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INTERNATIONAL



**REIMAGINING
CLIMATE EDUCATION
AND YOUTH LEADERSHIP:
SURVEY REPORT**

July 2021

Girls carry home water canisters on their backs (Ethiopia).

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CONTENTS

Acknowledgements	p2
List of figures	p2
List of tables	p2
List of abbreviations	p2
Executive summary	p3
Introduction	p6
Methodology and participants	p8
Findings from the global survey	p11
Recommendations	p23
References	p31
Appendix 1: Country fact sheets	p33

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LIST OF FIGURES

Figure 1:	Survey countries	p10
Figure 2:	Knowledge of local climate policies, processes and strategies	p17
Figure 3:	Government efforts to involve young people in climate policy processes	p22

LIST OF TABLES

Table 1:	Learning about climate change	p12
Table 2:	Climate change education – lesson	p13
Table 3:	Climate change education – content	p14
Table 4:	Knowledge of the Paris Agreement	p16
Table 5:	Climate actions	p18
Table 6:	Barriers to youth participation in formal climate change policy processes	p20

LIST OF ABBREVIATIONS

COP	Conference of the Parties
CSO	Civil Society Organisation
IPCC	Intergovernmental Panel on Climate Change
LGBTIQ+	Lesbian Gay Bisexual Transgender Intersex or Questioning
NDC	Nationally Determined Contributions
NGO	Non-Governmental Organisation
UK	United Kingdom
UN	United Nations
UNFCCC	United Nations Framework Convention on Climate Change



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EXECUTIVE SUMMARY

A young girl is living in a temporary shelter (Guatemala).
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Climate change is a social, intergenerational, gender, and racial injustice. Plan International aims to support children and youth to meaningfully and safely engage in climate policy processes and to reduce the barriers preventing them from engaging in and influencing climate policy and advocacy.

With this in mind, Plan International conducted a global online survey to capture the opinions and experiences of young people on climate change education and their participation in climate policy processes. The survey was available in seven languages and was open to 15 to 24-year-olds in all 77 countries where Plan International operates. Over 1,800 adolescents and youth, between the ages of 15 to 24, from 37 countries, participated: more than half (54 per cent) were 15 to 18 years old and 72 per cent were girls.

GLOBAL ONLINE SURVEY

1,800+
ADOLESCENTS AND
YOUTH PARTICIPATED

PARTICIPANTS
WERE FROM
37 COUNTRIES

72%
OF PARTICIPANTS
WERE GIRLS

PARTICIPANTS WERE
BETWEEN THE AGES OF
15-24



KEY FINDINGS

Adolescents are concerned about climate change and take climate action

- Of the survey participants, 98 per cent felt worried about climate change: 99 per cent of girls and young women, 95 per cent of boys and young men.
- 86 per cent had taken action out of concern for climate change, including educating peers or family on climate change issues, signing and sharing climate petitions and posting about climate change on social media.

Learning about climate change

- Most adolescents and youth learned about climate change at school (81 per cent), on social media (69 per cent) or the internet (57 per cent). More participants learned about climate change on social media than from family members (32 per cent).
- For most youth and adolescents, climate change education was delivered as part of a natural science lesson (67 per cent), not a social science lesson (32 per cent).
- Young people had mainly been taught about individual actions to tackle climate change, such as recycling (73 per cent), rather than about climate activism (20 per cent).
- Despite different genders being affected differently, only 16 per cent of respondents had learned about the gendered impacts of climate change.
- About one in five adolescents and youth rated their climate change education as poor or very poor. Out of those, the majority regretted that they had not received enough information (86 per cent) or that the information was too general and not applicable to their particular circumstances (49 per cent).

Adolescents and youth have received little information on climate policy processes

- Nearly half of the survey participants did not know what the Paris Agreement was. Significantly more girls and young women (45 per cent) said they did not know what the Paris Agreement was, compared to boys and young men (39 per cent).
- Of the survey participants, 81 per cent did not know where to find information on the Paris Agreement. Only 5 per cent knew how to engage in the negotiations and implementation of the agreement.
- Such limited understanding of the Paris Agreement is particularly striking since the survey participants were interested in, and concerned about, climate change, and 92 per cent of them were currently pursuing or had completed secondary or university education.
- Of the interviewed 15 to 24-year-olds, 82 per cent said they knew nothing, very little, or a bit about policies, processes and strategies in their countries. Girls and young women (83 per cent) were more likely to say that they knew nothing, very little or only a bit about climate policy processes than boys and young men (78 per cent).

Adolescents and youth want to participate in climate policy processes but face barriers

- Eight out of ten young people wanted to participate in climate policy processes but less than one in ten had participated. Girls and young women were especially interested in participating.
- Of the adolescents and youth interviewed, 91 per cent said that it was difficult for them to participate in climate change policy decision making processes. Not having been invited to participate or not knowing where to find information on how to participate were key barriers.
- Younger people found it more difficult to participate: 92 per cent of 15 to 18-year-olds saw barriers to their participation compared to 89 per cent of 19 to 24-year-olds.
- Girls and young women were statistically significantly more likely to say that they didn't feel confident participating in climate policy processes (29 per cent), compared to boys and young men (20 per cent). Girls were also twice as likely to list caring responsibilities as a barrier to their participation.
- More than eight out of ten adolescents and youth felt that the government did not do enough to involve young people in climate policy processes.

A young girl wants to make the slums more resilient to disasters (Bangladesh).

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KEY RECOMMENDATIONS

01

Creating and supporting an enabling environment is key to climate education: we ask national governments and the Ministries of Education, Environment and Finance to work together to:

- Include transformative education in all national climate strategies.
- Increase funding focused on resilience strengthening and girls' access to education in most climate exposed countries.
- Increase funding to transform curricula content, curricula delivery and teacher training to support climate justice and pro-environmental behaviours.
- Develop education sector plans that are gender responsive and prioritise resilience, climate change adaptation and mitigation and sustainable development in line with SDG target 4.7.

02

Ministries of Education and the Environment must:

- Ensure that a transformative climate curriculum and teacher training programme is co-developed with young people, teachers, school staff and climate experts, throughout all stages of the process including design, delivery and monitoring.
- Build on existing climate education around climate science and impacts, and expand it, in line with Sustainable Development Goal target 4.7, to include social/justice dimensions, sustainable development and human rights framing.
- Ensure that the curriculum is gender transformative, is based on reputable sources of information and that students have the equipment and resources to meaningfully participate in learning.
- Prioritise teacher training to provide teachers with the necessary skills, knowledge and enthusiasm for delivering this revised curriculum.
- Work with UN Agencies, CSOs, and other relevant actors, to provide opportunities for young people to participate in climate policy processes by providing funding, information in age and gender responsive language and mandating decision makers to include youth in policy making spaces.

INTRODUCTION



A girl plants her adopted tree at school as part of Plan International Kenya's climate change initiatives – these include teaching children green life skills through environmental conservation projects.

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Climate change is a social, intergenerational, gender, and racial injustice. Climate injustice means those with the least, stand to suffer the most. While climate change is non-discriminatory, the extent of impact is not uniform even within countries, and depends on existing vulnerabilities and the capacity to adapt. Children, particularly girls, from the poorest communities are shouldering the burden of the climate crisis and feeling its impacts most acutely, despite having contributed the least to the problem.

Discriminatory social and gender norms and injustices result in unequal access to quality education, including on climate change. For girls, COVID-19 enforced lockdowns and school closures have hit particularly hard. Over 20 million secondary school aged girls may never return to school,¹ and estimates suggest that climate-related events will prevent at least four million girls in low-and lower-middle-income countries from completing their education in 2021 alone.² If current trends continue, by 2025 climate change will be a contributing factor in preventing at least 12.5 million girls a year from completing their education.³ This will further entrench gender gaps in education and undermine girls' ability to adapt to climate impacts: preventing them from gaining the necessary knowledge and skills for climate activism and future secure livelihoods.

1. Malala Fund (2020). Girls' education and COVID-19: What past shocks can teach us about mitigating the impact of pandemics. <https://malala.org/newsroom/archive/malala-fund-publishes-report-on-climate-change-and-girls-education>
2. Malala Fund (2021). A greener, fairer future: Why leaders need to invest in climate and girls' education. <https://malala.org/newsroom/archive/malala-fund-publishes-report-on-climate-change-and-girls-education>
3. ibid

Quality, transformative education on climate change, that goes beyond the science to cover rights and justice, civic engagement and policy processes, is a crucial pathway to advancing climate justice. Education can increase understanding and skills in risk identification, reduction and mitigation, early warning systems and early action, contingency planning, life-saving information and skills, and response and adaptation actions to extreme weather events. Learning about climate change, the causes, possible impacts, future scenarios, and differential impacts on members of society, supports adaptive capacity. Knowing about climate change and transformational green skills also enables young people to adapt their lives and future livelihood opportunities to meet the challenges brought about by rapid environmental change. Education needs to particularly target girls who often have fewer opportunities to receive vital information and develop relevant skills.

Despite young people calling for improved education on climate change, and despite climate education being a clear pathway to help achieve the targets of the Paris Agreement, 45 per cent of national education documents reviewed by UNESCO made little-to-no reference to environmental themes.⁴ A 2019 analysis of 160 nationally determined contributions (NDCs)⁵ found that while 68 per cent mentioned education this was normally in vague terms or as a sector impacted by climate change.⁶ Furthermore, specific strategies on climate education – National Climate Change Learning Strategies – exclude key concepts such as justice and fairness.⁷ The transformative power of education is not currently recognised in climate policy, yet it is key in dismantling the systems of oppression and domination causing the climate crisis and in finding solutions for humanity to co-exist with nature and limit the damage increasingly and unsustainably being inflicted on the natural environment.

It is vital to support the next generation in gaining the requisite knowledge and skills, not only for adaptation and future green jobs, but also to enable them to challenge all oppressive systems, engage in climate influencing and activism and create a fairer, more just world that charts the course to keeping under the 1.5 degrees Celsius target. The new green learning agenda provides a useful framing to guide this work.⁸

Together with transforming education, opening up meaningful and safe engagement opportunities for young people is crucial for finding long-term solutions to climate change that take an intersectional, human rights-based approach. Climate policy decision-making, globally and nationally, is inherently complex, as climate change is a social, economic, and political issue that requires all levels and areas of society to work together to find solutions. Currently, climate policy processes are not inclusive, especially for the most marginalised: the frameworks, processes and spaces where decisions are made are difficult to access, navigate, understand and translate into action. There is an urgent need to simplify this complexity and make climate policy processes more accessible to ensure that young people, especially the most marginalised, can safely engage in and influence the decisions that affect them and their future the most.

It is important to take an intersectional approach to engagement, recognising the additional barriers young people may face in engaging in climate policy processes because, for example, of their age, gender, ethnicity or race. In spite of the numerous obstacles preventing their participation in formal climate policy processes, young people are self-organising and taking action establishing their own organisations, taking governments and companies to court,⁹ developing their own solutions and leading rallies and strikes.

In order to support young people and advocacy efforts to make climate change education and policy processes more accessible and relevant, Plan International conducted a global online Youth and Climate Change Survey.¹⁰ Its aim was to hear directly from young people about their experiences, and to document their recommendations around climate change education and participation in climate policy processes. It involved over 1,800 young people, aged 15 to 24, from 37 countries.

This report presents the key survey findings and proposes policy recommendations,¹¹ developed with insights and ideas from the survey participants.

4. UNESCO (2021). Learn for our planet. a global review of how environmental issues are integrated in education, <https://unesdoc.unesco.org/ark:/48223/pf0000377362>

5. Countries' national climate strategies to mitigate and adapt to climate change

6. Kwauk, C., Cooke, J., Hara, E., and Pegram, J. (2019). Girls' education in climate strategies: Opportunities for improved policy and enhanced action in Nationally Determined Contributions. Brookings Institution. <https://www.brookings.edu/research/girls-education-in-climate-strategies/>

7. Kwauk, C., Casey, O. (2021). A new green learning agenda: Approaches to quality education for climate action. <https://www.brookings.edu/research/a-new-green-learning-agenda-approaches-to-quality-education-for-climate-action/>

8. See Kwauk, C., Casey, O. (2021). A new green learning agenda: Approaches to quality education for climate action. <https://www.brookings.edu/wp-content/uploads/2021/01/Brookings-Green-Learning-FINAL.pdf>

9. See for example <https://www.theguardian.com/law/2020/sep/03/portuguese-children-sue-33-countries-over-climate-change-at-european-court>

10. Plan International recognises that many young people affected by climate change will not have internet access. We are currently working with girls and young women on two pieces of face-to-face climate change research using a feminist participatory action research methodology: one on climate change and education in four rural communities in Zambia and Zimbabwe and the other on climate change and climate activism in Fiji and Kiribati, both reports to be released in September 2021.

11. For a shorter advocacy brief summarising the survey findings and recommendations, please see Cooke, J. & Rost, L. (2021). Advocacy brief: Reimagining climate education and youth leadership: advocacy brief. Plan International. <https://plan-international.org/reimagining-climate-education-and-youth-leadership>

METHODOLOGY AND PARTICIPANTS

METHODOLOGY

Questionnaire

Plan International developed an 18-question survey divided into three parts:

- 1 background information
- 2 climate change education
- 3 participation in climate policy processes.

The questions were either multiple or single selection. The survey included open-text questions for respondents to specify if they selected 'other'.

Data collection

The youth and climate change survey was open to 15 to 24-year-olds (male, female, gender non-conforming adolescents and youth) across the 77 countries where Plan International operates¹² and some additional Pacific island nations where Plan International runs programmes through partners – Kiribati and Fiji. The survey was available in English, Filipino, French, Khmer, Portuguese, Spanish and Thai. It was a pilot of the Salesforce Surveys tool. We worked closely with research and communications staff in a number of different countries¹³ to promote the survey on social media, using locally relevant infographics and captions. Some countries (Australia, Brazil, Cambodia, Finland, Philippines, Thailand and UK) used Facebook advertising to reach a larger audience. We also advertised the survey on our global Twitter account and on several Plan International platforms, including the Youth Research Community, Girls out Loud Facebook groups, YES!HUB and local youth associations.

