

気候変動教育とユース・リーダーシップ
の再考: 調査レポート

REIMAGINING CLIMATE EDUCATION AND YOUTH LEADERSHIP: SURVEY REPORT

July 2021

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

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目次

Acknowledgements	p2
List of figures	p2
List of tables	p2
List of abbreviations	p2
レポート要旨	p3
はじめに	p6
調査方法および対象者	p8
グローバル調査結果	p11
提言	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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レポート 要旨

A young girl is living in a temporary shelter (Guatemala).
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気候変動は、社会や世代、ジェンダー、人種的側面で不公平をもたらす。プラン・インターナショナル(以下、プラン)は、特に子どもとユース(15~24歳の若者)が気候変動政策を決定するプロセスに有意義かつ安全に参加でき、気候変動政策やアドボカシーへの関与ができることを目指している。

そこでプランは、気候変動教育や気候変動政策のプロセスへの参加に関するユースの意見や経験を把握するために、グローバルなオンライン調査を実施した。調査は7つの言語で行われ、プランが活動している37カ国から1,800人以上が調査に参加した。

グローバルオンライン調査

1,800人以上

のユースが参加

72%

回答者の
女の子の割合

調査参加国

37 カ国

回答者の年齢

15-24歳

主な調査結果

ユースは気候変動について懸念を抱き、行動を起こしている

- 回答者のうち、98%が気候変動に不安を感じている(女の子と若い女性では99%、男の子と若い男性では95%)。
- 86%が気候変動を懸念して行動を起こしたことがある。(仲間や家族に気候変動の問題を教えた経験や、気候変動に関する嘆願書への署名・共有、気候変動についてのソーシャルメディアでの投稿などが含まれる)。

気候変動についての学び

- ほとんどのユースは、気候変動について学校(81%)、ソーシャルメディア(69%)、またはインターネット(57%)で学んだことがある。ソーシャルメディアで気候変動について学んだ参加者は、家族から学んだ参加者(32%)よりも多かった。
- 多くのユースは、気候変動について社会科学の授業(32%)ではなく、自然科学の授業(67%)で学んだ。
- ユースは主に、気候変動を社会問題として取り組む活動(20%)としてより、リサイクルなどの気候変動に取り組むための個人的な行動(73%)として教えられた経験がある。
- 気候変動が及ぼす影響は異なるジェンダー間で違いがあるにもかかわらず、気候変動のジェンダー的影響について学んだことがあると答えたのは16%にすぎない。
- 回答者の約5人に1人が、気候変動に関する教育を受けていない、または全く受けていないと回答した。その多くが、十分な情報を得られなかったこと(86%)、情報が一般的すぎて自分たちの状況に適用できないこと(49%)を後悔していた。

ユースは気候変動政策を決定するプロセスについてほとんど知らない

- 回答者の約半数はパリ協定について知らず、男の子や若い男性(39%)に比べて、女の子や若い女性(45%)は、パリ協定が何であるかを知らないと答えた人が多かった。
- 回答者の81%がパリ協定に関する情報をどこで入手できるか知らず、パリ協定の交渉や実施にどのように関わっていけばよいかを知っていたのは、わずか5%だった。
- 回答者の92%は高等教育または大学教育を修了しており、気候変動に関心や懸念があるにも関わらずパリ協定についての理解が限定的であることは特筆すべき点である。
- 回答者の82%が自国の政策やプロセス、戦略について「全く知らない」「ほとんど知らない」「少し知っている」と答えた。女の子や若い女性(83%)は、男の子や若い男性(78%)よりも、気候変動政策のプロセスについて「全く知らない」「ほとんど知らない」「少し知っている」と答えた割合が高かった。

ユースは気候変動政策のプロセスに参加を望んでいるが障壁に直面している

- 10人中8人が気候変動政策のプロセスに参加したいと考えているが、参加したことがあるのは10人中1人未満だった。特に女の子や若い女性は参加したいと考えていた。
- 91%が、気候変動政策の意思決定プロセスに参加するのは難しいと回答している。誘われたことがない、参加方法の情報がどこにあるかわからない、などが主な障壁だった。
- 年齢が低いほど、参加するのがより難しいと感じた回答者が多かった。15～18歳の92%が、参加への障壁を感じたという回答であったのに対し、19～24歳では89%であった。女の子や若い女性は、気候変動政策のプロセスに参加する自信がないと答えた割合が、男の子や若い男性(20%)に比べて高かった(29%)。また、参加する上での障壁として、ケア労働を挙げたのも女の子の方が2倍多かった。
- 10人中8人以上が、政府は気候変動政策のプロセスにユースを参加させるのに十分な努力をしていないと感じている。

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

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主な提言

01

気候変動教育を行うためには、環境整備とサポートが重要である。各国政府と教育省、環境省、財務省が協力して以下のことを行うよう求める。

- すべての国の気候戦略に、行動変容を促す教育を含める。
- 気候変動の影響を受ける国の多くで、レジリエンス（回復力）の強化と女の子の教育へのアクセスに焦点を当てた資金を増やす。
- 気候正義と環境保護の行動を支援するために、カリキュラムの内容、カリキュラムの提供、教師のトレーニングを変えるための資金を増やす。
- SDGsのターゲット4.7に沿って、ジェンダーの視点に立った、レジリエンス、気候変動への適応と緩和、持続可能な開発を優先した教育セクター計画を策定する。

02

教育省と環境省に以下を求める。

- 行動変容を促す気候変動教育カリキュラムと教師研修プログラムを、設計、実施、モニタリングを含むプロセスのすべての段階において、ユース、教師、学校の職員、気候の専門家と共同で開発する。
- 気候科学とその影響に関する既存の気候変動教育をベースに、SDGsのターゲット4.7に沿って、社会的／公正な側面、持続可能な開発、人権の枠組みを含め拡大する。
- カリキュラムがジェンダー・トランスフォーマティブで、信頼できる情報源に基づいていること、そして生徒が有意義に学びに参加するための設備とリソースを整える。
- 優先的に教員研修に取り組み、改訂されたカリキュラムを提供するために必要なスキル、知識、熱意を教員に提供する。
- 国連機関、市民社会組織、およびその他の関連アクターと協力して、資金提供、年齢やジェンダーに配慮した言葉での情報提供、政策決定の場へのユースの参加を義務化させることにより、ユースが気候変動政策のプロセスに参加する機会を提供する。

はじめに

気候変動は、社会や世代、ジェンダー、人種的側面で不公平をもたらす。気候正義とは、これまで化石燃料をあまり使ってこなかった社会的弱者が被害を被っている不公平さを正していこうという取り組みだ。気候変動はすべての人に影響を及ぼすが、その影響の度合いは、社会における脆弱性や適応力によって左右される。

気候変動の原因を生み出した当事者ではないにも関わらず、気候危機による重荷や、その深刻な影響を感じているのは、最も貧しい地域の子どもたち、特に女の子たちだ。

ケニアのプラン・インターナショナルの気候変動対策の一環として、学校での植樹活動に参加する女の子。この対策には、環境保護プロジェクトを通じて、子どもたちに環境問題に対して建設的かつ効果的に取り組むために必要な力を学ばせることも含まれている。

