral climate funds serving the Convention and the Paris Agreement over the past 17 years has been allocated to supporting projects with child-responsive elements.<sup>82</sup>

47. It is crucial to recognize that children are not a homogeneous group. Improving the collection and analysis of data and evidence on the needs and interests of children of different ages and circumstances in the context of climate change is therefore essential. Such data and evidence can inform the development and implementation of gender-responsive and inclusive policies and programmes. As marginalized populations face structural hurdles in accessing education or having their voices heard in climate decision-making and action, efforts are needed to consider and address interconnected vulnerabilities.

48. The guidelines and good practices presented in this annex are non-exhaustive. They show that more work is needed by everyone with a role to play in caring for children's needs and interests, including governments, United Nations agencies, international and non-governmental organizations, academic and cultural institutions, the private sector, communities and individuals. A whole-of-society approach is needed to support children in providing input to climate policy processes, to strengthen the capacity of children as well as relevant stakeholders to respond to climate change and to promote positive social norms and attitudes that value the uniqueness and diversity of children's contributions, priorities and perspectives in relation to climate change.

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<sup>77</sup> As footnote 17 above.

<sup>78</sup> Striessnig E, Lutz W and Patt AG. 2013. Effects of Educational Attainment on Climate Risk Vulnerability. *Ecology and Society*. 18(1): 16. Available at <https://www.jstor.org/stable/26269263>.

<sup>79</sup> Global Partnership for Education and Save the Children. 2023. *The need for climate-smart education financing. A review of the evidence and new costing framework*. Available at <https://www.globalpartnership.org/content/need-climate-smart-education-financing-review-evidence-and-new-costing-framework>.

<sup>80</sup> As footnote 51 above.

<sup>81</sup> UNESCO and MECCE Project. 2023. *Climate change communication and education country profiles: approaches to greening education around the world*. Paris: UNESCO. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000387867>.

<sup>82</sup> Children's Environmental Rights Initiative. 2023. *Falling short: Addressing the climate finance gap for children*. Available at <https://www.unicef.org/reports/addressing-climate-finance-gap-children>.