Time frame

The survey was open from 7 December 2020 until 6 January 2021. To increase the sample size in countries that were unable to promote the survey in December, we relaunched it, in this smaller subset of countries, from 8 February 2021 until 9 March 2021.¹⁴

Ethics

We received ethics approval from the Plan International Ethics Review Team. The survey included an accessible information sheet and consent form. We also included a link to a separate website with more detailed Terms and Conditions.¹⁵ We asked participants under 18 years to confirm that they had informed their parents/guardians and that they were happy for their children to participate in the survey. We assured participants that participation was voluntary and that we would keep their data secure and confidential. We did not offer compensation for taking part but informed participants how the survey findings will be used for our programming and influencing work. We also gave them the opportunity to join our Youth Research Community – a platform for exchange and learning about research.¹⁶

Data analysis

We merged and cleaned the data sets and conducted descriptive data analysis in Stata. We analysed the data from all countries combined; and separately for each country with over 50 responses (see appendix 1). We carried out proportion tests to explore differences between boys and girls. Because of the small sample of gender non-conforming adolescents and youth we did not test differences for other genders, but we report percentages in footnotes. When we report differences in the report, we refer to statistically significant differences at the 5 per cent level or less.

12. Please follow this link for a list of the 77 countries: [Where we work | Plan International \(plan-international.org\)](https://www.plan-international.org/where-we-work/)

13. Including Australia, Brazil, Bolivia, Cambodia, Canada, Finland, Germany, Indonesia, Nepal, Nigeria, Philippines, Spain, Thailand, Timor-Leste, UK, USA, Zambia and Zimbabwe.

14. These countries were Cambodia, Finland, Indonesia, Philippines, Spain, Thailand Timor-Leste, UK and USA

15. The link to the English terms and conditions can be found here: <http://cloud.research.plan-international.org/terms.EN>

16. For more information see <http://cloud.research.plan-international.org/youth.research.community>

Limitations

The survey data was collected at different points of time between December 2020 and March 2021. This may make responses less comparable. The sample size is small overall and especially for some countries. We aimed for a random sample but ended up getting more responses in those countries that agreed to share the survey or had funds available for advertising. Since the survey required access to the internet and was advertised on social media the sample is also likely to be biased towards participants who have access to social media. Those who do not have access to the internet, often those who are the most vulnerable, were not able to share their experiences. Adolescents and youth with an interest in climate change may also have been more likely to have participated in the survey. Additionally, the sample is skewed towards female respondents because we advertised the survey through Plan International social media channels which has a high percentage of female followers. The fact that the survey was only available in seven languages is likely to have affected response rates in some countries. Since the data was collected online, we are unable to verify participants' age and gender. For ethical reasons, we did not include under 15-year-olds in the survey, which means that we were unable to capture views from the younger age group. Given these significant shortcomings, it is important to emphasise that the findings in this report are not representative of the study population. The report presents a snapshot of young people's views and experiences pointing to potential patterns and opinions.

Youth workshops to develop recommendations

Survey respondents who had signed up to the Youth Research Community or who were a member of our partner – Transform Education – were contacted with the opportunity to participate in a subsequent voluntary advocacy workshop to share ideas for recommendations for this report.¹⁷ Written consent was obtained and participants took part in a mandatory safeguarding briefing. In May 2021, we conducted an English workshop with 12 youth participants and a Spanish workshop with 4 participants. The 90 minute-long workshops took place on Teams/Zoom and used a Mural board to record answers to questions around recommendations.



A young boy with one of his family's surviving sheep (Kenya).

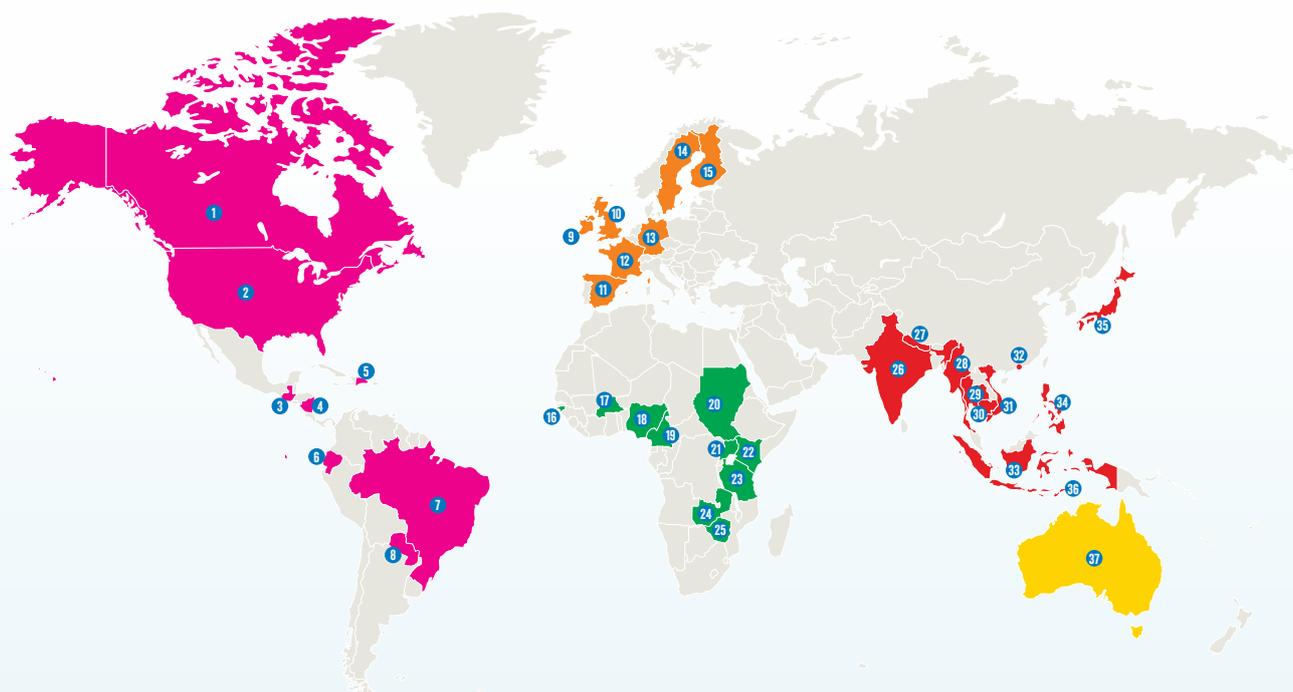
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17. We also shared the invite with other youth networks.

SURVEY PARTICIPANTS

In total, there were 1,815 valid responses (1,311 female, 435 male, 41 gender non-conforming)¹⁸ from 37 countries.¹⁹ The countries with the highest response rates were Australia, Brazil, Cambodia, the Philippines, the United Kingdom (UK) and Zambia. See appendix 1 for country-specific analysis for all countries with more than 50 responses.

FIGURE 1: SURVEY COUNTRIES



1 CANADA 10	9 IRELAND 4	17 BURKINA FASO 10	25 ZIMBABWE 46	33 HONG KONG 1
2 USA 16	10 UK 94	18 NIGERIA 96	26 INDIA 3	34 PHILIPPINES 140
3 GUATEMALA 1	11 SPAIN 59	19 CAMEROON 3	27 NEPAL 3	35 JAPAN 1
4 NICARAGUA 1	12 FRANCE 2	20 SUDAN 1	28 MYANMAR 5	36 TIMOR-LESTE 6
5 DOMINICAN REPUBLIC 8	13 GERMANY 20	21 UGANDA 1	29 THAILAND 58	37 AUSTRALIA 471
6 EQUADOR 41	14 SWEDEN 2	22 KENYA 2	30 CAMBODIA 98	
7 BRAZIL 384	15 FINLAND 80	23 TANZANIA 1	31 INDONESIA 43	
8 PARAGUAY 2	16 GUINEA-BISSAU 5	24 ZAMBIA 96	32 VIETNAM 1	

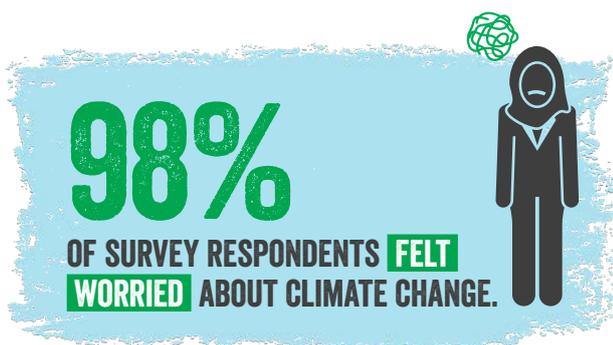
- **Age:** participants were 15 to 24 years old. Over half (54 per cent) were 15 to 18 years old.
- **Gender and sexuality:** 72 per cent identified as female, 24 per cent as male and 2 per cent as non-binary. Of the survey participants, 24 per cent identified as LGBTIQ+.
- **Education:** 88 per cent of the survey participants were enrolled in education at the time of the survey – mostly secondary school (45 per cent) followed by higher education (36 per cent). Out of those who were not in formal education, 48 per cent had been educated to university level and 42 per cent had completed secondary school. 92 per cent were currently pursuing or had completed secondary or university education.
- **Intersectional characteristics:** 9 per cent of the survey participants identified as from a religious minority group; 7 per cent from an ethnic minority and 6 per cent from a racial minority group. 4 per cent identified as having a disability.

FINDINGS FROM THE GLOBAL SURVEY



Adolescents and youth call on governments to better involve young people in climate policy processes or participation recommendations.

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Almost all (98 per cent) adolescents and youth expressed concern about climate change: 74 per cent of the survey participants felt very or extremely worried. More girls and young women (99 per cent) were worried about climate change, compared to boys and young men (95 per cent).²⁰

“ The effects of climate change include a broad range of changes, which, over the last century, have become undeniable. There have been more droughts, floods, and heatwaves, sea levels have risen. ”

YOUNG WOMAN, 23- 24, ZIMBABWE

“ As the younger people of the population, we will have to deal with the greatest causes of climate change. ”

BOY, 15-16, AUSTRALIA

20. 93 per cent of gender non-conforming adolescents and youth were worried about climate change. We did not carry out difference tests for this group because of the small subsample.

HOW ARE YOUNG PEOPLE LEARNING ABOUT CLIMATE CHANGE?



Girl learning in classroom at secondary school (Zimbabwe).

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MORE ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE ON SOCIAL MEDIA AND THE INTERNET THAN FROM FAMILY MEMBERS.



All survey participants had heard about climate change. The majority had learned about climate change at school (81 per cent), followed by social media (69 per cent) and internet websites (57 per cent). Only 32 per cent of participants had learned about climate change from family and only a small minority (15 per cent) had learned about climate change from government agencies.

Of the girls and young women (45 per cent) were statistically significantly more likely than boys and young men (33 per cent) to have learned about climate change from friends. 34 per cent of girls and young women, had learned about climate change from family compared to 22 per cent of boys and young men. Boys and young men were more likely to have learned about climate change from government agencies (18 per cent) than girls and young women (14 per cent).²¹

81%

ADOLESCENTS AND YOUTH WHO IDENTIFIED AS LGBTQ+ LEARNED ABOUT CLIMATE CHANGE ON SOCIAL MEDIA COMPARED TO 65% OF THOSE WHO DID NOT IDENTIFY AS LGBTQ+.



TABLE 1: LEARNING ABOUT CLIMATE CHANGE

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)	FREQUENCY	PERCENT
School/college/university/ other place of education	1448	81%
Social media	1233	69%
Internet websites	1024	57%
Television	1028	57%
Environmental groups	798	45%
Friends	761	42%
Specialist publications/ academic journals	578	32%
Family	576	32%
NGOs/Civil Society organisations	551	31%
Newspaper	539	30%
Radio	414	23%
Government agency	276	15%
Local council	158	9%
Energy suppliers	144	8%
Religious and/or community leaders	110	6%
Other (please specify below)	29	2%

TOTAL: 1791

In the comment section, survey respondents listed a variety of other creative ways of learning about climate change, including documentaries, YouTube videos, social media influencers, artists and celebrities, artwork, novels and poems.

“ Activists on social media share a lot of things we can get to understand and learn from them. From Netflix, a documentary like *Our Planet* is very well researched and well targeted to audiences. ”

YOUNG MAN 23-24, CAMBODIA

21. 43 per cent of gender non-conforming adolescents and youth had learned about climate change from family, 56 per cent from friends and 16 per cent from government agencies. We did not carry out difference tests for this group because of the small subsample.

LEARNING ABOUT CLIMATE CHANGE AT SCHOOL

MOST ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE IN NATURAL SCIENCE LESSONS, NOT IN SOCIAL SCIENCES.



Of the participants, 81 per cent had learned about climate change at school, college, university or another place of education. For most adolescents and youth, climate change education had been delivered as part of a science lesson (67 per cent), followed by a geography lesson (61 per cent). Only 10 per cent had participated in a stand-alone course on climate change; and only 32 per cent had learned about climate change in a social science lesson, such as politics or civic education.

TABLE 2: CLIMATE CHANGE EDUCATION – LESSON

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)	FREQUENCY	PERCENT
Included in science lessons	963	67%
Included in geography lessons	880	61%
Campaign or awareness raising activity within formal education	487	34%
Included in social science lessons (e.g., politics, civic education)	465	32%
Extracurricular activity (e.g., after-school club)	251	17%
Stand-alone course	150	10%
Other (please specify below)	72	5%

TOTAL: 1446

Even though science lessons were the most common way of teaching about climate change, the survey participants highlighted that climate change education can be integrated in a variety of different subjects and activities, such as fashion classes, English lessons, debating, permaculture classes, law, UN youth camps, agricultural development courses or social justice groups.



Boys draw water from a partially dry water pan to water their livestock (Kenya).

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ADOLESCENTS AND YOUTH ARE TAUGHT ABOUT RECYCLING, NOT ABOUT CLIMATE ACTIVISM.