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固定化された不公正な社会制度やジェンダー規範によって、気候変動教育を含めた、質の高い教育へのアクセスは男女平等ではない。女の子にとって、新型コロナウイルス感染症（COVID-19）による強制的なロックダウンや学校閉鎖は、特に大きな打撃となった。中等教育課程にいる2000万人以上の女の子たちが、ロックダウンや学校閉鎖が解除されても、学校に戻れない可能性があるとしており¹、さらに気候変動の影響により、2021年だけでも、低・中所得国の少なくとも400万人の女の子たちが、教育を受けることができなくなると推計されている²。現在の傾向が続けば、2025年までには、気候変動が原因で、少なくとも年間1,250万人の女の子たちが教育を受けることができなくなると考えられている³。これにより、教育におけるジェンダー格差がさらに拡大し、気候変動の影響に適応するための女の子の能力が損なわれることになる。つまり、気候変動対策や将来の安定した生活のために必要な知識やスキルを身につけることができなくなるのだ。

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

気候変動に関する質の高い、行動変容を促す教育（transformative education）を進めるには、科学的知識を獲得するだけでなく、権利と正義、市民参加と政策プロセスを理解することが不可欠であり、これは気候正義を実現するために重要な道しるべとなる。教育を通じて、気候変動リスクの特定やリスクの低減や緩和、早期警戒体制と早期行動、危機管理、救命情報と救命スキル、異常気象への対応と適応行動の理解やスキルを向上させることができる。

気候変動やその原因、起こりうる影響や将来の状況、社会に生きる人々へのさまざまな影響について学ぶことで適応力を高めることができる。そして環境問題に取り組むために行動変容する力を身につけることは、ユースが急速な変化にも柔軟に対応して課題を乗り越え、自分の生活や将来の生計機会を確保することにつながる。こうした教育は、重要な情報を収集したり、適切なスキルを身につけたりする機会が少ない女の子たちを特に対象とする必要がある。

ユースが気候変動教育の改善を求めている、パリ協定でも気候変動教育が協定の目標達成のために必要であると明記されているにも関わらず、ユネスコの調査では各国の教育文書の45%には、環境問題への言及がほとんど見られなかった⁴。2019年に実施された160カ国を対象にした各国の気候変動に関する取り組みを示す文書（Nationally Determined Contributions、以下NDCs⁵）を分析すると、68%が教育に言及しているものの、大半は曖昧な表現であるか、気候変動の影響を受ける分野としてのみ言及していることがわかった⁶。さらに、気候変動教育に関する具体的な戦略である「国家気候変動学習戦略」では、正義や公正といった重要な概念が除外されている⁷。現在、気候変動政策における教育が果たしうる行動変容の可能性は認識されていないが、教育は気候危機を引き起こしている抑圧と支配のシステムを解体し、人類が自然と共存し、自然環境への負荷を抑制する解決策を見出す鍵ともなる。

次世代が必要な知識やスキルを身につけられる支援が重要だ。これは、気候変動への適応や将来環境関連の仕事に就くためだけでなく、すべての抑圧的なシステムに挑戦し、気候変動に影響を与える活動を行い、パリ協定で掲げられた気温上昇を1.5度に抑えるという努力目標の達成につながるような、より公平で公正な世界を創造するうえでも不可欠である。新たな環境問題を学習するプログラムの策定は、この活動の指針となる有用なフレームワークである⁸。

教育の変革だけではなく、ユースが環境問題に対して有意義で安全な活動の機会を獲得することは、人権アプローチに基づいた気候変動の長期的な解決策を見出すために不可欠だ。気候変動政策の意思決定過程は一国単位でも国際レベルでも非常に複雑だ。気候変動は、社会的、経済的、政治的な問題であり、社会のすべての階層と領域が協力して解決策を見出す必要がある。現在の気候変動政策のプロセスは包括的ではなく、特に社会から最も疎外されている人々は含まれていない。意思決定にむけた枠組みやプロセス、議論の場にアクセスし、誘導し、理解し、行動に移すことが困難である。この複雑な状況を単純化することで気候変動政策のプロセスにアクセスしやすく、ユースや特に最も疎外されている人々が自分の未来に影響する決定に参加し、影響を与えられるようにする必要がある。

ユースが気候変動政策のプロセスに参加する際に、例えば年齢、性別、民族、人種などの理由で直面する障壁がありうることを認識し、関与するための交差的なアプローチが重要だ。気候変動政策のプロセスへの参加を妨げる多くの障壁があるにもかかわらず、ユースは自ら組織を立ち上げ、政府や企業を相手に裁判を起こし⁹、独自の解決策を策定し、集会やストライキを主導するなどして行動を起こしている。

プランは、ユース、そして気候変動教育や政策プロセスをより身近で適切なものにするためのアドボカシー活動を支援するために、世界各地でオンラインによる「気候変動教育とユース・リーダーシップに関する調査」¹⁰を実施した。ユースの経験を直接聞き、彼らが提案する気候変動教育と気候変動政策のプロセスへの参加に関する提言を文書化することを目的としている。37カ国から、15歳から24歳までのユース1,800人以上が参加した。本報告書では、調査結果を示し、回答者から得られた知見やアイデアをもとにまとめた政策提言¹¹を行っている。

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>

調査方法 および対象者

方法

アンケート

この調査では、3つのパートに分けて、18問のアンケートを作成した。

- ① 背景情報
- ② 気候変動教育
- ③ 気候変動政策のプロセスへの参加

質問は、単数あるいは複数回答の選択式とした。回答者が「その他」を選択した場合は自由記述式の質問も含めた。

データ収集

ユースと気候変動に関する調査は、プラン・インターナショナルが活動を実施している77カ国の15歳から24歳までのユース（男性、女性、ジェンダー・ノンコンフォーミングを含む）を対象としている¹²。プラン・インターナショナルがパートナーを通じて活動を実施している太平洋島嶼国のキリバスとフィジーでも実施した。このアンケートは、セールスフォース・サーベイツールのパイロット版を使い、英語、フィリピン語、フランス語、クメール語、ポルトガル語、スペイン語、タイ語で実施された。プランは、調査対象国の調査担当およびコミュニケーション担当と緊密に連携し、地域ごとに作成されたインフォグラフィックや説明文を用いて、ソーシャルメディア上でアンケート調査を行った¹³。オーストラリアやブラジル、カンボジア、フィンランド、フィリピン、タイ、イギリスでは、Facebookの広告を利用して参加を呼びかけた。また、Twitterのグローバルアカウントや、Youth Research Community、Girls out Loud Facebookグループ、YES!HUB、地域のユースグループを含めた、プランのプラットフォームでもアンケート調査の宣伝を行った。

調査期間

調査は、2020年12月7日から2021年1月6日まで実施された。アンケート回収数が十分ではなかった国については、2021年2月8日から2021年3月9日までの間に、再度調査を行った¹⁴。

倫理

調査はプランの国際倫理審査チームによる倫理審査を受けた。調査に関する情報と同意書をアンケート参加者に示したほか、アンケート調査に関するより詳細な利用規約を記載したウェブサイトのリンクを掲示した¹⁵。18歳未満の回答者には、両親や保護者の承諾を得た上で参加してもらった。参加者には、アンケートへの参加は任意であること、データは安全かつ個人情報などの機密が保持されることを伝えた。参加費の支払いは無しとした。参加者には調査結果がプランでどのように使われるかは事前に説明された。また、調査に関する情報交換や学習のためのプラットフォームである「Youth Research Community」に参加する機会も提供した¹⁶。

データ分析

データをまとめて整理し、Stataを使って自由記述のデータ解析を実施した。すべての国のデータをまとめて分析し、回答者数が50人以上の国ごとに分けて集計した（付録1参照）。ジェンダーによる違いを調べるために、比較調査も行った。ジェンダー・ノンコンフォーミングであるユースのサンプル数が少なかったため、他の性自認との差は検証していないが、脚注でパーセンテージを報告している。差異を報告する際は、5%以下の場合に優位差があるとして参照している。

