

# Through Their Eyes:

## Climate change and economic inequality in the MENA region



Children are the least responsible for the climate crisis, yet will bear the heaviest burden of its impact, now and in the future. We want fairness for future generations of children and we want to know what children think about these issues.

Save the Children have spoken to over 54,000 children across 41 countries, including 8,000 children in the Middle East and North Africa region, to find out what they think about climate change and economic inequality, as part of the Generation Hope campaign. In the Middle East and North Africa region, Save the Children, UN ESCWA and UNFPA joined together to hold a Regional Hearing, speaking together with 44 children from 12 countries, including Egypt, Iraq, Jordan, Kuwait, Lebanon, Morocco, Oman, the occupied Palestinian territory (oPt), the Kingdom of Saudi Arabia, Somalia, Sudan, and Yemen.



This booklet aims to support young people's participation in climate action and decision-making, and to raise the voices of the children we spoke with to decision-makers. It includes adolescent friendly language on the climate crisis and the different agreements and plans that governments have developed to try and tackle it. The booklet is informed by what children told us about their experiences, the climate action work that they are already leading on, as well as the support they have requested from decision-makers, and their recommendations for furthering climate action in the region.

This booklet has been written by Save the Children, UN ESCWA, and UNFPA and has been funded by Save the Children as part of the Generation Hope campaign, engaging with children on climate change and inequality. Workshops with children were designed and facilitated by Save the Children, with UN ESCWA and UNFPA.

This document has been produced with financial support from Save the Children and represents the views of children who took part in a Regional Hearing in the MENA region. The views expressed herein can in no way be taken to reflect the official opinion of the United Nations, including UNFPA, UN ESCWA, or the UN member states.

The booklet has been designed by The Orenda Tribe, a social enterprise based in Jordan.



## Contents page:

What are Climate Change and Economic Inequality?	04
- Are climate change and inequality connected?	16
How are Decisions Made on Climate Action Globally?	24
- What is happening now in the Middle East and North Africa region?	34
Children's Voices in Climate Action	38
- How decision-makers can support children to engage in climate action in the Middle East and North Africa region	44
Your Safety and the Government's Responsibilities to You	52
Children's Artwork and Stories	56
Word Bank	59
Further Information	64