The majority of the 15 to 24-year-olds said that their teachers had taught them about the impacts of climate change (90 per cent) and individual actions to tackle climate change, such as recycling, saving energy, changing diet and sustainable consumption (73 per cent). Fewer survey participants had been taught about climate policies and activism:

- 22 per cent had been taught about climate change policies or frameworks.
- 11 per cent had been taught about how to participate in formal climate change policy decision-making processes.
- 20 per cent had been taught how to engage in climate change activism.

FINDINGS FROM THE GLOBAL SURVEY

A young woman on her way to collect water in a region which has been hard hit by the El Nino-induced drought (Ethiopia).

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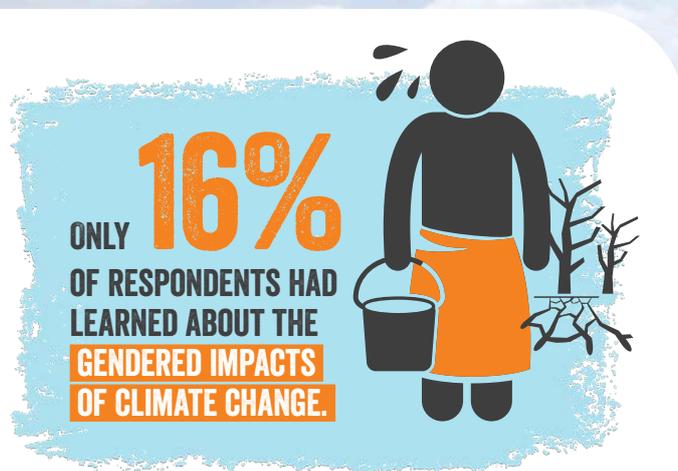


TABLE 3: CLIMATE CHANGE EDUCATION – CONTENT

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/ OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)	FREQUENCY	PERCENT
The impacts of climate change	1284	90%
Actions to tackle climate change (e.g., recycling, saving energy, changing diet, sustainable consumption)	1033	73%
The science behind climate change	836	59%
Actions to mitigate climate change (e.g., tree planting)	847	59%
Actions to adapt to climate change (e.g., risk mapping, rainwater harvesting)	556	39%
Climate justice (e.g., those countries or people that contributed the least often impacted the most)	509	36%
Climate change policies or frameworks	309	22%
How to engage in climate activism (e.g., participating in strikes)	278	20%
Gendered impacts of climate change	221	16%
How to participate in formal climate change policy decision-making processes	155	11%
Other (please specify below)	14	1%
TOTAL:	1444	



Out of those who rated their climate change education as poor or very poor, the majority, 86 per cent, regretted that they had not received enough information and a further 49 per cent felt that the information was too general and not applicable to the context they were living in. Some adolescents and youth also said that they had not learned any new skills (39 per cent) or had not learned anything new (34 per cent) as part of their climate change education at school.

SOME ADOLESCENTS AND YOUTH SAID THAT TEACHERS WERE POORLY TRAINED, LACKED ENTHUSIASM OR DID NOT BELIEVE IN CLIMATE CHANGE.



15 to 24-year-olds from around the world indicated that they were unhappy with the climate change education they had received. In the comments section, some noted that teachers were poorly trained, lacked enthusiasm or did not believe in climate change.

“ False information coming from the teacher. ”

NON-BINARY, 17-18, BRAZIL

“ Most of my school teachers don't even believe in climate change. ”

GIRL, 15-16, AUSTRALIA

Climate change education was also described as too superficial, irrelevant, and not engaging.

“ Very little was taught about climate change at my school, it was not in depth and it was just mentioned. We had to educate ourselves if we were curious enough. ”

GIRL, 15-16, AUSTRALIA

“ Climate change in school was ‘done to death!’ But not in a way that was relevant or engaging – just that it was happening – more of a tick box than an actual education on the issues and what to do. ”

YOUNG MAN, 23-24, UK

Several respondents also felt that climate change education had not sufficiently recognised the severity of climate change, the current impacts and the urgent need for action.

“ Not taught as if it is a real thing affecting us currently and requires immediate action but rather taught as a problem for future generations. ”

GIRL, 15-16, AUSTRALIA

Adolescents and youth were especially frustrated about not having been taught how to take climate action.

“ Not enough focus on action, just science. ”

YOUNG WOMAN, 23-24, UK

“ There is no attempt on making it important, the curriculum doesn't trigger the student to take action. I received more information by following NGOs online by website or social media accounts. ”

YOUNG WOMAN, 19-20, INDONESIA



Two young girls are working as labourers during the pandemic (Kenya).

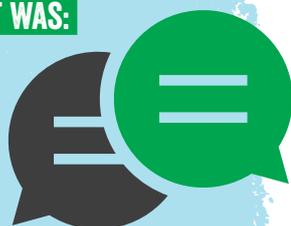
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ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ON CLIMATE POLICY PROCESSES

NEARLY HALF OF THE SURVEY PARTICIPANTS DID NOT KNOW WHAT THE PARIS AGREEMENT WAS:

5%

KNOW HOW TO ENGAGE IN ITS NEGOTIATION PROCESSES.



81%

OF ADOLESCENTS AND YOUTH DID NOT KNOW WHERE TO FIND INFORMATION ON THE PARIS AGREEMENT.

Adolescents and youth had received little information about the Paris Agreement: 44 per cent of the 15 to 24-year-olds did not know what the Paris Agreement was. Most of those who did know about it only knew the main aim of the agreement (43 per cent). Only 5 per cent knew how to engage in the negotiations and implementation of it.

- Only 8 per cent knew one or more articles under the agreement.
- Only 7 per cent knew about the main negotiation processes (e.g., COP).
- Only 6 per cent knew about the extent to which the Paris agreement recognises young people.
- Only 19 per cent knew where to find information on it.

“ I heard about it [the Paris Agreement] but I don't know what it does! ”

BOY, 15-16, BRAZIL

“ I know it exists and is doing some good. But I know none of the articles or what it really says. ”

YOUNG WOMAN, 21-22, UK

TABLE 4: KNOWLEDGE OF THE PARIS AGREEMENT

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	FREQUENCY	PERCENT
None – I don't know what that is	763	44%
The main aim of the agreement	753	43%
The key targets	382	22%
Where to find information on it	334	19%
Who is responsible for implementing it	275	16%
One or more articles under it	142	8%
The main negotiation processes (e.g. COP)	117	7%
The extent to which it recognises young people	104	6%
How to engage in the negotiations and implementation of it	87	5%
Other (please specify below)	18	1%

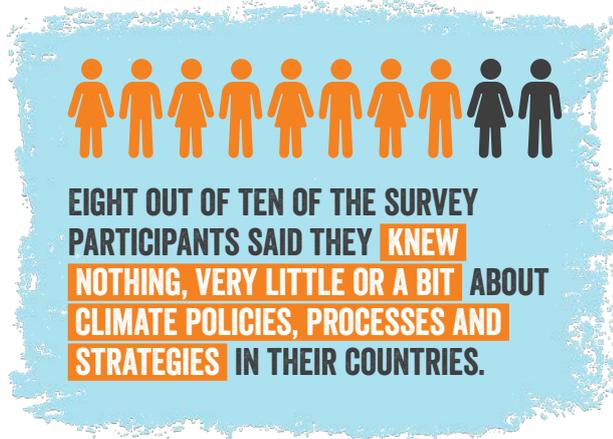
TOTAL: 1743

The limited understanding of the Paris Agreement is particularly striking since the survey participants were interested in, and concerned about, climate change, and the majority of them (92 per cent) were currently pursuing, or had completed, secondary or university education.

Significantly more girls and young women (45 per cent) said they did not know what the Paris Agreement was, compared to boys and young men (39 per cent).²² We could hypothesise that social norms and expectations around girls' humility are a reason for them underestimating their knowledge, and girls may face additional barriers in accessing quality education.

22. 49 per cent of gender non-conforming adolescents and youth did not know what the Paris Agreement was. We did not carry out difference tests for this group because of the small subsample.

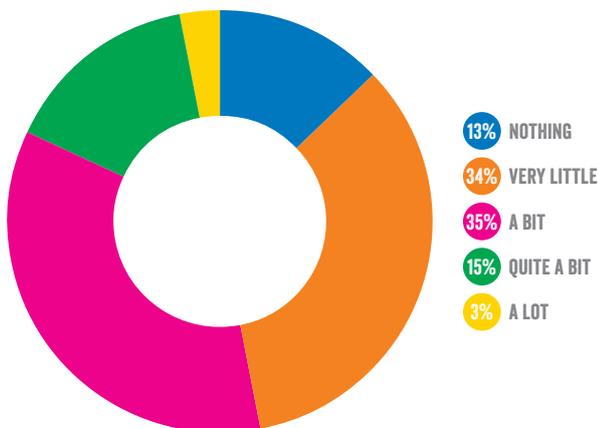
Adolescents and youth who identified as LGBTIQ+ were significantly more likely to say they knew about the Paris Agreement (65 per cent) than those who did not identify as LGBTIQ+ (54 per cent).



Respondents had received limited information on climate policy processes in their countries: of the interviewed 15 to 24-year-olds, 82 per cent said they knew nothing, very little, or a bit about policies, processes and strategies in their countries. Girls and young women (83 per cent) were more likely to say that they knew nothing, very little or only a bit about climate policy processes than boys and young men (78 per cent).²³

FIGURE 2: KNOWLEDGE OF LOCAL CLIMATE POLICIES, PROCESSES AND STRATEGIES

HOW MUCH DO YOU KNOW ABOUT CLIMATE POLICIES, PROCESSES AND STRATEGIES IN YOUR COUNTRY?



TOTAL: 1747

23. 72 per cent of gender non-conforming adolescents and youth said that they knew that they knew nothing, very little or a bit about climate policy processes about climate policy processes in their country. We did not carry out difference tests for this group because of the small subsample.



ADOLESCENTS AND YOUTH TAKE CLIMATE ACTION

Of the survey respondents, 86 per cent had taken action out of concern for climate change. The majority had educated peers or family on climate change issues (64 per cent), followed by signing and sharing climate petitions (49 per cent) and posting about climate change on social media (45 per cent). Additionally, 27 per cent had participated in a campaign about climate change and 18 per cent had joined a climate protest or strike.

TABLE 5: CLIMATE ACTIONS

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	FREQUENCY	PERCENT
Educate peers or family on climate change issues	1129	64%
Sign and share climate petitions	855	49%
Post about climate change on social media	799	45%
Take part in a campaign about climate change	473	27%
Join an environment group	461	26%
Vote for parties that want to tackle climate change	443	25%
Take part in climate protest or strike	321	18%
None of the above	237	14%
Write to local or national politicians	182	10%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	100	6%
Other (please specify below)	99	6%

TOTAL: 1758



GIRLS AND YOUNG WOMEN
WERE SIGNIFICANTLY **MORE LIKELY**
TO HAVE TAKEN CLIMATE ACTION
THAN BOYS AND YOUNG MEN.

Statistically significantly more girls and young women (88 per cent) had engaged in at least one of the listed climate actions, compared to boys and young men (82 per cent).²⁴ Among others, girls and young women were more likely to have engaged in the following activities:

- educating peers or family on climate change issues: 68 per cent of girls; 50 per cent of boys
- posting about climate change on social media: 47 per cent of girls; 38 per cent of boys
- signing and sharing climate petitions girls: 52 per cent of girls; 37 per cent of boys
- taking part in climate protests or strikes: girls: 19 per cent of girls; 13 per cent of boys
- voting for parties that want to tackle climate change: 25 per cent of girls; 21 per cent of boys.

Of those identifying as LGBTIQ+, 97 per cent had taken climate action, compared to 83 per cent of those who did not identify as LGBTIQ+. Those who identified as LGBTIQ+ were twice as likely to have written a letter to politicians and twice as likely to have taken part in protests or strikes, compared to participants who did not identify as LGBTIQ+.



SOME ADOLESCENTS AND YOUTH WERE SO CONCERNED ABOUT CLIMATE CHANGE THAT THEY HAD SET UP THEIR OWN ORGANISATIONS, PROJECTS OR CAMPAIGNS.



24. All gender non-conforming adolescents and youth had engaged in at least one of the listed climate actions; 87 per cent educated peers of family about climate change; 68 per cent posted about climate change on social media; 79 per cent signed climate petitions; 37 per cent took part in climate protests or strikes; and 37 per cent voted for parties that want to tackle climate change.

A mother and her son sit outside their home where the impact of climate change is already a reality, and children are incredibly vulnerable to its effects (Papua New Guinea).

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ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

In the comments section, adolescents and youth told us about the projects or campaigns they had set up to tackle climate change:

“ I started a project called ‘Urgent Planet’.²⁵ I want to improve it and take it to my school. ”

GIRL, 15-16, BRAZIL

“ At school, I made a speech to help get rid of single use plastics. ”

GIRL, 17-18, AUSTRALIA

“ I started up an organisation that deals with climate actions. ”

GIRL, 17-18, NIGERIA

“ I organised an awareness campaign. ”

BOY, 15-16, INDIA

In addition to these activities, many 15 to 24-year-olds explained that they had taken individual actions to tackle climate change. Many noted that they had become vegan for climate reasons. Other activities included changing consumption patterns, using less plastic, water and electricity, donating money, participating in beach cleaning and tree planting initiatives, composting, avoiding fast fashion and buying second-hand clothes, using an electric car or solar panels and recycling.



EIGHT OUT OF TEN SURVEY RESPONDENTS WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES BUT FEWER THAN ONE IN TEN HAD A CHANCE TO DO SO.

GIRLS AND YOUNG WOMEN

ARE ESPECIALLY INTERESTED IN PARTICIPATING IN FORMAL CLIMATE POLICY PROCESSES.

Despite their enthusiasm for action, only 6 per cent of the survey participants had engaged in climate change policy processes, although 84 per cent of them were interested in doing so. More girls and young women (86 per cent) were interested in participating in these processes, compared to boys and young men (81 per cent).²⁶

25. Name has been changed for confidentiality reasons.

26. 86 per cent of gender non-conforming adolescents and youth said they were interested in participating in climate policy processes.