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>

制約

調査データは、2020年12月から2021年3月の間、異なるタイミングで収集された。そのため回答の比較可能性が低い傾向にあるかもしれない。また、サンプル数は全体的に少なく、特に一部の国でサンプル数は非常に少なかった。無作為にデータ抽出を行うように努力したが、最終的に調査に協力的な国や、広告費を用意した国からより多くの回答を得ることとなった。アンケート調査に参加するには、インターネットへのアクセスを必要とし、ソーシャルメディアで宣伝されていたため、サンプルはソーシャルメディアにアクセスできる参加者に偏っている可能性がある。そのため、インターネットにアクセスできない最も脆弱な立場に置かれているユースの声が十分共有されていない側面もある。また、気候変動に関心のあるユースが調査参加する割合が高い可能性もある。プランのソーシャル・メディア・チャンネルを通じて調査への参加を呼びかけたが、プランのSNSでは女性のフォロワーが多いことから、必然的に回答者に占める女性の割合も高くなっている。調査が7つの言語で行われたことは、国によっては回答率に影響を与えている可能性がある。データはオンラインで収集されたため、参加者の年齢や性別を確認することができなかった。倫理的な理由から、15歳未満は調査対象外としたため、若年層の意見を把握することができなかった。上記の調査上の制約に鑑み、本報告書で得られた結果は、調査対象者を代表するものではなく、ユースの意見や経験の一部を切りとったものであり、回答者の世代の潜在的なパターンや意見を示すものである。

提言をまとめるための

ユース向けワークショップ

調査回答者のうち、Youth Research Communityに登録しているユース、またはパートナーであるTransform Educationのメンバーに対しては、本報告書のための提言アイデアを共有するために、自主的なアドボカシーワークショップに参加する機会を提供した¹⁷。書面による同意とセーフガーディングに関する説明会への出席を経て、2021年5月、12人のユースの参加者を対象に英語のワークショップを、4人を対象にスペイン語のワークショップを実施した。90分間のワークショップはTeams/Zoomで行われ、MURALボードを使って提言に関する質問への回答が記録された。



家族の生活の糧である羊を抱える男の子(ケニア)

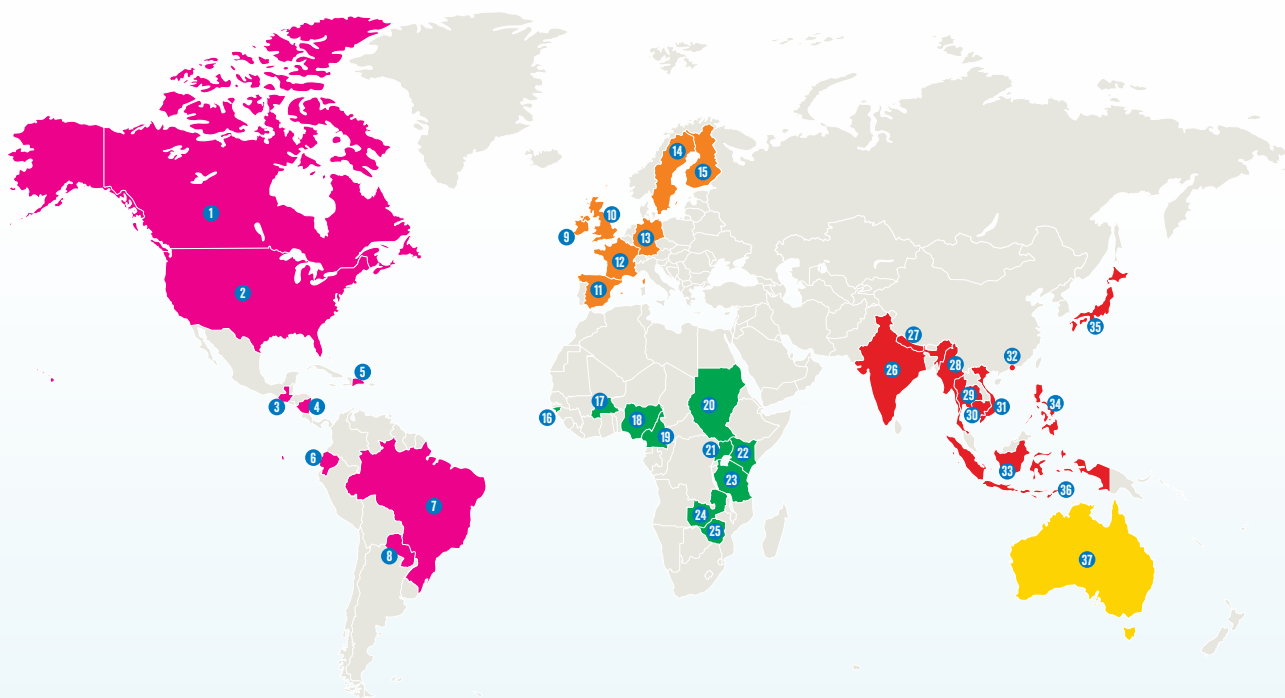
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17. We also shared the invite with other youth networks.

回答者

合計で37カ国から1,815件（女性：1,311件、男性：435件、ジェンダー・ノンコンフォーミング：41件）¹⁸の有効回答を得た¹⁹。回答率の高かった国は、オーストラリア、ブラジル、カンボジア、フィリピン、イギリス、ザンビアだった。50件以上の回答があったすべての国の国別分析については、付録1を参照のこと。

図1:調査対象国



① カナダ 10	⑨ アイルランド 4	⑪ ブルキナファソ 10	②⑤ ジンバブエ 46	③③ 香港 1
② アメリカ 16	⑩ イギリス 94	⑫ ナイジェリア 96	②⑥ インド 3	③④ フィリピン 140
③ グアテマラ 1	⑪ スペイン 59	⑬ カメルーン 3	②⑦ ネパール 3	③⑤ 日本 1
④ ニカラグア 1	⑫ フランス 2	⑭ スーダン 1	②⑧ ミャンマー 5	③⑥ 東ティモール 6
⑤ ドミニカ共和国 8	⑬ ドイツ 20	⑮ ウガンダ 1	②⑨ タイランド 58	③⑦ オーストラリア 471
⑥ エクアドル 41	⑭ スウェーデン 2	⑯ ケニア 2	③⑩ カンボジア 98	
⑦ ブラジル 384	⑮ フィンランド 80	⑰ タンザニア 1	③① インドネシア 43	
⑧ パラグアイ 2	⑯ ギニアビサウ 5	⑱ ザンビア 96	③② ベトナム 1	

- **参加年齢**: 15歳から24歳。半数以上（54%）が15歳から18歳。
- **ジェンダーとセクシュアリティ**: 72%が女性、24%が男性、2%がノンバイナリー。回答者のうち、24パーセントがLGBTIQ+。
- **教育**: 参加者の88%が、調査時点で学校に在籍しており、そのうち中等教育（45%）、次いで高等教育（36%）に在籍している。学校に在籍していない回答者のうち、大学レベルの教育を受けた人が48%、中等教育を修了した人が42%いた。回答者の92%は、中等教育や大学教育を受けているか、修了している。
- **インターセクショナリティの特徴**: 回答者のうち
 - 9%: 宗教的マイノリティグループ
 - 7%: 少数派の民族
 - 6%: 人種的少数派
 - 4%: 障害者

18. 28 participants preferred not to report their gender.

19. The survey was open to participants from all countries where Plan International operates (see [Where we work | Plan International \(plan-international.org\)](https://www.plan-international.org/)), but not all countries promoted the survey online.

