



Plant-for-the-Planet Submission to the “Climate High-Level Champions and the Marrakech Partnership for Global Climate Action”

We are writing to you, as [Plant-for-the-Planet Foundation](#), a global network currently operating in 20 countries (Austria, Brazil, Chile, Colombia, Czech Republic, Germany, Ghana, India, Ireland, Italy, Ivory Coast, Kenya, Mexico, Nepal, Nigeria, Pakistan, Spain, Switzerland, Uganda, United Kingdom) that has empowered over **100,000 children and youth** to become active **Climate Justice Ambassadors**. For over 15 years, our work has been to educate, train and empower children and youth to lead on climate justice.

We congratulate you on your leadership in involving non-state actors with the Marrakesh Partnership for Global Climate Action. We believe that children and youth should not have to wait until turning 18 years old to influence democratic decision-making. Children and youth are powerful agents of positive change, using their voices and experiences to create impact in their communities. We believe in empowering children and youth to find their voice and realise their rights to political participation in climate action as guaranteed under international law. Therefore, allowing us to make a submission on behalf of young Climate Justice Ambassadors and their educators is an honour and a responsibility.

What should success look like for the GCAA in the next five years, and how can it be measured effectively?

- Participation of children and youth, and those working with them and advocating for them, at all levels of climate policy-making on a local, national, regional, and international level. While states have, in principle, accepted this, implementation of this commitment is still lagging, especially utilising the knowledge and experiences of these groups in the implementation of policies effectively.
- Involvement of the full range of non-state actors, including schools, cities, private businesses, and local-level government, in the facilitation and provision of climate education and empowerment to children.

Executive Board with the power of representation: Jens Waltermann (Chair), Bernhard Hannemann (Deputy), Caroline Gusinda, Dr. Josep Santacreu

Donation account Plant-for-the-Planet Foundation:

Germany: SozialBank

IBAN: DE13 7002 0500 0000 200000 - BIC/SWIFT: BFSWDE33MUE



Plant-for-the-Planet supports the
United Nations Environment Programme



How can the GCAA facilitate direct and impactful engagement between Parties and NPS to support implementation efforts at both national and sectoral levels, in order to advance the full delivery of the GST, NDCs, and NAPs?

- **Climate empowerment in the best interest of the child:** Taking action has knowingly reduced the climate anxiety experienced by children and youth. In a world where nearly [half of young people](#) report that climate anxiety is already affecting their lives, showing children and youth ways in which they can learn how to make a difference is paramount. [Reportedly](#), 92% of young people in the Philippines find the future frightening.
- **Climate Change Education in School Curricula:**
 - According to the World Bank [report](#) “Choosing our Future: Education for Climate Action”, climate education leads to green skills, which can lead to green jobs. A just transition globally is heavily dependent on these newly created green jobs.
 - This needs to be incorporated into primary and secondary schools. Currently, [reportedly](#), “47% of national education curricula from 100 countries do not make a single reference to climate change.”
- Inclusion of places of education in NAPs, in particular, looking at climate-smart school infrastructure (climate-resilient), universities and vocational training centres.
- NDCs to be inclusive of climate education for children and youth, especially the incorporation of climate education in basic and elementary school systems. Integrating Climate Education into NDCs can aid economic growth and development, enhance the implementation of long-term climate strategies, and unlock international organisation funding for climate education. More than 40 countries already have incorporated education into their NDCs.
- Training for those who teach climate educators to ensure accurate and effective teaching can happen inside schools and outside. [Reportedly](#), the majority of teachers do not feel confident teaching science and local impacts accurately, despite believing that it is important.
- Climate Empowerment Activities by building skills, knowledge, and confidence to act locally on environmental and climate issues. [Reportedly](#), climate empowerment of young people will lead to them displaying more environmentally friendly behaviours, and so will their parents.
- National policymakers are overwhelmingly supportive of the inclusion of climate education in schools and require capacity-building to initiate the required legislative changes.
- Financing of climate education and climate empowerment needs to enable climate education in low- and middle-income countries through international cooperation.
- Pay particular attention to the Inclusion of children with disabilities, girls, when developing NDCs, NAPs, and their fair, full, and fast implementation

Executive Board with the power of representation: Jens Waltermann (Chair), Bernhard Hannemann (Deputy), Caroline Gusinda, Dr. Josep Santacreu

Donation account Plant-for-the-Planet Foundation:

Germany: SozialBank

IBAN: DE13 7002 0500 0000 200000 - BIC/SWIFT: BFSWDE33MUE



Plant-for-the-Planet supports the
United Nations Environment Programme



- Youth Negotiator Programmes, which require prior consultations with children and youth on a national level. This should also include parties having young people and children as Junior negotiators in their party delegations to ensure their participation in global climate policy processes as well.
- Democratic Participation: Citizen Climate Assemblies, Local Climate Councils

How can the CGAA promote an inclusive and equitable engagement, in particular from underrepresented groups and regions?

- Documents are produced in child-friendly language or translated into such to enhance accessibility
- Financing of participation (e.g. from co-financing internet access to attend webinars/discussions or devices to conference participation/ travel expenses) has been a crucial factor holding back participation.
- Translation of materials (policy and laws) into more languages (which can be computer-based if needed)
- Ensure climate documents are equally translated in major local languages or communicated in languages that are understood by local communities.

What improvements can be made to ensure better transparency, reporting and follow-up of the GCAA, including in existing tools such as the Global Climate Action Portal (a.k.a NAZCA) and the Yearbook of Global Climate Action?

A general improvement could be child-friendly communication, which can be done in partnership with organisations and child- and youth-led movements. For example, a children and youth task force to be implemented to report and improve the transparency and reporting and ensure the content is understandable and available in a way that children and youth can make use of it.

For the Plant-for-the-Planet Network, drafted by Luciano Fontelle, Fatou Jeng und Jule Schnakenberg.

Executive Board with the power of representation: Jens Waltermann (Chair), Bernhard Hannemann (Deputy), Caroline Gusinda, Dr. Josep Santacreu

Donation account Plant-for-the-Planet Foundation:

Germany: SozialBank

IBAN: DE13 7002 0500 0000 200000 - BIC/SWIFT: BFSWDE33MUE



Plant-for-the-Planet supports the
United Nations Environment Programme



Executive Board with the power of representation: Jens Waltermann (Chair), Bernhard Hannemann (Deputy), Caroline Gusinda, Dr. Josep Santacreu

Donation account Plant-for-the-Planet Foundation:

Germany: SozialBank

IBAN: DE13 7002 0500 0000 200000 - BIC/SWIFT: BFSWDE33MUE



*Plant-for-the-Planet supports the
United Nations Environment Programme*