Youth group members grow vegetables to support vulnerable community members (Bangladesh).

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BARRIERS TO ADOLESCENTS' AND YOUTH'S PARTICIPATION IN CLIMATE POLICY PROCESSES



NINE OUT OF TEN OF THE 15 TO 24-YEAR-OLDS SAID THAT IT WAS DIFFICULT FOR THEM TO PARTICIPATE IN CLIMATE CHANGE POLICY DECISION-MAKING PROCESSES.

Almost all (91 per cent) of the survey participants said that there were barriers making it difficult for them to participate in formal climate policy processes. They identified the following key barriers to their participation in climate policy processes:

- not having been invited to participate: 49 per cent
- lack of knowledge about where to find information on how to participate: 44 per cent
- lack of awareness that young people could participate: 36 per cent.

TABLE 6: BARRIERS TO YOUTH PARTICIPATION IN FORMAL CLIMATE CHANGE POLICY PROCESSES

WHICH BARRIERS (IF ANY) MAKE IT DIFFICULT FOR YOU TO PARTICIPATE IN FORMAL CLIMATE CHANGE POLICY DECISION-MAKING PROCESSES? (SELECT ALL THAT APPLY)	FREQUENCY	PERCENT
I have never been invited to participate	844	49%
I don't know where to find information on how to participate	766	44%
I wasn't aware that young people could participate	615	36%
I'm too busy with school or work	549	32%
I don't have the financial means to participate	492	28%
I don't feel confident participating in these processes	478	28%
I don't know enough about climate change	460	27%
The policy documents are too complicated	294	17%
The policy participation processes are too complicated	288	17%
I'm too busy with household chores or caring for others	170	10%
There are no barriers; it's easy to participate	158	9%
I don't have support from my school	132	8%
I don't have reliable internet access	110	6%
My family doesn't allow me to participate	96	6%
I don't have the required skills	30	2%
Other (please specify below)	40	2%
My friends would disapprove	21	1%

TOTAL: 1746

Younger people found participating in formal climate policy processes more difficult: 92 per cent of 15 to 18-year-olds saw barriers to their participation compared to 89 per cent of 19 to 24-year-olds.

Not having the financial means was also a significant barrier to young people's participation in climate policy processes: selected by 28 per cent of respondents, globally.



±1/3 OF SURVEY PARTICIPANTS SAID THAT LIMITED FINANCIAL MEANS WAS A BARRIER TO THEIR PARTICIPATION IN CLIMATE POLICY PROCESSES.

“ Can’t say I’m too busy but I can say I live from hand to mouth. ”

YOUNG MAN, 21-22, ZIMBABWE

Some 15 to 24-year-olds also said that mental health challenges, childcare responsibilities, misinformation on climate change or a lack of social support prevented them from participating in climate policy processes.

“ Also, [a barrier to my participation in formal climate policy processes is] that I am pregnant and I have a little girl. ”

YOUNG WOMAN, 19-20, ECUADOR

“ Disinformation on the subject. ”

YOUNG WOMAN, 23-24, SPAIN

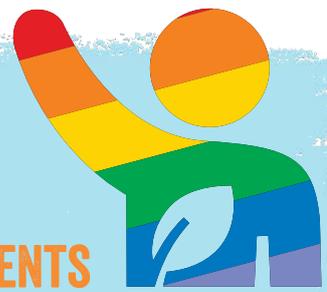
“ I haven’t had the psychological resources to act as much as I’d wish; I’ve had to prioritise mental health. I haven’t found social support for climate action. ”

YOUNG MAN, 23-24, FINLAND

PARTICIPATING IN CLIMATE POLICY PROCESSES WAS MORE DIFFICULT FOR GIRLS AND YOUNG WOMEN THAN FOR BOYS AND YOUNG MEN: GIRLS AND YOUNG WOMEN WERE MORE LIKELY TO LIST NOT FEELING CONFIDENT AND CARING RESPONSIBILITIES AS BARRIERS TO THEIR PARTICIPATION.

More girls and young women (92 per cent) than boys and young men (87 per cent) said that barriers made it difficult for them to participate in climate policy processes. Among others, girls and young women were more likely, than boys and young men, to select the following barriers:²⁷

- I don’t feel confident participating in these processes: 29 per cent of girls; 20 per cent of boys.
- I’m too busy with household chores or caring for others: 10 per cent of girls; 5 per cent of boys.
- I have never been invited to participate: 52 per cent of girls; 39 per cent of boys.
- I wasn’t aware that young people could participate: 37 per cent of girls; 30 per cent of boys.
- I don’t know where to find information on how to participate: 47 per cent of girls; 35 per cent of boys.
- I don’t know enough about climate change: 29 per cent of girls; 20 per cent of boys.



LGBTIQ+ SURVEY RESPONDENTS FOUND IT MORE DIFFICULT TO PARTICIPATE IN CLIMATE POLICY PROCESSES.

Adolescents and youth who identified as LGBTQ+ were statistically significantly more likely to say that barriers made their participation in climate policy processes difficult (96 per cent), compared to the survey participants who did not identify as LGBTQ+ (89 per cent). Those who identified as LGBTQ+ were also more likely to say that they did not feel confident participating in climate policy processes (34 per cent), compared to those who did not identify as LGBTQ+ (25 per cent). Youth who identify as LGBTQ+ are often marginalised and excluded from political processes, which may explain why they face additional barriers.

27. 97 per cent of gender non-conforming adolescents and youth thought that there were barriers to their participation in policy processes; including: not having been invited (53 per cent), not being aware that young people could participate (42 per cent); not knowing where to find information (55 per cent); not feeling confident in participating (34 per cent); caring responsibilities (13 per cent); and not knowing enough about climate change (21 per cent).



To mark the International Day of the Girl, a 16-year-old girl took over the position of the Minister of Development Cooperation and Foreign Trade in Finland.
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ADOLESCENTS AND YOUTH CALL ON GOVERNMENTS TO BETTER INVOLVE YOUNG PEOPLE IN CLIMATE POLICY PROCESSES

MORE THAN
8/10



PARTICIPANTS FELT THAT THEIR GOVERNMENT DID NOT DO ENOUGH TO INVOLVE YOUNG PEOPLE IN CLIMATE CHANGE POLICY DECISION-MAKING PROCESSES.

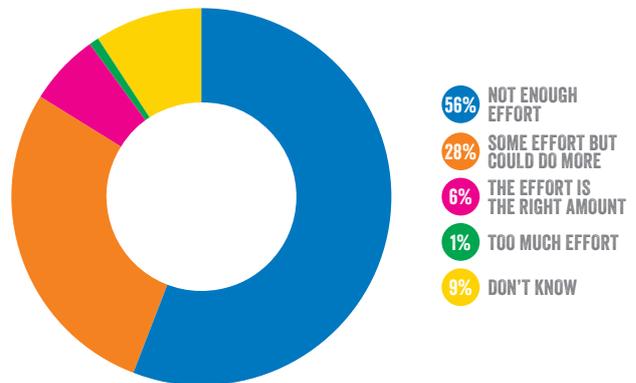
Of survey participants, 84 per cent thought that their government’s efforts to involve young people in climate policy processes were insufficient. Only 6 per cent said that their government’s effort was about right.

“ There is definitely an underlying ageist and sexist culture within government organisations – I guess social barrier. ”

GIRL, 17-18, AUSTRALIA

FIGURE 3: GOVERNMENT EFFORTS TO INVOLVE YOUNG PEOPLE IN CLIMATE POLICY PROCESSES

WHAT BEST DESCRIBES THE EFFORTS THAT THE GOVERNMENT IN YOUR COUNTRY MAKES TO INVOLVE YOUNG PEOPLE IN FORMAL CLIMATE CHANGE POLICY DECISION-MAKING PROCESSES?



TOTAL: 1746

RECOMMENDATIONS



Girls take part in climate strike action (Bangladesh).
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The section that follows has been developed directly from the ideas and opinions of the survey participants and the young people who contributed to the workshops set up to develop recommendations for this report. It reflects their experience of climate change education and participation and offers a step-by-step plan for the progressive reforms needed to:

- 01 **DRIVE SUSTAINABLE AND PRO-ENVIRONMENTAL BEHAVIOURS**
- 02 **ADVANCE CLIMATE JUSTICE**
- 03 **ENABLE YOUNG PEOPLE TO ADAPT TO A CHANGING CLIMATE AND PARTICIPATE IN CLIMATE POLICY PROCESSES**

01 RECOMMENDATIONS FOR CLIMATE EDUCATION

Creating and supporting an enabling environment is key to climate education. This is primarily the responsibility of **national governments and the Ministries of Education, Environment and Finance.**

We ask them to work together to:

- Include transformative education in all national climate strategies (e.g. NDCs, NAPs, ACE enhancement and implementation).
- Sign the Declaration on Children, Youth and Climate Action.²⁸
- Fully implement the Berlin Declaration on Education for Sustainable Development.²⁹
- Increase funding focused on resilience strengthening and girls' access to education in most climate exposed countries.
- Increase funding to transform curricula content, curricula delivery and teacher training to support climate justice and pro-environmental behaviours.
- Develop education sector plans that are gender responsive and prioritise resilience, climate change adaptation and mitigation and sustainable development in line with SDG target 4.7.

IT IS IMPERATIVE THAT A TRANSFORMATIVE CLIMATE CURRICULUM AND TEACHER TRAINING PROGRAMME IS CO-DEVELOPED WITH YOUNG PEOPLE, TEACHERS, SCHOOL STAFF AND CLIMATE EXPERTS, THROUGHOUT ALL STAGES OF THE PROCESS INCLUDING DESIGN, DELIVERY AND MONITORING.



A girl holds a 'Climate is changing, why aren't we?' sign at climate strike action in Melbourne, Australia.

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The detailed recommendations that follow set out incremental steps for policymakers and practitioners in Ministries of Education working with Ministries of Environment, climate specialists, young people, civil society, NGOs and UN agencies: including those directly involved in the planning and delivery of formal and non-formal education, from pre-primary through to higher education.

28. The Children's Environmental Rights Initiatives (CERI) (2021). Declaration on children, youth and climate action. <https://www.childrenenvironment.org/declaration-children-youth-climate-action>

29. UNESCO (2021). UNESCO World conference on education for sustainable development. <https://en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf>



STEPS TOWARDS IMPROVING THE CURRICULUM

Ministries of Education together with Ministries of Environment, with inputs from climate specialists, young people, civil society, NGOs and UN agencies should:

Mandate, within current curricula, climate change education that is evidence-based, contextually relevant, gender responsive and inclusive, and includes indigenous knowledge and rights.

Build on existing climate education around climate science and impacts, and expand it, in line with Sustainable Development Goal target 4.7, to include social/justice dimensions, sustainable development and human rights framing. This includes:

- examining the broader social and political dimensions of the climate crisis and striking the right balance between promoting individual actions, which disproportionately burden individuals, and a whole society approach
- teaching about climate policy processes at all levels: including the different policies that exist, how to engage in decision making processes, developing relevant skills, and how to hold decision makers to account
- incorporating green skills and learning in a variety of subjects, beyond geography and science, such as history, politics, psychology, mathematics, languages, biology
- adapting and translating climate information to local contexts and languages and different population groups: involving real life stories and examples that are locally relevant and include indigenous knowledge.

Take a gender transformative approach to curriculum reform that can change norms and attitudes and build the skills necessary to shift the way we think about others and the world around us. This includes:

- knowledge and skills development to support confidence building, critical thinking, data analysis, negotiation/ debating, creativity, systems thinking, activism,³⁰ leadership and civic education and drive sustainable and pro-environmental behaviours, guided by the green learning agenda³¹
- a holistic systems approach to curriculum reform that tackles intersecting societal injustices and oppressive systems and encourage care and regeneration values and behaviours.



A young girl has to walk for three hours a day to collect water (Mozambique).

©Plan International

“ I think it would be so important to include the justice side of things. And really have [climate education] in history and social sciences and all these other subjects where it's so relevant and also to make it a bit more interesting to students. ”

YOUTH WORKSHOP PARTICIPANT

“ It's important that within education systems we are developing young people to be researchers and solution finders. ”

YOUTH WORKSHOP PARTICIPANT

30. Highlighted by youth in the workshop

31. See Kwauk, C, Casey, O. (2021). A new green learning agenda: Approaches to quality education for climate action. <https://www.brookings.edu/wp-content/uploads/2021/01/Brookings-Green-Learning-FINAL.pdf>



STEPS TOWARDS IMPROVING CURRICULA DELIVERY AND PEDAGOGY

Ministries of Education together with Ministries of Environment, and in consultation with climate specialists, young people, civil society, NGOs and UN agencies should:

Ensure all climate information being taught in schools is from **reliable, reputable sources**, based on the best available science.

Connect schools to local universities researching climate change and enable exchanges of knowledge, information, and skills including through placements and researchers giving talks in schools.

Encourage teachers and local departments of education to regularly check and update climate information and data.

Prioritise students' wellbeing through acting with empathy, creating safe spaces to talk about feelings and potential climate anxiety and connect young people to support services.

Support curiosity and critical thinking on climate change including through strengthening and empowering the teacher-student-parent relationship.

Provide information through different platforms and methods most accessible to young people in the local context: for example, social media, toolkits from NGOs, games, youth clubs.

Connect students to government-led initiatives that have active youth participation and capacity and knowledge building opportunities on climate action.

Provide financial support for youth-led organisations to work in and with schools on climate change and provide links to local youth groups working on climate change.

Support the development of climate change activism and organisation through extra-curricular activities.

Support schools in procuring resources needed to develop transformative green skills, such as internet access, laptops/computers, school books.

Promote action-oriented learning in schools to support pro-environmental behaviours: for example, writing letters to government, growing a vegetable garden, holding debates.

“ We have been given some talks (few) at school, but they always say the same thing. ”

YOUTH WORKSHOP PARTICIPANT

A 19-year-old member of Plan International's youth leadership programme in Ecuador and an environmental activist who believes that social change lies in collectively taking care of our planet.