グローバル調査結果



ユースは、気候変動政策のプロセスに参加させるよう各国政府に呼びかけている。

©Plan International

98%

の回答者が気候変動に
懸念を表明



ほぼ全員(98%)のユースが、気候変動への懸念を表明した。回答者の74%が「とても心配」または「非常に心配」と感じている。気候変動について不安を抱く人の割合は、男の子や若い男性(95%)に比べて、女の子や若い女性(99%)の方が多い²⁰。

“ 気候変動の影響は多岐にわたっており、過去1世紀で無視できないものとなっています。干ばつ、洪水、熱波が増え、海面の上昇も起きています。

23～24歳女性 ジンバブエ

”

“ 若い世代として、私たちは今後、気候変動における最大の原因に対処して行かなければなりません。

15～16歳男性 オーストラリア

”

20. ジェンダー・ノンコンフォーミングのユースの93%が気候変動について懸念している。このグループについては、サンプル数が小さいため、差の検定は未実施。

ユースは気候変動について、どのように学んでいるのか？

より多くのユースが、家族からよりも**ソーシャルメディア**や**インターネット**を使って気候変動について学んでいる。



回答者全員が、気候変動について聞いたことがある、と回答している。その大多数が学校(81%)で、次いでソーシャルメディア(69%)、インターネットのウェブサイト(57%)で見聞きしていた。家族からと答えた人は32%、政府機関からは15%、とごく少数にとどまった。

「気候変動について友人から聞いた」と答えた人の割合は、回答者のうちユース女性 は45%で、ユース男性(33%)に比べると、統計的に大きく上回った。「家族から」と回答した割合はユース女性で34%、ユース男性では22%だった。また、「政府機関から気候変動について学んだことがある」人の割合は、ユース男性(18%)の方が、ユース女性(14%)よりも、多い傾向が見られた²¹。

81%

LGBTIQ+であると自認しているユースの81%が「**ソーシャルメディアで気候変動について知った**」と答えたが、LGBTIQ+と自認していない人の場合は65%だった。



中学校の教室で学ぶ女の子 ジンバブエ
©Plan International

表1: 気候変動についての学習

気候変動について、どこで、誰から学んだか？
(該当するものすべて選択)

	頻度	割合(%)
学校/短大/大学/その他の教育機関	1448	81%
ソーシャルメディア	1233	69%
インターネットサイト	1024	57%
テレビ	1028	57%
環境団体	798	45%
友だち	761	42%
専門誌/学術ジャーナル	578	32%
家族	576	32%
NGO/市民団体	551	31%
新聞	539	30%
ラジオ	414	23%
政府機関	276	15%
地方機関	158	9%
エネルギー供給会社	144	8%
宗教もしくはコミュニティ・リーダー	110	6%
その他(下記に明記)	29	2%

合計: 1791

コメント欄には、ドキュメンタリー、YouTube、ソーシャルメディアのインフルエンサー、アーティストや有名人、アート作品、小説や詩など、回答者が気候変動について学んださまざまなクリエイティブな方法が挙げられた。

“ ソーシャルメディアの活動家たちは、私たちが理解し、学べることをたくさん共有してくれます。『Our Planet』のようなNetflixのドキュメンタリーは、非常によく研究されており、関心のある視聴者にうまくターゲットを絞っています。”

23-24歳男性 カンボジア

21. ジェンダー・ノンコンフォーミングは43%が家族から、56%が友人から、16%が政府機関から学んだと回答した。このグループについては、サンプル数が少ないため、差の検定は未実施。

学校で気候変動について学ぶ

ほとんどのユースは、社会科学の授業ではなく、**自然科学の授業**で気候変動について学んでいる。



回答者のうちの81%が、学校、短大、大学、その他の教育機関で気候変動について学んだことがあると回答した。ほとんどのユースは、科学の授業の一環で受けており(67%)、次いで地理の授業(61%)であった。専門コースに参加した人は10%にとどまり、政治や市民教育などの社会科学の授業で学んだ人は32%に過ぎない。

表2: 気候変動教育 – 授業

学校／大学／その他の教育機関で、気候変動についてどのように学んだか、最も当てはまるものは何ですか？(該当するものをすべて選択してください)

	頻度	割合(%)
科学の授業	963	67%
地理の授業	880	61%
正規教育機関におけるキャンペーンや啓発活動	487	34%
社会科学の授業(政治、市民教育など)	465	32%
課外活動(放課後のクラブ活動など)	251	17%
専門コース	150	10%
その他(下記に明記)	72	5%

合計: 1446

気候変動について教える方法としては、科学の授業が最も一般的だが、コメントからさまざまな科目や活動に気候変動教育を組み込まれていることがわかる。ファッションや英語、ディベート、パーマカルチャー(持続可能な文化)などの授業、法律、国連ユースキャンプ、農業開発コース、社会正義グループなどが挙げられた。



一部が干上がっている水たまりの水を汲み、家畜に与える少年たち ケニア

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ユースは**リサイクル**については学ぶが、気候変動対策については教えられていない。



ユースの大多数は、教師から気候変動の影響(90%)と、リサイクル、省エネ、食生活の見直し、持続可能な消費など気候変動に取り組むための個々の行動(73%)について教わったと答えた。一方で、気候変動に関する政策や活動について教わったという回答者は少なかった。

- 22% 気候変動に関する政策や枠組みについて学んだことがある
- 11% 正式な気候変動政策のプロセスに参加する方法について学んだことがある
- 20% 気候変動に関する活動への参画方法を学んだことがある

エルニーニョによる大干ばつに見舞われた地域で、水を汲みに行く若い女性(エチオピア)

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表3: 気候変動教育の内容

気候変動について学校・大学・教育機関で何を教わりましたか
(該当するすべての項目を選択)

	頻度	割合(%)
気候変動による影響	1284	90%
気候変動に取り組む行動 (例: リサイクル、省エネ、食生活の見直し、持続可能な消費)	1033	73%
気候変動を説明する科学的根拠	836	59%
気候変動抑制策 (例: 植樹)	847	59%
気候変動適応策 (例: リスクマップの作成、雨水の利用)	556	39%
気候正義 (例: 最も気候変動を引き起こしていない国や人々が最も影響を受ける)	509	36%
気候変動政策または枠組み	309	22%
気候アクションへの参加方法 (例: ストライキへの参加)	278	20%
気候変動の影響におけるジェンダー格差	221	16%
気候変動政策のプロセスに正式に参加する方法	155	11%
その他(任意で記述)	14	1%

合計: 444



気候変動教育を「十分でない」または「全く十分でない」と評価した人のうち、86%は十分な情報を得られなかったことを残念に感じている。さらに49%は、情報が一般的すぎて自分の生活に適用できないと感じていた。また、学校での気候変動教育からは、「新しいスキルを学ばなかった」(39%)、「新しいことを学ばなかった」(34%)と回答したユースもいた。

教師たちが

「訓練を受けていない」、
「熱意がない」、
「気候変動を
信じていない」

という意見も見られた



世界各国のユースが、これまで受けてきた気候変動教育に「不満がある」と回答した。コメント欄には、教師の訓練が不十分、熱意がない、気候変動を信じていない、などの意見が寄せられた。

“ 誤った情報が先生から入ってくる。 ”

ノンバイナリー 17-18歳 ブラジル

“ 学校の先生の大半は、気候変動を信じてさえいません。 ”

15-16歳女性 オーストラリア

気候変動教育は、あまりにも表面的で、不適切であり、魅力的ではない、との記述もあった。

“ 私の学校では、気候変動についてはほとんど教えられませんでした。深い知識としてではなく、単に触れただけです。興味があれば、自分で勉強しなければなりませんでした。 ”