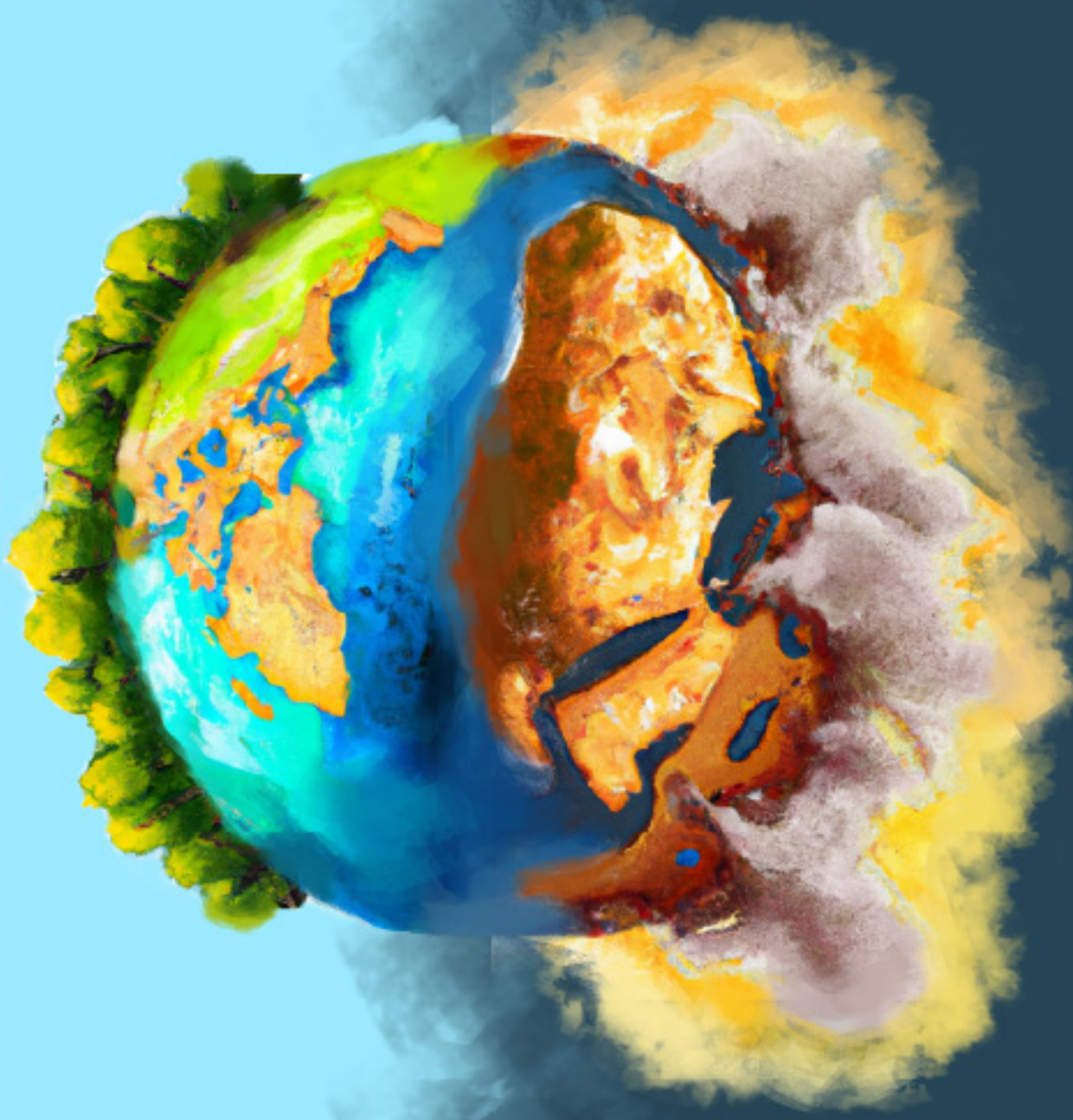
# What are Climate Change and Economic Inequality?

## What is Climate Change?

Climate change describes a change in the Earth's climate - this can be temperature or other weather conditions - over a long period of time. Scientists have observed that the Earth's global temperature is warming and that extreme hazards are increasing. Scientists estimate that since the Industrial Revolution, human activity has caused the Earth to warm by approximately 1°C.<sup>1</sup> The Earth's climate has always changed in some way ever since it began, but humans' interference has sped up this change in the last century.<sup>2</sup>

## Some examples of extreme hazards that are getting worse due to climate

- coastal zones and flood plains are most at-risk from rising sea levels and floods
- glaciers are melting and retreating
- extreme weather events are taking place, like droughts and forest fires
- millions of hectares of forest have been destroyed
- water levels are rising
- a million species are at risk of extinction
- average global temperatures have already surpassed 1°C above pre-industrial levels