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STEPS TOWARDS IMPROVING TEACHER TRAINING

Ministries of Education together with Ministries of Environment, in consultation with climate specialists, young people, civil society, NGOs and UN agencies should:

Mandate comprehensive climate change modules in all current teacher training courses.

Support teachers in accessing up to date, reliable climate data and facts, based on best available science, to support their teaching.

Provide stipends/funds for teachers to go to climate conferences.

Mainstream gender-responsive and learner-centred pedagogy in initial and ongoing professional development programmes for teachers, to support effective delivery of a transformative climate curriculum and improve young people's participation and engagement.

A young woman relies on a successful maize harvest to survive but drought, and delayed, erratic rainfall have caused harvests to fail for the last three years (Zambia).

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02 RECOMMENDATIONS FOR YOUTH PARTICIPATION IN CLIMATE PROCESSES

The recommendations below, based on young people's feedback, are for **Ministries of Environment, Finance and Education**, working together with UN agencies, CSOs, young people, climate specialists and other relevant actors.

They are structured around increasingly progressive actions, to improve young people's participation in climate policy processes and centred on three key areas:

- access to information on climate policy processes
- opportunities and resources
- reducing the gender divide



STEPS TOWARDS IMPROVING ACCESS TO INFORMATION ON CLIMATE POLICY PROCESSES

Provide a database of and signpost to information and resources on climate policies and engagement opportunities.

Share key climate information and opportunities to engage in processes *on platforms most accessible to young people*, primarily social media. This information should be fun, engaging, locally relevant, and use gender and age responsive language. It should also be shared regularly to maintain interest, with old posts available in archived areas to maintain access.

Provide simplified information about key climate policies and frameworks, that can be easily translated and understood by different people. This information should be accessible in child and youth friendly language and formats. At a minimum the following should be available and translated to local languages:

- Paris Agreement and all articles
- NDCs, NAPs and other national climate strategies
- Escazú Agreement³²
- texts for negotiations
- Intergovernmental Panel on Climate Change (IPCC) reports

UNFCCC and host governments should **make the application processes for conferences much simpler**:

- Young people and youth organisations need a simplified application process and should not be required to submit complicated company registration details which limits them, especially those not affiliated to a company, from attending.
- The communication from UN Framework Convention on Climate Change (UNFCCC) and host government on the COP processes should be translated into different languages and use simpler age and gender responsive language.

“ I [want climate information] through the social networks that young people use, with Tik Tok videos, with influencers talking about the topic. ”

YOUTH WORKSHOP PARTICIPANT

“ What could help is creating infographics in the language of the country we are talking about on how to get involved in different ways because even the nine constituencies of the UNFCCC process they are so tricky to understand and I find that a lot of people I know don't understand what that looks like and how they can get involved. ”

YOUTH WORKSHOP PARTICIPANT

32. Latin American and Caribbean countries created a pioneering tool in the context of environmental protection and human rights that reflects the region's ambition, priorities and specific features: the Regional Agreement on Access to Information, Public Participation and Justice in Environmental Matters in Latin America and the Caribbean, better known as the Escazú Agreement.



STEPS TOWARDS IMPROVING OPPORTUNITIES AND RESOURCES

Create safe spaces, in climate decision making at all levels, for meaningful child and youth engagement.

- Mandate all decision-making spaces on climate change to meaningfully engage young people.
- Develop and implement safeguarding principles for safe engagement.
- Compensate/pay young people for their expenses (travel, internet etc.) and time.
- Create an enabling environment for young people's engagement where their views and recommendations are respected, valued and they have a real opportunity to influence decision making.
- Support young people with issues related to passports, travel visas, and other travel restrictions.
- Encourage opportunities for engaging in climate processes through formal and informal channels such as schools, school clubs and social media.

All actors must work together to reduce the digital divide and improve electricity, internet access and access to computers to enable young people to join online climate spaces.

“ I know a lot of friends who know about the processes and they want to be involved but they can't afford a ticket to go to these conferences. ”

YOUTH WORKSHOP PARTICIPANT

“ There is not enough funding when it comes to bringing the right people and the right voices to the decision-making tables ... youth activists are not brought to the table and presents a very big information gap. ”

YOUTH WORKSHOP PARTICIPANT



A young girl from Cambodia chairs a meeting of climate and energy ministers in Finland. During the day she explained how climate change is already affecting her village in the province of Siem.

©Plan International

33. See WEDO's online training as an example - Women Delegates Online Negotiations Training <https://wedo.org/women-delegates-online-negotiations-training/>

2 ZERO RECOMMENDATIONS

Youth Advisory Panel members at COP25 where they were able to discuss their climate change work with representatives from the private sector and institutions such as the EU's Directorate-General for Climate Action and the High Commissioner for the 2030 Agenda.

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STEPS TOWARDS REDUCING THE GENDER DIVIDE IN ENGAGING IN CLIMATE PROCESSES

Provide mentoring and training for girls, young women and girl-led groups on climate policy processes,³³ both online and offline, including connecting to decision-makers virtually.

Specifically **engage community-based girl-led groups** in local and national climate policy processes.

Provide adolescent girls and young women with the **information, skills and access**, to monitor climate processes at local, national, and global levels.

Take measures to **address gender-based violence** in all settings and ensure that adolescent girls and young women activists are protected in public spaces, with clear reporting and feedback mechanisms.

Provide financial support to girl-led groups and networks and support them in accessing formal platforms and spaces on climate change.

“ It’s very important that we are breaking down the power dynamics in the climate space, what are the power dynamics between different regions of the world, what is the power to end the climate crisis and how can we openly and meaningfully engage. ”

YOUTH WORKSHOP PARTICIPANT

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Boys eat lunch provided by Plan International as part of a school feeding programme (Zambia).
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APPENDIX 1: COUNTRY FACT SHEETS

This is an appendix to the survey report *Reimagining climate education and youth leadership: Survey report*. Between December 2020 and March 2021 Plan International conducted a global online survey on climate change education and participation. The questionnaire had 18- questions and was open to 15 to 24-year-olds (male, female, gender non-conforming youth) across the 77 countries where Plan International operates. The survey was available in English, Filipino, French, Khmer, Portuguese, Spanish and Thai. We interviewed over 1800 adolescents and youth, aged 15 to 24, from 37 countries. This appendix presents country-specific findings for each country with more than 45 responses.

Australia	p34	Spain	p46
Brazil	p36	Thailand	p48
Cambodia	p38	United Kingdom	p50
Finland	p40	Zambia	p52
Nigeria	p42	Zimbabwe	p54
Philippines	p44		



AUSTRALIA

THE TOTAL NUMBER OF RESPONDENTS FROM AUSTRALIA WAS 471.

75% identified as female; 17% as male and 4% as non-binary.

The majority were 15 to 16 years old (48%), followed by 17 to 18 years (35%).

66% were enrolled in secondary school and 10% in higher education.

36% identified as LGBTIQ+; 7% identified as being from an ethnic minority; 7% from a racial minority and 7% identified as having a disability.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change on social media (90%), followed by school (86%) and TV (71%). Only 17% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
Social media	421	90%
School/college/university/other place of education	400	86%
Television	332	71%
Internet websites	329	70%
Environmental groups	322	69%
Friends	322	69%
Family	242	52%
Specialist publications/academic journals	197	42%
Newspaper	136	29%
Radio	138	29%
NGOs/Civil Society organisations	103	22%
Government agency	81	17%
Local council	80	17%
Energy suppliers	46	10%
Religious and/or community leaders	32	7%
Other (please specify below)	16	3%

TOTAL: 468

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of science lessons (77%), followed by geography lessons (57%). Only 30% had learned about climate change in a social science lesson; and only 10% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Included in science lessons	306	77%
Included in geography lessons	226	57%
Campaign or awareness raising activity within formal education	124	31%
Included in social science lessons (e.g. politics, civic education)	119	30%
Extracurricular activity (e.g. after-school club)	63	16%
Stand-alone course	38	10%
Other (please specify below)	37	9%

TOTAL: 400

The majority of 15 to 24-year-olds had been taught about the impacts of climate change at school (93%), followed by individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (75%) and the science behind climate change (71%). Fewer young people had been taught how to engage in climate activism (22%) or how to participate in formal climate change policy decision-making processes (8%). Only 8% had been taught about the gendered impacts of climate change.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	370	93%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	301	75%
The science behind climate change	282	71%
Actions to mitigate climate change (e.g. tree planting)	219	55%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	153	38%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	122	31%
How to engage in climate activism (e.g. participating in strikes)	87	22%
Climate change policies or frameworks	72	18%
How to participate in formal climate change policy decision-making processes	32	8%
Gendered impacts of climate change	30	8%
Other (please specify below)	7	2%

TOTAL: 400

Most adolescents and youth rated the climate change education at school as average (42%). Only 5% of the survey participants said their climate change education was very good. 29% said that the climate change education was poor or very poor, giving the following reasons:

- I didn't receive enough information: 91%
- I didn't learn anything new: 42%
- It was too general (not applicable to the context where I live): 46%
- I didn't gain any new skills: 46%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

40% of the survey participants did not know what the Paris Agreement was. Only 3% knew how to engage in the negotiations and implementation of the agreement and 5% knew about the main negotiation processes (e.g. COP). 79% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
The main aim of the agreement	247	53%
None - I don't know what that is	182	40%
The key targets	112	24%
Where to find information on it	99	21%
Who is responsible for implementing it	87	19%
The extent to which it recognises young people	21	5%
One or more articles under it	25	5%
The main negotiation processes (e.g. COP)	24	5%
How to engage in the negotiations and implementation of it	14	3%
Other (please specify below)	11	2%

TOTAL: 465

80% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 4% said that they knew a lot about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

59% of the 15 to 24-year-olds felt extremely worried and 32% felt very worried about climate change. Only 1% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 83% of the survey participants had educated peers or family on climate change issues; 73% had signed climate petitions; and 59% had posted on social media about climate change.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Educate peers or family on climate change issues	386	83%
Sign and share climate petitions	338	73%
Post about climate change on social media	275	59%
Take part in climate protest or strike	162	35%
Vote for parties that want to tackle climate change	133	29%
Take part in a campaign about climate change	134	29%
Join an environment group	121	26%
Write to local or national politicians	96	21%
Other (please specify below)	49	11%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	25	5%

TOTAL: 465

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 5% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 85% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I don't know where to find information on how to participate: 57%
- I have never been invited to participate: 55%
- I wasn't aware that young people could participate: 51%
- I'm too busy with school or work: 45%
- I don't feel confident participating in these processes: 40%
- I don't have the financial means to participate: 31%
- I don't know enough about climate change: 25%
- The policy documents are too complicated: 22%
- The policy participation processes are too complicated: 20%

71% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 23% said that more effort could be made.



BRAZIL

THE TOTAL NUMBER OF RESPONDENTS FROM BRAZIL WAS 384.

74% identified as female; 22% as male and 2% as non-binary.

The majority were 15 to 16 years old (53%), followed by 17 to 18 years (24%).

57% were enrolled in secondary school and 26% in higher education.

37% identified as LGBTIQ+; 10% identified as being from a racial minority; 4% from an ethnic minority and 2% identified as having a disability.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change at school (89%), followed by internet websites (71%) and TV (59%). Only 12% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
School/ college/ university/ other place of education	338	89%
Internet websites	272	71%
Television	225	59%
Social media	212	56%
Specialist publications/academic journals	144	38%
Newspaper	136	36%
Friends	115	30%
NGOs/Civil Society organisations	115	30%
Environmental groups	105	28%
Family	92	24%
Radio	49	13%
Government agency	45	12%
Religious and/or community leaders	25	7%
Energy suppliers	21	6%
Local council	16	4%
Other (please specify below)	5	1%

TOTAL: 381

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of geography lessons (88%), followed by science lessons (74%). Only 12% had learned about climate change in an extracurricular activity; and only 7% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Included in geography lessons	297	88%
Included in science lessons	248	74%
Included in social science lessons (e.g. politics, civic education)	104	31%
Campaign or awareness raising activity within formal education	80	24%
Extracurricular activity (e.g. after-school club)	42	12%
Stand-alone course	25	7%
Other (please specify below)	11	3%

TOTAL: 337

The majority of 15 to 24-year-olds had been taught about the impacts of climate change at school (94%), followed by individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (81%) and actions to mitigate climate change such as planting trees (63%). Fewer young people had been taught how to engage in climate activism (17%) or the gendered impacts of climate change (15%). Only 10% had been taught about how to participate in formal climate change policy decision-making processes.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	315	94%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	273	81%
Actions to mitigate climate change (e.g. tree planting)	211	63%
The science behind climate change	167	50%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	158	47%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	129	39%
Climate change policies or frameworks	86	26%
How to engage in climate activism (e.g. participating in strikes)	57	17%
Gendered impacts of climate change	51	15%
How to participate in formal climate change policy decision-making processes	33	10%
Other (please specify below)	3	1%

TOTAL: 335

Most adolescents and youth rated the climate change education at school as average (47%). Only 9% of the survey participants said their climate change education was very good. 21% said that the climate change education was poor or very poor, giving the following reasons:

- I didn't receive enough information: 78%
- It was too general (not applicable to the context where I live): 59%
- It was not engaging or interesting: 41%
- I didn't gain any new skills: 33%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

44% of the survey participants did not know what the Paris Agreement was. Only 4% knew how to engage in the negotiations and implementation of the agreement and 6% knew the extent to which it recognises young people. 82% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
The main aim of the agreement	167	45%
None - I don't know what that is	161	44%
The key targets	93	25%
Where to find information on it	65	18%
One or more articles under it	50	13%
Who is responsible for implementing it	41	11%
The main negotiation processes (e.g. COP)	26	7%
The extent to which it recognises young people	23	6%
How to engage in the negotiations and implementation of it	16	4%
Other (please specify below)	3	1%

TOTAL: 372

88% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 3% said that they knew a lot about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

28% of the 15 to 24-year-olds felt extremely worried and 39% felt very worried about climate change. Only 3% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 65% of the survey participants had educated peers or family on climate change issues; 56% had signed climate petitions; and 51% had posted on social media about climate change.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Educate peers or family on climate change issues	244	65%
Sign and share climate petitions	211	56%
Post about climate change on social media	192	51%
Vote for parties that want to tackle climate change	114	30%
Join an environment group	67	18%
Take part in a campaign about climate change	69	18%
None of the above	44	12%
Take part in climate protest or strike	35	9%
Write to local or national politicians	21	6%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	14	4%
Other (please specify below)	16	4%

TOTAL: 377

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 4% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 86% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I have never been invited to participate: 71%
- I don't know where to find information on how to participate: 54%
- I wasn't aware that young people could participate: 42%
- I don't have the financial means to participate: 41%
- I don't know enough about climate change: 36%
- I'm too busy with school or work: 27%
- I don't feel confident participating in these processes: 27%
- The policy documents are too complicated: 24%
- The policy participation processes are too complicated: 23%

75% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 20% said that more effort could be made.