15-16歳女性 オーストラリア

“ 学校での気候変動は「死ぬほどやった！」。しかし、関連性や興味を引くような方法ではなく、ただ起きていることを学ぶだけ、問題やすべきことについての実践的な教育というよりは、○✕にチェックするだけのようでした。 ”

23-24歳男性 英国

また多くのユースが、気候変動教育において、気候変動の深刻さや現在の影響、行動の緊急性が十分に教えられていないと感じていた。

“ 私たちに影響を与える現在進行形の問題として教えられているのではなく、将来の世代の問題として教えられています。 ”

15-16歳女性 オーストラリア

回答者たちは、気候変動への対策を教えてもらえなかったことへの不満を特にあげている。

“ 行動について不十分で、科学的な知識だけ教えられました。 ”

23-24歳女性 英国

“ カリキュラムでは喫緊性や重要性を伝えるに至っておらず、学生が行動を起こすきっかけにはなっていません。私は、ウェブサイトやソーシャルメディアでNGOをフォローすることで、より多くの情報を得ることができました。 ”

19-20歳女性 インドネシア



パンデミックのなか、労働者として働く女の子たち ケニア

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ユースは、気候変動政策のプロセスに関する情報をほとんど受け取っていない

半数近くの回答者が「パリ協定」を知らなかった

5%

パリ協定の交渉プロセスや実施への関与方法を知っていた

81%

パリ協定に関する情報をどこで入手できるか知らなかった



ユースは、パリ協定に関する情報をほとんど受け取っていなかった。回答者の44%がパリ協定を知らず、パリ協定について協定の主な目的だけ知っていると回答した者は43%。交渉や実施にどのように関わっていくかを知っていたのは、5%に過ぎなかった。

- 協定の1つもしくはそれ以上の条文を知っている 8%
- 主な交渉プロセス(例: 締約国会議)について知っている 7%
- パリ協定にユースの意見がどの程度反映されているかについて知っている 6%
- どこでパリ協定に関する情報を得られるか知っている 19%

“ パリ協定については聞いたことがありますが、それが何かは知りません! ”

15-16歳男性 ブラジル

“ 存在は知っているし、何か良いものであるとは知っている。でも条文の内容や実際に何が書かれているのかは全く知りません。 ”

21-22歳女性 英国

表4: パリ協定に関する知識

パリ協定のどの部分を知っていますか？(該当するものすべて選択)	頻度	割合(%)
知らない - それが何かわからない	763	44%
協定の主な目的	753	43%
主要なターゲット	382	22%
パリ協定についてどのように情報を得られるか	334	19%
パリ協定の実施の責任主体	275	16%
パリ協定の条文のひとつまたはそれ以上	142	8%
主な交渉プロセス(例: 締約国会議)	117	7%
パリ協定でユースの関与についてどれだけ書かれているか	104	6%
パリ協定の交渉プロセスと実行への参加方法	87	5%
その他(任意で記述)	18	1%

合計: 1743

今回の調査では、回答者の大半(92%)が中等教育や大学教育に在籍中もしくは修了しており、気候変動に関心を持っていたことを踏まえると、パリ協定への理解度の低さは際立った結果となった。

ユース男性(39%)に比べて、ユース女性(45%)の方がパリ協定を知らない人が多かった²²。これは、ユース女性の「学ぶことへの謙虚さ」にまつわる社会的規範や期待が、彼女たち自身の気候変動に関する知識の過小評価につながったり、女の子が質の高い教育を受けるには、男の子に比べて多くの障壁に直面したりしていることが推測される。

22. ジェンダー・ノンバイナリー・トランスジェンダーの回答者49%が「パリ協定」を知らないと回答した。このグループについては、サンプル数が少ないため、差の検定は未実施。

LGBTIQ+と自認しているユースがパリ協定について「知っている」と答えた割合は65%で、LGBTIQ+と自認していないユース(54%)よりも高かった。

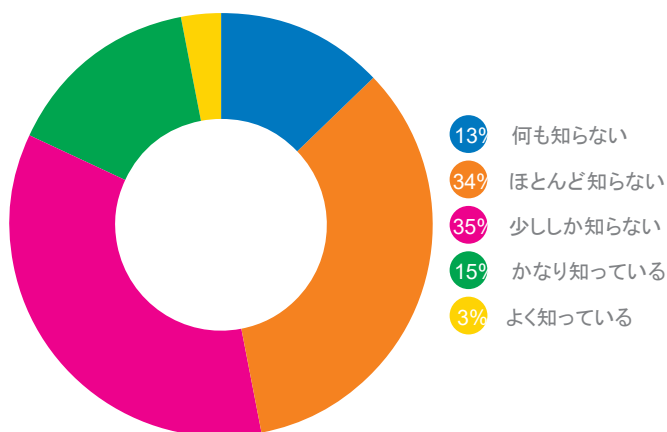


自国の気候変動政策やプロセス、戦略について「何も知らない」「ほとんど知らない」「少ししか知らない」と回答したユースは、10人中8人にも上った。

自国の気候変動政策のプロセスについて情報を持っているユースはほとんどいなかった。15歳から24歳のユースのうち、82%が自国の政策、プロセス、戦略について「何も知らない」「ほとんど知らない」「少ししか知らない」と答えた。また、ユース女性(83%)の方が、ユース男性(78%)に比べて、気候変動政策のプロセスについて「何も知らない」「ほとんど知らない」「少ししか知らない」と答えた割合が高かった²³。

図2: 自国の気候変動政策について

あなたは自分の国の気候変動政策のプロセス、戦略についてどのくらい知っていますか？



合計: 1747



ユース女性が気候変動対策に参加できるよう政治家に要求する女の子 スペイン

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23. ジェンダー・ノンバイナリーと自認するユースの72%が、自国の気候変動政策のプロセスについて、「何も知らない」「ほとんど知らない」「少ししか知らない」と回答した。このグループについては、サンプル数が少ないため、差の検定は未実施。

ユースの気候変動へのアクション

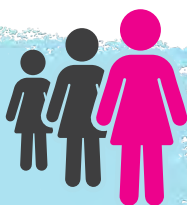
本調査では、気候変動への懸念から行動を起こしたことがあると回答したユースは86%だった。具体的な行動としては、友人や家族に気候変動問題を伝えること(64%)、気候変動に関する嘆願書への署名やその嘆願書の共有(49%)、ソーシャルメディアへの気候変動に関する投稿(45%)が上げられていた。さらに、27%が気候変動に関するキャンペーンに参加したことがあり、18%が気候変動に関する抗議活動やストライキに参加したことがあった。

表5: 気候変動へのアクション

気候変動への懸念から行ったアクションはどれですか？(該当するものすべて選択)	頻度	割合(%)
友人や家族に気候変動問題を伝える	1129	64%
気候変動に関する嘆願書への署名と共有	855	49%
ソーシャルメディアでの気候変動に関する投稿	799	45%
気候変動に関するキャンペーンへの参加	473	27%
環境団体への参加	461	26%
気候変動対策に取り組む政党に投票する	443	25%
気候変動に関する抗議活動やストライキへの参加	321	18%
上記のいずれにも該当しない	237	14%
地方や国の政治家に手紙を書く	182	10%
気候変動政策のプロセスへの関与(例: COP、国または地方における気候戦略の改定)	100	6%
その他(任意記述)	99	6%

合計: 1758

ユース女性は
ユース男性に比べて
「気候変動対策を行った
ことがある」と答えた人の
割合が高い。



ユース男性(82%)に比べると、気候変動へのアクションのうち少なくとも1つは取り組んでいると回答したユース女性は多く見られた(88%)²⁴。特にユース女性がユース男性よりも高い割合で行っていたアクションは以下の通りである。

- 友人や家族に気候変動問題について伝える
ユース女性68% ユース男性50%
- ソーシャルメディアでの気候変動に関する投稿
ユース女性47% ユース男性38%
- 気候変動に関する嘆願書への署名と共有
ユース女性52% ユース男性37%
- 気候変動に関する抗議活動やストライキへの参加
ユース女性19% ユース男性13%
- 気候変動対策に取り組む政党に投票する
ユース女性25% ユース男性21%

LGBTIQ+と自認する回答者のうちの97%が気候変動へのアクションを行ったことがあるのに対し、LGBTIQ+と自認していない回答者では83%だった。LGBTIQ+であると自認する者が政治家に手紙を書いたり、抗議活動やストライキに参加したりする割合は、そうではない者に比べて2倍に上った。

気候変動への懸念から、
自分たちで**団体やプロジェクト、キャンペーン**を
立ち上げたユースもいた。



コンピュータ・プログラミングを使い気候変動の解決策を探る14歳の女の子 タイ
©Plan International

24. 調査に参加したすべてのジェンダー・ノンコンフォーミングのユースが、気候変動へのアクションを少なくとも1つ行っていた。友人や家族に気候変動問題を伝える87%、ソーシャルメディアでの気候変動に関する投稿68%、気候変動に関する嘆願書への署名79%、気候変動に関する抗議活動やストライキへの参加37%、気候変動に取り組む政党に投票する37%

気候変動の影響がすでに現実となっている地域で暮らす母と息子。子どもたちは気候変動の影響に対して非常に脆弱な存在だ パプアニューギニア

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思春期のユースは、気候変動政策のプロセスに参加したいと考えている

自由回答では、ユースが気候変動に取り組むために立ち上げたプロジェクトやキャンペーンについて紹介してくれた。

“「Urgent Planet」²⁵ というプロジェクトを始めました。これを改良して自分の学校で実施したいと思っています。”

15-18歳女性 ブラジル

“学校で、使い捨てのプラスチックをなくすためのスピーチをしました。”

17-18歳女性 オーストラリア

“気候変動アクションを起こすための団体を立ち上げました。”

17-18歳女性 ナイジェリア

“啓発キャンペーンを実施しました。”

15-16歳男性 インド

これらの活動に加えて、15歳から24歳のユースの多くは、気候変動に対処するために個人的な行動をとったと説明している。多くが気候変動を理由に菜食主義者になったと回答した。その他の活動としては、消費パターンの変化、プラスチックや水・電気の使用量の削減、寄付、海辺の清掃や植樹活動への参加、コンポスト、ファストファッションの回避と古着の購入、電気自動車やソーラーパネルの使用、リサイクルなどが挙げられた。



10人中8人が、気候変動政策のプロセスに参加したいと考えていたが、参加する機会があったのは10人に1人にも満たない。

特にユース女性が、正式な気候変動政策のプロセスへの参加に関心を持っている。

気候変動政策のプロセスへの関心があり、行動を起こしたいと考えているユースが84%に達しているにもかかわらず、「気候変動政策のプロセスに参加したことがある」と答えたのは、わずか6%だった。ユース男性(81%)に比べて、ユース女性(86%)の方が、参加への興味が高かった²⁶。

25. 個人情報保護の観点より名前を変更しています。

26. ジェンダー・ノンコンフォーミングである回答者の86%が、気候政策気候変動政策のプロセスへの参加に興味があると回答した。



弱い立場にある地域住民を支援するために野菜を栽培するユースグループ バングラデシュ

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気候変動政策のプロセスへのユースの参加を阻むもの



15歳から24歳までのユースの10人中9人が気候変動政策のプロセスに「参加するのは難しい」と回答。

回答者のほぼ全員(91%)が、公式の気候変動政策のプロセスへの参加を阻む障壁があると答えている。彼らが上げた、気候変動政策のプロセスへの参加を阻む主な障壁は、以下の通りである。

- 参加の招待がないため 49パーセント
- 参加方法を知らない 44パーセント
- ユースが参加できることを知らなかった 36%

表6: 気候変動政策のプロセスへのユースの参加を阻む障壁

正式な気候変動政策のプロセスに参加することを困難にしている障壁があれば教えてください。(複数選択可)

	頻度	割合(%)
参加への招待をされたことがない	844	49%
参加方法を知らない	766	44%
ユースが参加できることを知らなかった	615	36%
学校や仕事が忙しい	549	32%
参加するための経済的余裕がない	492	28%
参加する自信がない	478	28%
気候変動についてよく分からない	460	27%
政策文書が複雑すぎる	294	17%
参加のためのプロセスが複雑すぎる	288	17%
家事や家族の世話で忙しい	170	10%
障壁はない/気軽に参加できる	158	9%
学校からのサポートがない	132	8%
信頼できるインターネット環境がない	110	6%
家族の許可がない	96	6%
必要なスキルがない	30	2%
その他(任意記述)	40	2%
友だちに反対された	21	1%

合計:1746

ユースの中でも年齢が低い人たちが、気候変動政策のプロセスへの参加が難しいと感じている。参加には障壁があると感じる15歳から18歳は92%なのに対し、19歳から24歳では89%だった。

経済的な余裕がないことも、ユースが気候変動政策のプロセスに参加する上での大きな障壁となっており、世界全体で28%の回答者が選択している。

±1/3 のユースにとって



経済的に余裕がないことが気候変動政策のプロセスへの参加の障壁となっている。

“ 忙しすぎるとは言えませんが、私はその日暮らしで精一杯の生活です。 ”

21-22歳男性 ジンバブエ

またユースの中には、メンタルヘルス、育児、気候変動に関する誤った情報、社会的支援の不足などが、気候変動政策のプロセスへの参加を妨げているという回答もあった。

“ 妊娠中で小さな女の子もいることが、気候変動政策のプロセスに参加する障壁です。 ”

19-20歳女性 エクアドル

“ この問題に関するディスインフォメーション（根拠のない情報）が障壁となっています。 ”

23-24歳女性 スペイン

“ 思うように行動するほど心理的な余裕がなく、自分のメンタルヘルスを優先しなければなりません。気候変動対策に関する社会的支援を見つけれませんでした。 ”

23-24歳男性 フィンランド

気候変動政策のプロセスへの参加は、ユース男性よりもユース女性の方が困難に感じている。

ユース女性は、参加する上での障害として、「自信がない」や「家族の世話（育児など）」を挙げる傾向があった。

ユース女性(92%)はユース男性(87%)に比べて、「気候変動政策のプロセスへの参加には困難な障壁がある」と答えた。中でもユース女性は、ユース男性よりも以下の障壁を選択する傾向があった²⁷。

- プロセスに参加する自信がない
ユース女性29% ユース男性20%
- 家事や家族の世話で忙しい
ユース女性10% ユース男性5%
- 参加への招待を一度もされなかった
ユース女性52% ユース男性39%
- ユースが参加できることを知らなかった
ユース女性37% ユース男性30%
- 参加方法を知らなかった
ユース女性47% ユース男性35%
- 気候変動についてよくわからない
ユース女性29% ユース男性20%

LGBTIQ+
と自認している
ユースは

気候変動政策のプロセスへの参加がより難しいと感じている。



LGBTIQ+であると自認するユースは、LGBTIQ+と自認していない回答者(89%)と比べて、気候変動政策のプロセスへの参加を困難にする障壁があると回答する割合が高かった(96%)。LGBTIQ+と自認するユースは、LGBTIQ+と自認していないユース(25%)と比較して、気候変動政策のプロセスに参加する自信がないと答えた人が多かった(34%)。LGBTIQ+と自認しているユースは、政治的プロセスから疎外されていることが多く、彼らがさらなる障壁に直面する理由であると考えられる。