CAMBODIA

THE TOTAL NUMBER OF RESPONDENTS FROM CAMBODIA WAS 98.

53% identified as female and 46% as male.

The majority were 21 to 22 years old (33%), followed by 17 to 18 years (17%).

26% were enrolled in secondary school and 54% in higher education.

10% identified as LGBTIQ+; 3% identified as being from a racial minority; 2% from an ethnic minority; and 1% identified as having a disability.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change on social media (77%), followed by school (63%) and NGO/ Civil Society organisations (43%). Only 15% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
Social media	73	77%
School/ college/ university/ other place of education	60	63%
NGOs/Civil Society organisations	41	43%
Environmental groups	33	35%
Television	32	34%
Specialist publications/academic journals	27	28%
Friends	24	25%
Radio	15	16%
Newspaper	15	16%
Family	14	15%
Government agency	14	15%
Energy suppliers	3	3%
Local council	3	3%
Religious and/or community leaders	2	2%
Other (please specify below)	1	1%

TOTAL: 97

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of science lessons (66%), followed by extracurricular activities such as after school clubs (25%). Only 25% had learned about climate change in a geography lesson; and only 8% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Included in science lessons	39	66%
Extracurricular activity (e.g. after-school club)	25	42%
Campaign or awareness raising activity within formal education	23	39%
Included in social science lessons (e.g. politics, civic education)	19	32%
Included in geography lessons	15	25%
Other (please specify below)	5	8%
Stand-alone course	5	8%

TOTAL: 60

The majority of 15 to 24-year-olds had been taught about the impacts of climate change at school (90%), followed by actions to mitigate climate change such as planting trees (85%), and individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (70%). Fewer young people had been taught how to engage in climate activism (23%) or how to participate in formal climate change policy decision-making processes (18%). Only 17% had been taught about the gendered impacts of climate change.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	54	90%
Actions to mitigate climate change (e.g. tree planting)	51	85%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	42	70%
The science behind climate change	34	57%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	19	32%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	17	28%
How to engage in climate activism (e.g. participating in strikes)	14	23%
Climate change policies or frameworks	14	23%
How to participate in formal climate change policy decision-making processes	11	18%
Gendered impacts of climate change	10	17%

TOTAL: 60

Most adolescents and youth rated the climate change education at school as average (42%). Only 5% of the survey participants said their climate change education was very good. 11% said that the climate change education was poor or very poor, giving the following reasons:

- I didn't receive enough information: 71%
- It was too general (not applicable to the context where I live): 43%
- It was too complex to follow: 29%
- It was not engaging or interesting: 29%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

52% of the survey participants did not know what the Paris Agreement was. Only 6% knew one or more articles under it and 7% knew about the main negotiation processes (e.g. COP). 87% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
None - I don't know what that is	44	52%
The main aim of the agreement	27	32%
Who is responsible for implementing it	15	18%
How to engage in the negotiations and implementation of it	13	15%
Where to find information on it	11	13%
The key targets	10	12%
The extent to which it recognises young people	7	8%
The main negotiation processes (e.g. COP)	6	7%
One or more articles under it	5	6%

TOTAL: 84

88% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 11% said that they knew quite a bit about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

51% of the 15 to 24-year-olds felt extremely worried and 24% felt very worried about climate change. No one felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 61% of the survey participants had educated peers or family on climate change issues; 59% had joined an environment group; and 38% had posted on social media about climate change.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Educate peers or family on climate change issues	53	61%
Join an environment group	51	59%
Post about climate change on social media	33	38%
Take part in a campaign about climate change	28	32%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	7	8%
None of the above	6	7%
Other (please specify below)	6	7%
Vote for parties that want to tackle climate change	5	6%
Sign and share climate petitions	5	6%
Write to local or national politicians	2	2%
Take part in climate protest or strike	1	1%

TOTAL: 88

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 8% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 81% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I don't know where to find information on how to participate: 56%
- I'm too busy with school or work: 40%
- I wasn't aware that young people could participate: 32%
- I have never been invited to participate: 32%
- I don't know enough about climate change: 22%
- I don't feel confident participating in these processes: 17%
- The policy participation processes are too complicated: 11%
- I don't have the required skills: 11%
- I don't have the financial means to participate: 10%

39% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 39% said that more effort could be made.



THE TOTAL NUMBER OF RESPONDENTS FROM FINLAND WAS 80.

90% identified as female and 9% as male.

The majority were 17 to 18 years old (38%), followed by 15 to 16 years (26%).

41% were enrolled in secondary school and 40% in higher education.

42% identified as LGBTIQ+; 5% identified as being from a racial minority; 6% from an ethnic minority and 6% identified as having a disability.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change on social media (94%), followed by school (90%) and internet websites (77%). Only 12% had learned about climate change from local councils.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
Social media	73	94%
School/ college/ university/ other place of education	70	90%
Internet websites	60	77%
Television	59	76%
Newspaper	54	69%
Friends	53	68%
Environmental groups	48	62%
Family	36	46%
Government agency	28	36%
Radio	27	35%
Specialist publications/academic journals	25	32%
NGOs/Civil Society organisations	24	31%
Energy suppliers	19	24%
Local council	9	12%
Religious and/or community leaders	4	5%

TOTAL: 79

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of geography lessons (93%), followed by as part of science lessons (63%). Only 10% had learned about climate change through an extracurricular activity; and only 10% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Included in geography lessons	65	93%
Included in science lessons	44	63%
Included in social science lessons (e.g. politics, civic education)	37	53%
Campaign or awareness raising activity within formal education	13	19%
Stand-alone course	7	10%
Extracurricular activity (e.g. after-school club)	7	10%
Other (please specify below)	5	7%

TOTAL: 70

The majority of 15 to 24-year-olds had been taught about the impacts of climate change education at school (94%), followed by individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (87%), and the science behind climate change (84%). Fewer young people had been taught how to engage in climate activism (24%) or how to participate in formal climate change policy decision-making processes (7%). Only 13% had been taught about the gendered impacts of climate change.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	66	94%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	61	87%
The science behind climate change	59	84%
Actions to mitigate climate change (e.g. tree planting)	36	51%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	28	40%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	24	34%
How to engage in climate activism (e.g. participating in strikes)	17	24%
Climate change policies or frameworks	13	19%
Gendered impacts of climate change	9	13%
How to participate in formal climate change policy decision-making processes	5	7%
Other (please specify below)	1	1%

TOTAL: 70

Most adolescents and youth rated the climate change education at school as average (37%). Only 11% of the survey participants said their climate change education was very good. 28% said that the climate change education was poor or very poor, giving the following reasons:

- I didn't gain any new skills: 58%
- I didn't learn anything new: 50%
- It was not engaging or interesting: 25%
- It was too general (not applicable to the context where I live) 17%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

96% of the survey participants knew what the Paris Agreement was, but the majority only knew about the main aim of the agreement (86%). Only 11% knew one or more articles under it and 5% knew about the main negotiation processes (e.g. COP). 42% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
The main aim of the agreement	68	86%
Where to find information on it	45	58%
The key targets	35	44%
Who is responsible for implementing it	18	23%
One or more articles under it	9	11%
The main negotiation processes (e.g. COP)	4	5%
None - I don't know what that is	3	4%
The extent to which it recognises young people	2	3%
How to engage in the negotiations and implementation of it	2	3%
TOTAL: 79		

61% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 34% said that they knew quite a bit about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

38% of 15 to 24-year-olds felt extremely worried and 48% felt very worried about climate change. Only 1% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 75% of the survey participants had educated peers or family on climate change issues; 63% had signed and shared climate petitions; and 49% had posted on social media about climate change.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Educate peers or family on climate change issues	59	75%
Sign and share climate petitions	50	63%
Post about climate change on social media	39	49%
Take part in climate protest or strike	38	48%
Vote for parties that want to tackle climate change	31	39%
Take part in a campaign about climate change	29	37%
Join an environment group	20	25%
Write to local or national politicians	8	10%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	7	9%
None of the above	5	6%
Other (please specify below)	5	6%
TOTAL: 79		

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 9% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 74% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I'm too busy with school or work: 52%
- I don't feel confident participating in these processes: 49%
- I have never been invited to participate: 43%
- I wasn't aware that young people could participate: 25%
- I don't know where to find information on how to participate: 24%
- I don't know enough about climate change: 23%
- The policy documents are too complicated: 20%
- The policy participation processes are too complicated: 20%
- I don't have the financial means to participate: 12%

13% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 69% said that more effort could be made.



NIGERIA

THE TOTAL NUMBER OF RESPONDENTS FROM NIGERIA WAS 96.

38% identified as female and 58% as male.

The majority were 23 to 24 years old (51%), followed by 21 to 22 years (20%).

5% were enrolled in secondary school and 81% in higher education.

11% identified as being from an ethnic minority; 7% as LGBTIQ+; 4% from a racial minority; and 2% identified as having a disability.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change via social media (67%), followed by at school (60%), and through television (43%). Only 15% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
Social media	61	67%
School/ college/ university/ other place of education	55	60%
Television	40	43%
Internet websites	37	41%
NGOs/Civil Society organisations	30	33%
Friends	22	24%
Environmental groups	22	24%
Newspaper	19	21%
Radio	16	17%
Government agency	14	15%
Specialist publications/academic journals	13	14%
Family	10	11%
Religious and/or community leaders	6	6%
Energy suppliers	5	5%
Local council	4	4%
Other (please specify below)	1	1%

TOTAL: 93

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of a campaign or awareness raising activity within formal education (46%), followed by geography lessons (43%) and science lessons (41%). Only 18% had learned about climate change through an extracurricular activity and only 24% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Campaign or awareness raising activity within formal education	25	46%
Included in geography lessons	23	43%
Included in science lessons	22	41%
Included in social science lessons (e.g. politics, civic education)	18	33%
Stand-alone course	13	24%
Extracurricular activity (e.g. after-school club)	10	18%
Other (please specify below)	1	2%

TOTAL: 55

The majority of 15 to 24-year-olds had been taught about individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (81%), followed by the impacts of climate change (77%) and actions to mitigate climate change such as planting trees (64%). Fewer young people had been taught about how to participate in formal climate change policy decision-making processes (23%) or how to engage in climate activism (19%). Only 13% had been taught about the gendered impacts of climate change.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	43	81%
The impacts of climate change	41	77%
Actions to mitigate climate change (e.g. tree planting)	35	64%
The science behind climate change	26	49%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	24	45%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	18	34%
Climate change policies or frameworks	16	30%
How to participate in formal climate change policy decision-making processes	12	23%
How to engage in climate activism (e.g. participating in strikes)	10	19%
Gendered impacts of climate change	7	13%

TOTAL: 55

Most adolescents and youth rated the climate change education at school as good (40%). Only 22% of the survey participants said their climate change education was very good. 6% said that the climate change education was poor or very poor, giving the following reasons:

- It was too general (not applicable to the context where I live): 67%
- It was too complex to follow: 33%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

55% of the survey participants did not know what the Paris Agreement was. Only 7% knew the main negotiation processes (e.g. COP) and 10% knew the extent to which it recognises young people. 97% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
None - I don't know what that is	48	55%
The main aim of the agreement	18	20%
Who is responsible for implementing it	12	13%
The key targets	12	13%
How to engage in the negotiations and implementation of it	10	11%
The extent to which it recognises young people	9	10%
The main negotiation processes (e.g. COP)	6	7%
One or more articles under it	5	6%
Where to find information on it	3	3%

TOTAL: 90

75% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 8% said that they knew a lot about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

45% of the 15 to 24-year-olds felt very worried and 16% felt extremely worried about climate change. Only 4% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 51% of the survey participants had educated peers or family on climate change issues; 35% had taken part in a campaign about climate change; and 34% had posted on social media about climate change.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Educate peers or family on climate change issues	46	51%
Take part in a campaign about climate change	32	35%
Post about climate change on social media	31	34%
Join an environment group	29	32%
Sign and share climate petitions	26	29%
None of the above	13	14%
Vote for parties that want to tackle climate change	11	12%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	7	8%
Take part in climate protest or strike	3	3%
Write to local or national politicians	2	2%
Other (please specify below)	1	1%

TOTAL: 91

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 8% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 89% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I don't have the financial means to participate: 41%
- I have never been invited to participate: 33%
- I don't know where to find information on how to participate: 32%
- I don't know enough about climate change: 18%
- There are no barriers; it's easy to participate: 14%
- I don't know: 12%
- I wasn't aware that young people could participate: 10%
- I'm too busy with school or work: 10%
- I don't have reliable internet access: 8%
- I don't feel confident participating in these processes: 8%

63% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 21% said that more effort could be made.



PHILIPPINES

THE TOTAL NUMBER OF RESPONDENTS FROM THE PHILIPPINES WAS 140.

72% identified as female; 21% as male; and 1% as non-binary.

The majority were 15 to 16 years old (37%), followed by 19 to 20 years (26%).

57% were enrolled in secondary school and 32% in higher education.