27. ジェンダー・ノンコンフォーミングのユースの97%が、政策プロセスへの参加に障壁があると回答した。具体的には以下の通り。参加への招待をされなかった(53%)、ユースが参加できることを知らなかった(42%)、参加方法を知らない(55%)、参加する自信がない(34%)、家事や家族の世話(13%)、気候変動についてよく分からない(21%)。

国際ガールズ・デーに、フィンランドでは16歳の女の子が開発協力・対外貿易大臣の職を一日体験した。

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ユースが 各国政府に 気候変動政策の プロセスへの 参加を求める

回答者のうち84%が、気候変動政策のプロセスにユースを参加させようとする政府の取り組みが不十分だと考えていた。自国政府の取り組みが「おおよそ正しい」と答えたのは、わずか6%だった。

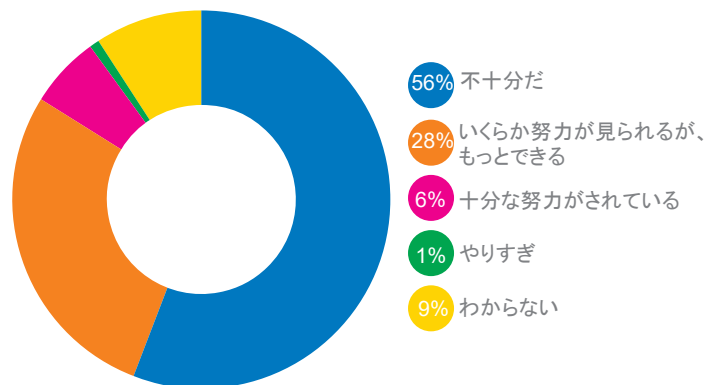
“政府には、年齢差別や性差別の文化が確実に根付いています。それが社会的な障壁になっているのでしょう。”

17-18歳女性 オーストラリア



図3: 政府の取り組み

気候変動政策のプロセスへのユースの参加促進に関するあなたの国の政府の取り組みをどう評価しますか？



合計: 1746

提言



気候ストライキに参加するユース女性 バングラデシュ
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このセクションは、回答者と本報告書の提言をまとめるためのワークショップに参加したユースたちのアイデアや意見を基に作成された。参加者の気候変動教育と参加の経験を踏まえて、次に挙げる気候アクションに必要な段階的で進歩的な改革計画を提案している：

01 持続可能で環境にやさしい行動を促す

02 気候正義の推進

03 ユースが気候変動に適応し、気候変動政策のプロセスへ参加できるようにする

01 気候変動教育のための提言

気候変動教育の鍵となるのは、実現可能な環境の構築と支援だ。これは主に、**各国政府と教育省、環境省、財務省が果たすべきものである。**

私たちが各国政府に協力を要請したいのは以下の点である：

- 各国の気候戦略（例：NDC、NAP、ACEの強化と実施）に規範や行動変容を促す教育（transformative education）を含める。
- 「子ども、ユース、気候変動行動に関する宣言」²⁸に署名する。
- 持続可能な開発のための教育に関するベルリン宣言の完全実施
- 気候変動にさらされている諸国で、レジリエンスの強化と女の子の教育へのアクセスに焦点を当てた資金の増額。
- 気候正義と環境に配慮した行動を支援するために、カリキュラムの内容、カリキュラムの提供、教師向けの研修資金を増やす。
- SDG目標4.7に基づき、ジェンダーに対応し、レジリエンス、気候変動への適応と緩和、持続可能な開発を優先した教育支援計画を策定する。

行動変容を促す
気候カリキュラムと
教師向けの研修プログラムを
ユース、教師、学校スタッフ、
気候の専門家が、
共同で開発することが
不可欠である。



以下の詳細な提言では、環境省、気候専門家、ユース、市民社会、NGOそして国連機関と連携している教育省の政策立案者と実務者、すなわち、就学前教育から高等教育までの公式・非公式な教育の計画と実施に直接関与している人々のために、段階的なステップを示している。

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



カリキュラム改善のためのステップ

教育省と環境省が共同で、気候専門家、ユース、市民社会、NGOそして国連機関などの意見を取り入れて実施すべきこと:

現行のカリキュラムの中で、データに基づき、状況に応じて適切でジェンダーに配慮した、包括的な気候変動教育を義務付けること。そして先住民族の知識と権利を含めること。

気候科学とその影響に関する既存の気候変動教育に加え、SDG4.7に沿って、社会的／公正な側面、持続可能な開発と人権の枠組みを加える:

- 気候危機のより広範な社会的、政治的側面を検証し、個人の行動を促進することと、社会全体へのアプローチとの適切なバランスをとる
- あらゆるレベルの気候変動政策のプロセスについて教える。存在するさまざまな政策、意思決定プロセスへの関与の仕方、関連スキルの開発、意思決定者に責任を問う方法が含まれる。
- 地理や科学だけでなく、歴史、政治、心理学、数学、言語など、さまざまな教科で環境に配慮したスキルや学習を取り入れる。
- 気候情報を地域の文脈や言語、異なる人口集団の文脈に適応させ翻訳する: その地域の先住民族の知識を含んだ実話や事例など固有の知識を活用する。

ジェンダー・トランスフォーマティブ・アプローチを用いて、規範や態度を変え、他人や自分を取り巻く世界についての考え方を変えるために必要なスキルを身に付けられるようなカリキュラムを導入する。

- 環境に配慮した学習指導綱領に基づいて、信頼醸成、批判的思考、データ分析、交渉/討論、創造性、システム思考、行動主義³⁰、リーダーシップと市民教育を支援し、持続可能で環境に優しい行動を促すための知識とスキルの構築³¹
- 交差する社会の不公平や抑圧的なシステムに取り組み、配慮と再生の価値観や行動を促す、全体的なシステムアプローチによるカリキュラム改革



水を汲むために1日3時間も歩かなければならない女の子
モザンビーク

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“私は、物事の法律面も気候変動教育に含まれることが大切だと思う。”

歴史や社会科学やその他の関連性の高い科目にも気候変動教育を取り入れると、学生も興味を持てるようになると思う。”

ワークショップに参加したユース

“重要なのは、教育システムの中で、ユースを研究者や解決策を見出すことができる人材(ソリューションファインダー)として育成すること。”

ワークショップに参加したユース

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>



カリキュラムの実施と教育法の改善に向けたステップ

教育省は、環境省とともに、気候専門家、ユース、市民社会、NGO、国連機関と協議しながら、以下を実施する必要がある:

学校で教えられるすべての気候情報が、利用可能な最善の科学に基づき、信頼でき評価の高い情報源からのものであることを確認する

気候変動について研究している地元の大学と学校が連携し、知識、情報、スキルの交換(研究者を配置したり、学校で講演したりすることも含む)を可能にする。

教師や地域の教育部門が、気候に関する情報やデータを定期的にチェックし、更新するよう促す。

共感を持って行動し、感情や潜在的な気候変動への不安(気候不安症)について話し合える安全な空間を作ること、**学生のウェルビーイング(幸福)**を優先し、ユースが支援サービスを受けることができるようにする。

教師、生徒、親の関係を強化し、力づけることを通じて、気候変動に対する**好奇心の醸成と批判的思考の育成**を支援する。

地域の状況に合わせて、ソーシャルメディア、NGOのツールキット、ゲーム、ユースクラブなど、ユースが最もアクセスしやすいプラットフォームや手法を活用して**情報を提供する**。

ユースが積極的に参加し、気候変動対策に関する能力や知識を高める機会となる、政府主導のイニシアチブに**学生をつなげる**。

ユース主体の組織に対して、学校内外で気候変動問題に取り組むための**資金援助**を行うとともに、気候変動に取り組む地域のユースグループにつなげる。

課外活動を通じて、**気候変動に関する活動や組織作り**を支援する。

学校を支援し、変革的で環境に配慮したスキルを身につけるために必要な、インターネットアクセス、ノートパソコン、コンピュータ、教科書などを調達できるようにする。

環境保護行動を支援するために、政府に手紙を書いたり、菜園を作ったり、討論会を開いたりするなど、**行動指向の学習**を学校で実施することを推進する。

“学校で少ないながらもいくつかの気候変動に関する講義を受けましたが、いつも同じような内容ばかりです。”

ワークショップに参加したユース

エクアドルでプラン・インターナショナルのユース・リーダーシップ・プログラムに参加するメンバーであり、地球を大切にすることが社会を変えると信じている19歳の環境活動家

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教員研修の改善に向けたステップ

教育省は環境省と協力して、気候変動の専門家、ユース、市民社会、NGOと国連機関と連携しながら、以下の取り組みが求められる：

現在のすべての教員養成コースに、**包括的な気候変動モジュールを義務付ける。**

教師が気候変動について教えることができるようにするために、最新の科学的根拠に基づく信頼できる気候データと事実にアクセスできるようにする。

教師が気候変動対策会議に参加するための**奨学金や資金を提供する。**

教師の初期および継続的な専門能力開発プログラムにおいて、**ジェンダーに配慮した学習者中心の教育法を主流にすること。**それによって、行動変容を促す気候変動のカリキュラムを効果的に提供し、ユースの参加と関与を促進する。

トウモロコシの収穫に頼って生活しているユース女性は、干ばつや降雨の遅れ、不規則な降雨により、過去3年間収穫ができなかった ザンビア

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02 ユースによる 気候変動政策の プロセスへの参加 のための提言

ユースの意見に基づいた以下の提言は、環境省、財務省、教育省が、国連機関、CSO、ユース、気候専門家、その他の関係者と協力して行うものである。

これらは、気候変動政策のプロセスへのユースの参加を向上させるために、以下の3つの主要分野を中心にした段階的な行動によって構成されている。

- 気候変動政策のプロセスに関する情報へのアクセス
- 機会と資源へのアクセス
- ジェンダー格差の削減



気候変動政策のプロセスに関する 情報へのアクセス改善に向けたステップ

気候変動政策やエンゲージメントの機会に関する**情報やリソースのデータベース**を提供し、紹介する

気候に関する重要な情報やプロセスに参加する**機会**を、ユースが最もアクセスしやすいプラットフォーム（主にソーシャルメディア）で**共有**する。これらの情報は、楽しく、魅力的で、地域に密着したもので、ジェンダーや年齢に配慮した言い回しを用いる必要がある。また、関心を持ち続けてもらうために定期的に共有し、古い記事はアーカイブとして保存し、アクセスを維持する必要がある。

主要な気候変動政策やフレームワークについて、さまざまな人が簡単に翻訳して理解できるような、シンプルな情報を提供する。この情報は、子どもやユースが理解しやすい言語や形式で提供されなければならない。少なくとも、以下のものが入手可能で、現地の言葉に翻訳されていなければならない。

- バリ協定とすべての条項
- 各国が決定する貢献（NDCs）、国別行動計画（NAPs）、その他の各国の気候戦略
- エスカス条約³²
- 交渉用テキスト
- 気候変動に関する政府間パネル（IPCC）の報告書

国連気候変動枠組条約（UNFCCC）および締約国会議（COP）の主催国政府は、**会議の申請手続きをより簡素化すべきである**：

- ユースやユース団体は、申請手続きを簡素化し、複雑な団体登録情報の提出を求められることで、参加を制限されてはならない（特に団体に所属しない人に対して）。
- UNFCCCおよびCOP主催国政府からの会議プロセスに関する情報は、多言語に翻訳され、年齢や性別に配慮したシンプルな言葉を使うべきである。

“ 私は、若い人たちが使うソーシャルネットワークを通じて、TikTokの動画やインフルエンサーが話題にすることで、気候変動の情報が欲しいです。”

ワークショップに参加したユース

“ 助けとなるのは、インフォグラフィックをその国の言葉で作成し、参加する方法を紹介することです。”

9つの構成機関からなるUNFCCCプロセスは理解するのが難しく、私が知る限り、多くの人がどのようなものなのか、またどのように関わることができるのかを理解していません。”

ワークショップに参加したユース

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.



機会とリソースの改善に向けたステップ

子どもやユースが有意義に参加できるよう、あらゆるレベルの気候変動に関する意思決定において、**安全な場**をつくる。

- 気候変動に関するすべての意思決定の場に、ユースが有意義に参加することを義務づける。
- 安全な参加のためのセーフガーディング原則を策定し、実施する。
- ユースの費用(旅費、インターネットなど)や拘束時間に対して報酬を支払う。
- ユースの意見や提案が尊重され、評価され、意思決定に影響を与える環境づくりをする。
- パスポート、旅行ビザ、その他の旅行制限に関連する問題を抱えるユースを支援する。
- 学校、スクールクラブ、ソーシャルメディアなど、公式・非公式のチャンネルを通じて気候変動プロセスへの関与の機会を奨励する。

すべての関係者が協力して、デジタルデバイド(インターネットやパソコン等の情報通信技術を利用できる者とできない者との間に生じる格差)の解消に努め、電気、インターネットへのアクセス、コンピュータへのアクセスを改善し、ユースがオンラインで気候変動活動に参加できるようにしなければならない。

“ プロセスを知っている友人はたくさんいます。でも、参加したくても会議に参加するためのチケットを買う余裕がありません。”

ワークショップに参加したユース

“ 意思決定の場に適切な人材や意見を送り込むための資金がありません。ユースの活動家が参加できず、非常に大きな情報格差が生じています。”

ワークショップに参加したユース

フィンランドで開催された気候・エネルギー大臣会合では、カンボジアの女の子が議長を務めた。この日、彼女は気候変動がシエム州にある彼女の村にどのような影響を与えているかを説明した。

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

RECOMMENDATIONS

COP25会場でのユース・アドバイザー・パネルのメンバー。彼らは、気候変動に関する自分たちの活動について、民間企業やEU気候行動総局や2030アジェンダ担当の高等弁務官たちと議論できた。

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気候変動政策のプロセスへの参加におけるジェンダー格差の是正に向けたステップ

ユース女性が率いるグループに、バーチャルで、意思決定者につなげることも含めて、オンラインとオフラインの両方で、気候変動政策のプロセスに関するモニタリングと研修の機会を提供する。

特にコミュニティに根ざしたユース女性主導のグループを地域や国の気候変動政策のプロセスに関与させる。

ユース女性に、地域、国そして地球レベルで気候変動政策のプロセスをモニタリングするための情報やスキル、アクセスを提供する。

あらゆる場面でジェンダーに基づく暴力に対処するための措置を講じ、明確な報告とフィードバックのメカニズムを用いて、ユース女性の活動家が公共の場で保護されるようにする。

ユース女性主導のグループやネットワークへ資金援助を行い、正式なプラットフォームや気候変動に関するスペースへのアクセスを支援する。

“世界のさまざまな地域間での力関係、気候危機を終わらせる力とは何か、どうすればオープンで有意義な活動ができるかなど、気候変動に関する活動空間における力関係を明らかにすることが非常に重要です。”

ワークショップに参加したユース

33. Cf. la formation en ligne de WEDO à titre d'exemple – Women Delegates Online Negotiations Training <https://wedo.org/women-delegates-online-negotiations-training/>

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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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