15% identified as LGBTQ+; 4% identified as being from a religious minority; 2% from another minority group and 1% identified as having a disability.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change at school (91%), followed by social media (68%), and television (65%). Only 18% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
School/ college/ university/ other place of education	125	91%
Social media	95	68%
Television	90	65%
Internet websites	84	60%
Newspaper	48	35%
Environmental groups	48	35%
Friends	42	30%
Specialist publications/academic journals	39	28%
Family	39	28%
Radio	34	24%
Government agency	25	18%
NGOs/Civil Society organisations	23	17%
Religious and/or community leaders	11	8%
Local council	11	8%
Energy suppliers	4	3%

TOTAL: 139

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of science lessons (89%), followed by a campaign or awareness raising activity within formal education (48%), and social science lessons (40%). Only 29% had learned about climate change through an extracurricular activity and only 8% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Included in science lessons	111	89%
Campaign or awareness raising activity within formal education	60	48%
Included in social science lessons (e.g. politics, civic education)	50	40%
Included in geography lessons	47	38%
Extracurricular activity (e.g. after-school club)	36	29%
Stand-alone course	10	8%
Other (please specify below)	2	2%

TOTAL: 125

The majority of 15 to 24-year-olds had been taught about the impacts of climate change (98%); followed by individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (65%); and the science behind climate change (63%). Fewer young people had been taught about the gendered impacts of climate change (37%) or how to engage in climate activism (17%). Only 12% had been taught how to participate in formal climate change policy decision-making processes.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	122	98%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	81	65%
The science behind climate change	79	63%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	74	59%
Actions to mitigate climate change (e.g. tree planting)	74	59%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	60	48%
Gendered impacts of climate change	46	37%
Climate change policies or frameworks	30	24%
How to engage in climate activism (e.g. participating in strikes)	21	17%
How to participate in formal climate change policy decision-making processes	15	12%
Other (please specify below)	1	1%

TOTAL: 125

Most adolescents and youth rated the climate change education at school as good (46%). Only 28% of the survey participants said their climate change education was very good. 30% said that the climate change education was poor or very poor, giving the following reasons:

- I didn't receive enough information: 50%
- I didn't gain any new skills: 50%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

55% of the survey participants did not know what the Paris Agreement was. Only 6% knew the main negotiation processes (e.g. COP) and 2% knew how to engage in the negotiations and implementation of it. 86% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
None - I don't know what that is	75	55%
The main aim of the agreement	46	33%
Where to find information on it	19	14%
Who is responsible for implementing it	19	14%
The key targets	15	11%
The extent to which it recognises young people	10	7%
One or more articles under it	8	6%
The main negotiation processes (e.g. COP)	8	6%
How to engage in the negotiations and implementation of it	3	2%

TOTAL: 138

75% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 5% said that they knew a lot about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

28% of the 15 to 24-year-olds felt extremely worried and 32% felt very worried about climate change. Only 1% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 50% of the survey participants had educated peers or family on climate change issues; 36% had posted on social media about climate change; and 31% had signed and shared climate petitions.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Educate peers or family on climate change issues	68	50%
Post about climate change on social media	50	36%
Sign and share climate petitions	43	31%
None of the above	28	21%
Join an environment group	28	20%
Take part in a campaign about climate change	22	16%
Vote for parties that want to tackle climate change	16	12%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	6	4%
Take part in climate protest or strike	5	4%
Write to local or national politicians	6	4%
Other (please specify below)	2	1%

TOTAL: 137

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 4% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 75% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I'm too busy with school or work: 45%
- I don't have the financial means to participate: 33%
- I don't know enough about climate change: 31%
- I don't know where to find information on how to participate: 30%
- I'm too busy with household chores or caring for others: 26%
- I don't feel confident participating in these processes: 26%
- I don't have reliable internet access: 25%
- I wasn't aware that young people could participate: 24%
- I have never been invited to participate: 21%
- The policy participation processes are too complicated: 15%

23% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 40% said that more effort could be made.



SPAIN

TOTAL NUMBER OF RESPONDENTS FROM SPAIN WAS 59.

66% identified as female and 34% as male.

The majority were 15 to 16 years old (39%), followed by 17 to 18 years (27%).

41% were enrolled in secondary school and 44% in higher education.

21% identified as LGBTIQ+ and 1% identified as being from a racial minority.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change at school (66%), followed by internet websites (47%), and television (47%). Only 10% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
School/ college/ university/ other place of education	39	66%
Internet websites	28	47%
Television	28	47%
Social media	24	41%
Friends	17	29%
NGOs/Civil Society organisations	17	29%
Environmental groups	16	27%
Family	14	24%
Specialist publications/academic journals	10	17%
Newspaper	7	12%
Government agency	6	10%
Radio	5	9%
Energy suppliers	3	5%

TOTAL: 59

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of a campaign or awareness raising activity within formal education (47%), as part of science lessons (42%), and geography lessons (29%). Only 13% had learned about climate change through an extracurricular activity; and only 8% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Campaign or awareness raising activity within formal education	18	47%
Included in science lessons	16	42%
Included in geography lessons	11	29%
Included in social science lessons (e.g. politics, civic education)	10	26%
Extracurricular activity (e.g. after-school club)	5	13%
Stand-alone course	3	8%
Other (please specify below)	1	3%

TOTAL:59

The majority of 15 to 24-year-olds had been taught about the impacts of climate change (76%); followed by individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (61%); and actions to mitigate climate change e.g. planting trees (37%). Fewer young people had been taught how to engage in climate activism (11%) or the gendered impacts of climate change (11%). Only 5% had been taught how to participate in formal climate change policy decision-making processes.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	29	76%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	23	61%
Actions to mitigate climate change (e.g. tree planting)	14	37%
The science behind climate change	12	32%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	8	21%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	8	21%
Climate change policies or frameworks	6	16%
How to engage in climate activism (e.g. participating in strikes)	4	11%
Gendered impacts of climate change	4	11%
How to participate in formal climate change policy decision-making processes	2	5%

TOTAL: 38

Most adolescents and youth rated the climate change education at school as average (47%). Only 8% of the survey participants said their climate change education was very good. 24% said that the climate change education was poor or very poor, giving the following reasons:

- It was too general (not applicable to the context where I live): 67%
- I didn't receive enough information: 56%
- It was not engaging or interesting: 56%
- I didn't learn anything new: 22%
- I didn't gain any new skills: 22%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

58% of the survey participants did not know what the Paris Agreement was. Only 6% knew the main negotiation processes (e.g. COP) and 4% knew how to engage in the negotiations and implementation of it. 87% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
None - I don't know what that is	31	58%
The main aim of the agreement	14	26%
The key targets	8	15%
Where to find information on it	7	13%
Who is responsible for implementing it	7	13%
The extent to which it recognises young people	3	6%
The main negotiation processes (e.g. COP)	3	6%
One or more articles under it	2	4%
How to engage in the negotiations and implementation of it	2	4%

TOTAL: 53

87% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 4% said that they knew a lot about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

16% of the 15 to 24-year-olds felt extremely worried and 29% felt very worried about climate change. Only 9% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 50% of the survey participants had educated peers or family on climate change issues; 29% had signed and shared climate petitions; and 21% had voted for parties that want to tackle climate change.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Educate peers or family on climate change issues	28	50%
None of the above	19	35%
Sign and share climate petitions	16	29%
Vote for parties that want to tackle climate change	12	21%
Post about climate change on social media	11	20%
Take part in a campaign about climate change	9	16%
Take part in climate protest or strike	8	14%
Join an environment group	7	13%
Other (please specify below)	2	4%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	1	2%
Write to local or national politicians	1	2%

TOTAL: 56

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 2% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 64% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I don't know enough about climate change: 38%
- I'm too busy with school or work: 36%
- I don't know where to find information on how to participate: 35%
- I have never been invited to participate: 34%
- I wasn't aware that young people could participate: 24%
- The policy documents are too complicated: 13%
- I don't have the financial means to participate: 11%
- There are no barriers; it's easy to participate: 11%
- I'm too busy with household chores or caring for others: 9%
- I don't feel confident participating in these processes: 7%
- The policy participation processes are too complicated: 5%

53% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 25% said that more effort could be made.



THAILAND

THE TOTAL NUMBER OF RESPONDENTS FROM THAILAND WAS **58**.

66% identified as female; 31% as male; and 3% as non-binary.

The majority were 21 to 22 years old (31%), followed by 17 to 18 years (24%).

29% were enrolled in secondary school and 47% in higher education.

43% identified as being from an ethnic minority; 6% identified as LGBTIQ+ and 2% identified as being from a racial minority.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change at school (76%), followed by social media (69%), and television (59%). Only 21% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
School/ college/ university/ other place of education	44	76%
Social media	40	69%
Television	34	59%
Internet websites	25	44%
Friends	20	34%
Family	20	34%
Environmental groups	19	33%
NGOs/Civil Society organisations	13	22%
Government agency	12	21%
Local council	10	17%
Newspaper	9	16%
Specialist publications/academic journals	8	14%
Energy suppliers	7	12%
Radio	7	12%
Religious and/or community leaders	3	5%

TOTAL: 58

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of geography lessons (58%), followed by science lessons (42%), and campaign or awareness raising activity within formal education (33%). 33% had participated in a stand-alone course on climate change; and only 16% had learned about climate change through an extracurricular activity.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Included in geography lessons	25	58%
Included in science lessons	18	42%
Campaign or awareness raising activity within formal education	14	33%
Stand-alone course	14	33%
Included in social science lessons (e.g. politics, civic education)	12	28%
Extracurricular activity (e.g. after-school club)	7	16%

TOTAL: 44

The majority of 15 to 24-year-olds had been taught about the impacts of climate change (67%); followed by the science behind climate change (63%); and individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (44%). Fewer young people had been taught how to engage in climate activism (19%) or climate justice (19%). Only 9% had been taught about how to participate in formal climate change policy decision-making processes.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	29	67%
The science behind climate change	27	63%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	19	44%
Actions to mitigate climate change (e.g. tree planting)	18	41%
Gendered impacts of climate change	16	37%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	15	35%
How to engage in climate activism (e.g. participating in strikes)	8	19%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	8	19%
How to participate in formal climate change policy decision-making processes	4	9%
Climate change policies or frameworks	4	9%

TOTAL: 44

Most adolescents and youth rated the climate change education at school as good (57%). Only 8% of the survey participants said their climate change education was very good. 5% said that the climate change education was poor, giving the following reasons:

- It was too general (not applicable to the context where I live): 50%
- I didn't gain any new skills: 50%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

67% of the survey participants did not know what the Paris Agreement was. Only 2% knew the main negotiation processes (e.g. COP) and 2% knew how to engage in the negotiations and implementation of it. 89% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)

	N	O	%
None - I don't know what that is	3	76	7 %
The main aim of the agreement	9	16	%
One or more articles under it	6	11	%
Where to find information on it	6	11	%
The key targets	4	7	%
The extent to which it recognises young people	3	5	%
Who is responsible for implementing it	3	5	%
How to engage in the negotiations and implementation of it	1	2	%
The main negotiation processes (e.g. COP)	1	2	%

TOTAL: 56

100% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

11% of the 15 to 24-year-olds felt extremely worried and 13% felt very worried about climate change. Only 9% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 46% of the survey participants had joined an environment group; 34% had educated peers or family on climate change issues; and 25% had post about climate change on social media.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
Join an environment group	26	46%
Educate peers or family on climate change issues	19	34%
Post about climate change on social media	14	25%
None of the above	11	20%
Take part in a campaign about climate change	10	18%
Vote for parties that want to tackle climate change	6	11%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	3	5%
Sign and share climate petitions	3	5%
Take part in climate protest or strike	2	4%
Write to local or national politicians	1	2%

TOTAL: 56

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 5% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 55% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I have never been invited to participate: 35%
- I don't know enough about climate change: 28%
- I wasn't aware that young people could participate: 21%
- I don't know where to find information on how to participate: 19%
- I'm too busy with household chores or caring for others: 19%
- There are no barriers; it's easy to participate: 12%
- I don't feel confident participating in these processes: 11%
- The policy documents are too complicated: 8%
- I'm too busy with school or work: 8%
- My family doesn't allow me to participate: 6%
- I don't have reliable internet access: 4%
- My friends would disapprove: 4%
- The policy participation processes are too complicated: 4%

37% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 41% said that more effort could be made.



UNITED KINGDOM

THE TOTAL NUMBER OF RESPONDENTS FROM THE UNITED KINGDOM WAS 94.

74% identified as female and 19% as male.

The majority were 21 to 22 years old (37%) and 23 to 24 years (37%).

3% were enrolled in secondary school and 49% in higher education.

28% identified as LGBTIQ+; 16% identified as having a disability; 6% identified as being from an ethnic minority and 3% identified as being from a racial minority.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change on social media (87%), followed by environmental groups (83%), and at school (82%). Only 23% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
Social media	81	87%
Environmental groups	77	83%
School/ college/ university/ other place of education	76	82%
Internet websites	70	75%
Television	70	75%
Friends	55	59%
Specialist publications/academic journals	49	53%
Family	39	42%
Radio	38	41%
NGOs/Civil Society organisations	38	41%
Newspaper	37	40%
Energy suppliers	26	28%
Government agency	21	23%
Local council	11	12%
Religious and/or community leaders	5	5%

TOTAL: 93

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of science lessons (78%), followed by geography lessons (67%), and campaign or awareness raising activity within formal education (37%). Only 18% had participated in a stand-alone course on climate change; and only 16% had learned about climate change through an extracurricular activity.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Included in science lessons	59	78%
Included in geography lessons	51	67%
Campaign or awareness raising activity within formal education	28	37%
Included in social science lessons (e.g. politics, civic education)	19	25%
Stand-alone course	14	18%
Extracurricular activity (e.g. after-school club)	12	16%
Other (please specify below)	3	4%

TOTAL: 76

The majority of 15 to 24-year-olds had been taught about the impacts of climate change (91%); followed by the science behind climate change (83%); and individual actions to tackle climate change, such as recycling, saving energy, changing diet, sustainable consumption (80%). Fewer young people had been taught how to engage in climate activism (20%) or the gendered impacts of climate change (11%). Only 8% had been taught how to participate in formal climate change policy decision-making processes.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	68	91%
The science behind climate change	62	83%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	60	80%
Actions to mitigate climate change (e.g. tree planting)	47	63%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	30	40%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	25	33%
Climate change policies or frameworks	23	31%
How to engage in climate activism (e.g. participating in strikes)	15	20%
Gendered impacts of climate change	8	11%
How to participate in formal climate change policy decision-making processes	6	8%

TOTAL: 75

Most adolescents and youth rated the climate change education at school as average (42%). Only 11% of the survey participants said their climate change education was very good. 28% said that the climate change education was poor or very poor, giving the following reasons:

- I didn't receive enough information: 90%
- It was too general (not applicable to the context where I live): 67%
- I didn't gain any new skills: 67%
- I didn't learn anything new: 43%
- It was not engaging or interesting: 33%
- I received too much information: 5%
- The extent to which it recognises young people: 4%

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

16% of the survey participants did not know what the Paris Agreement was. 20% knew the main negotiation processes (e.g. COP) and only 4% knew how to engage in the negotiations and implementation of it. 60% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
The main aim of the agreement	67	73%
Where to find information on it	37	40%
The key targets	36	39%
Who is responsible for implementing it	27	29%
The main negotiation processes (e.g. COP)	18	20%
None - I don't know what that is	15	16%
One or more articles under it	11	12%
How to engage in the negotiations and implementation of it	4	4%

TOTAL: 92

79% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 2% said that they knew a lot about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

67% of the 15 to 24-year-olds felt extremely worried and 23% felt very worried about climate change. Only 1% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 84% of the survey participants had signed and shared climate petitions; 81% had educated peers or family on climate change issues; and 76% had voted for parties that want to tackle climate change.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Sign and share climate petitions	79	84%
Educate peers or family on climate change issues	76	81%
Vote for parties that want to tackle climate change	71	76%
Post about climate change on social media	58	62%
Take part in a campaign about climate change	41	44%
Join an environment group	39	41%
Take part in climate protest or strike	31	33%
Write to local or national politicians	27	29%
Other (please specify below)	13	14%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	5	5%

TOTAL: 94

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 5% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 81% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I have never been invited to participate: 67%
- I don't know where to find information on how to participate: 57%
- I don't feel confident participating in these processes: 55%
- I wasn't aware that young people could participate: 42%
- I'm too busy with school or work: 37%
- The policy documents are too complicated: 29%
- The policy participation processes are too complicated: 26%
- I don't know enough about climate change: 25%
- I don't have the financial means to participate: 19%
- I'm too busy with household chores or caring for others: 6%

62% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 28% said that more effort could be made.



ZAMBIA

THE TOTAL NUMBER OF RESPONDENTS FROM ZAMBIA WAS 96.

98% identified as female and 2% as male.

The majority were 15 to 16 years old (36%) and 17 to 18 years (33%).

61% were enrolled in secondary school and 1% in higher education.

36% identified as being from a religious minority; 5% from an ethnic minority; 2% from a racial minority; and 1% identified as LGBTIQ+.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change at school (61%); followed by NGOs/ Civil Society organisations (54%); and on the radio (21%). Only 1% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
School/ college/ university/ other place of education	57	61%
NGOs/Civil Society organisations	51	54%
Radio	20	21%
Friends	8	9%
Religious and/or community leaders	9	9%
Family	9	9%
Television	5	5%
Social media	3	3%
Newspaper	3	3%
Environmental groups	2	2%
Internet websites	1	1%
Specialist publications/academic journals	1	1%
Local council	1	1%
Government agency	1	1%

TOTAL: 95

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change as part of geography lessons (88%), followed by social science lessons (e.g. politics, civic education) (16%), and campaign or awareness raising activity within formal education (9%). Only 4% had learned about climate change through an extracurricular activity; and only 2% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Included in geography lessons	49	88%
Included in social science lessons (e.g. politics, civic education)	9	16%
Campaign or awareness raising activity within formal education	5	9%
Included in science lessons	4	7%
Extracurricular activity (e.g. after-school club)	2	4%
Stand-alone course	1	2%

TOTAL: 56

The majority of 15 to 24-year-olds had been taught about the impacts of climate change (80%); followed by actions to mitigate climate change e.g. planting trees (44%); and actions to adapt to climate change e.g. risk mapping and rainwater harvesting (25%). Fewer young people had been taught how to engage in climate activism (2%) or climate justice (2%). None of the adolescents and youth had been taught about the gendered impacts of climate change or how to participate in formal climate change policy decision-making processes.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	35	80%
Actions to mitigate climate change (e.g. tree planting)	25	44%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	11	25%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	6	14%
The science behind climate change	5	11%
Climate change policies or frameworks	2	5%
How to engage in climate activism (e.g. participating in strikes)	1	2%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	1	2%

TOTAL: 57

Most adolescents and youth rated the climate change education at school as average (56%). Only 7% of the survey participants said their climate change education was very good.

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

90% of the survey participants did not know what the Paris Agreement was. 5% knew the extent to which it recognises young people and only 1% knew how to engage in the negotiations and implementation of it. 96% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)

	NO.	%
None - I don't know what that is	74	90%
The extent to which it recognises young people	4	5%
Who is responsible for implementing it	4	5%
Where to find information on it	3	4%
The main aim of the agreement	3	4%
How to engage in the negotiations and implementation of it	1	1%

TOTAL: 84

95% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 1% said that they knew a lot about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

11% of the 15 to 24-year-olds felt extremely worried and 70% felt very worried about climate change. Only 2% felt not at all worried.

Only 24% of adolescents and youth had taken action to tackle climate change: 18% had educated peers or family on climate change issues; 4% had post about climate change on social media and 2% had signed and shared climate petitions.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
None of the above	65	76%
Educate peers or family on climate change issues	15	18%
Post about climate change on social media	3	4%
Sign and share climate petitions	2	2%
Take part in a campaign about climate change	2	2%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	1	1%
Take part in climate protest or strike	1	1%
Other (please specify below)	1	1%
Join an environment group	1	1%

TOTAL: 85

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

Only 1% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But all adolescents and youth said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I wasn't aware that young people could participate: 29%
- I have never been invited to participate: 18%
- I don't have reliable internet access: 16%
- I don't know where to find information on how to participate: 14%
- I don't have the financial means to participate: 10%
- I don't know enough about climate change: 10%
- I don't feel confident participating in these processes: 5%
- The policy documents are too complicated: 4%
- The policy participation processes are too complicated: 1%

57% of the survey participants said there were no barriers to their participation in formal climate policy processes.

15% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 26% said that more effort could be made.



ZIMBABWE

THE TOTAL NUMBER OF RESPONDENTS FROM ZIMBABWE WAS 46.

50% identified as female and 50% as male.

The majority were 23 to 24 years old (54%) and 19 to 20 years (20%).

7% were enrolled in secondary school and 64% in higher education.

24% identified as being from a religious minority; 9% from an ethnic minority; and 4% identified as LGBTIQ+.

HOW DO ADOLESCENTS AND YOUTH LEARN ABOUT CLIMATE CHANGE?

Most 15 to 24-year-olds had learned about climate change at school (76%); followed by social media (64%); and on internet websites (49%). Only 7% had learned about climate change from government agencies.

WHERE OR FROM WHOM HAVE YOU LEARNED ABOUT CLIMATE CHANGE? (SELECT ALL THAT APPLY)

	NO.	%
School/ college/ university/ other place of education	34	76%
Social media	29	64%
Internet websites	22	49%
Television	21	47%
Environmental groups	20	44%
NGOs/Civil Society organisations	19	42%
Newspaper	12	27%
Radio	9	20%
Friends	9	20%
Specialist publications/academic journals	8	18%
Family	6	13%
Government agency	3	7%
Religious and/or community leaders	2	4%
Local council	2	4%
Energy suppliers	1	2%
Other (please specify below)	1	2%

TOTAL: 46

CLIMATE CHANGE EDUCATION AT SCHOOL

Most adolescents and youth had been taught about climate change through campaign or awareness raising activity within formal education (68%); followed by geography lessons (59%), and science lessons (35%). Only 24% had learned about climate change through an extracurricular activity; and only 12% had participated in a stand-alone course on climate change.

WHAT BEST DESCRIBES HOW YOU LEARNED ABOUT CLIMATE CHANGE AT SCHOOL/ UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
Campaign or awareness raising activity within formal education	23	68%
Included in geography lessons	20	59%
Included in science lessons	12	35%
Included in social science lessons (e.g. politics, civic education)	8	24%
Extracurricular activity (e.g. after-school club)	8	24%
Other (please specify below)	4	12%
Stand-alone course	4	12%

TOTAL: 34

The majority of 15 to 24-year-olds had been taught about the impacts of climate change (97%); followed by actions to mitigate climate change e.g. planting trees (76%); and individual actions to tackle climate change e.g. recycling, saving energy, changing diet, sustainable consumption (70%). Fewer young people had been taught about the gendered impacts of climate change (33%) or how to engage in climate activism (27%). Only 24% of the adolescents and youth had been taught how to participate in formal climate change policy decision-making processes.

WHAT WERE YOU TAUGHT ABOUT CLIMATE CHANGE AT SCHOOL/UNIVERSITY/OTHER PLACE OF EDUCATION? (SELECT ALL THAT APPLY)

	NO.	%
The impacts of climate change	32	97%
Actions to mitigate climate change (e.g. tree planting)	26	76%
Actions to tackle climate change (e.g. recycling, saving energy, changing diet, sustainable consumption)	23	70%
Actions to adapt to climate change (e.g. risk mapping, rainwater harvesting)	21	64%
The science behind climate change	15	45%
Climate justice (e.g. those countries or people that contributed the least often impacted the most)	14	42%
Climate change policies or frameworks	14	42%
Gendered impacts of climate change	11	33%
How to engage in climate activism (e.g. participating in strikes)	9	27%
How to participate in formal climate change policy decision-making processes	8	24%

TOTAL: 34

Most adolescents and youth rated the climate change education at school as good (36%). 33% of the survey participants said their climate change education was very good.

ADOLESCENTS AND YOUTH HAVE RECEIVED LITTLE INFORMATION ABOUT CLIMATE POLICY PROCESSES

53% of the survey participants did not know what the Paris Agreement was. 11% knew the extent to which it recognises young people and only 4% knew one or more articles under it. 98% of youth did not know where to find information on the Paris Agreement.

WHICH ASPECTS OF THE GLOBAL PARIS AGREEMENT DO YOU KNOW ABOUT? (SELECT ALL THAT APPLY)	NO.	%
None - I don't know what that is	24	53%
Who is responsible for implementing it	9	20%
The key targets	9	20%
The main aim of the agreement	7	16%
How to engage in the negotiations and implementation of it	6	13%
The extent to which it recognises young people	5	11%
The main negotiation processes (e.g. COP)	5	11%
One or more articles under it	2	4%
Where to find information on it	1	2%

TOTAL: 45

69% of adolescents and youth said that they knew nothing, very little or only a bit about climate policies, processes and strategies in their country. Only 2% said that they knew a lot about this.

ADOLESCENTS AND YOUTH ARE WORRIED ABOUT CLIMATE CHANGE AND WANT TO TAKE CLIMATE ACTION

34% of the 15 to 24-year-olds felt extremely worried and 41% felt very worried about climate change. Only 2% felt not at all worried.

Many adolescents and youth had taken action to tackle climate change: 53% had educated peers or family on climate change issues; 38% had taken part in a campaign about climate change and 33% had post about climate change on social media or joined an environment group.

WHICH OF THE FOLLOWING ACTIVITIES HAVE YOU DONE OUT OF CONCERN FOR CLIMATE CHANGE? (SELECT ALL THAT APPLY)	NO.	%
Educate peers or family on climate change issues	24	53%
Take part in a campaign about climate change	17	38%
Post about climate change on social media	15	33%
Join an environment group	15	33%
Sign and share climate petitions	13	29%
Engage in climate change policy processes (e.g. COP; national or local climate strategy revisions)	7	16%
None of the above	6	13%
Vote for parties that want to tackle climate change	2	4%
Take part in climate protest or strike	1	2%
Write to local or national politicians	1	2%

TOTAL: 45

ADOLESCENTS AND YOUTH WANT TO PARTICIPATE IN CLIMATE POLICY PROCESSES

16% of adolescents and youth had engaged in climate change policy processes (e.g. COP; national or local climate strategy revisions). But 98% said that they would be interested in participating in formal climate change policy decision-making processes. They identified the following key barriers to their participation:

- I don't have the financial means to participate: 42%
- I don't know where to find information on how to participate: 38%
- I don't have reliable internet access: 38%
- I have never been invited to participate: 33%
- I wasn't aware that young people could participate: 24%
- I'm too busy with school or work: 11%
- The policy participation processes are too complicated: 11%
- I don't know enough about climate change: 9%
- There are no barriers; it's easy to participate: 9%
- I'm too busy with household chores or caring for others: 4%
- My family doesn't allow me to participate: 4%
- I don't have support from my school: 4%
- I don't feel confident participating in these processes: 4%
- The policy documents are too complicated: 2%

61% said that the government in their country did not make enough effort to involve young people in formal climate change policy decision-making processes and 32% said that more effort could be made.

A young girl lost her home in the floods in Vietnam.

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“VERY LITTLE WAS TAUGHT ABOUT CLIMATE CHANGE AT MY SCHOOL, IT WAS NOT IN DEPTH AND IT WAS JUST MENTIONED. WE HAD TO EDUCATE OURSELVES IF WE WERE CURIOUS ENOUGH.”

GIRL, 15-16, AUSTRALIA



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No photographs were taken during the course of this research. Girls featured in images in the report are not the same as those that participated in the research.

About Plan International

We strive to advance children's rights and equality for girls all over the world. We recognise the power and potential of every single child. But this is often suppressed by poverty, violence, exclusion and discrimination. And it's girls who are most affected. As an independent development and humanitarian organisation, we work alongside children, young people, our supporters and partners to tackle the root causes of the challenges facing girls and all vulnerable children. We support children's rights from birth until they reach adulthood, and enable children to prepare for and respond to crises and adversity. We drive changes in practice and policy at local, national and global levels using our reach, experience and knowledge. For over 80 years we have been building powerful partnerships for children, and we are active in over 75 countries.

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