**“Floods lead to famine and affect the health of the children and this thing is against children’s rights globally”**

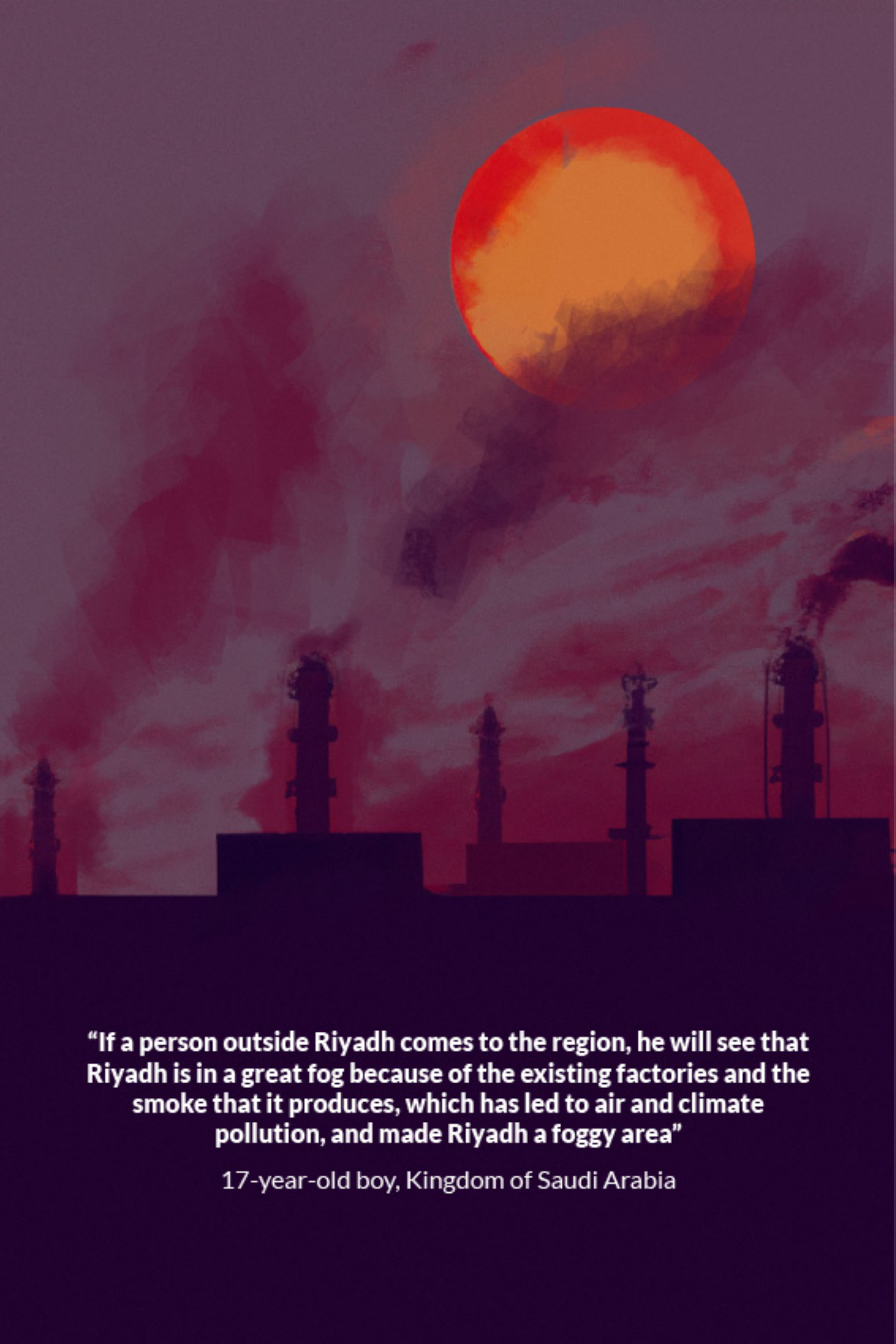
15-year-old boy, West Bank, occupied Palestinian territory

Children told us that they have seen a change in the climate around them, including extreme flooding, which has impacted agriculture as well as their safety and related health issues. They also told us about rising temperatures and droughts affecting their ability to have sustained and healthy choices in food, and deforestation and pollution affecting the natural environment, ecosystems, and wildlife, including an increase in some insects.

**“The high temperatures don’t let the kids get water and agriculture becomes hard and they can’t get water or food”**

15-year-old girl, Kuwait

Many children in the Hearing talked specifically about pollution from factories and the impact this has on their local environment.



**“If a person outside Riyadh comes to the region, he will see that Riyadh is in a great fog because of the existing factories and the smoke that it produces, which has led to air and climate pollution, and made Riyadh a foggy area”**

17-year-old boy, Kingdom of Saudi Arabia

Children noted that they were already affected by COVID-19 and had limited solutions to existing issues where they live. Children also talked about their concerns about future climate impacts, including rising sea levels and coastal erosion.

**“The lack of a strong infrastructure and an immediate response to deal with the amount of rain during winter has made it more difficult for children to reach schools”**

16-year-old boy, Gaza, occupied Palestinian territory.



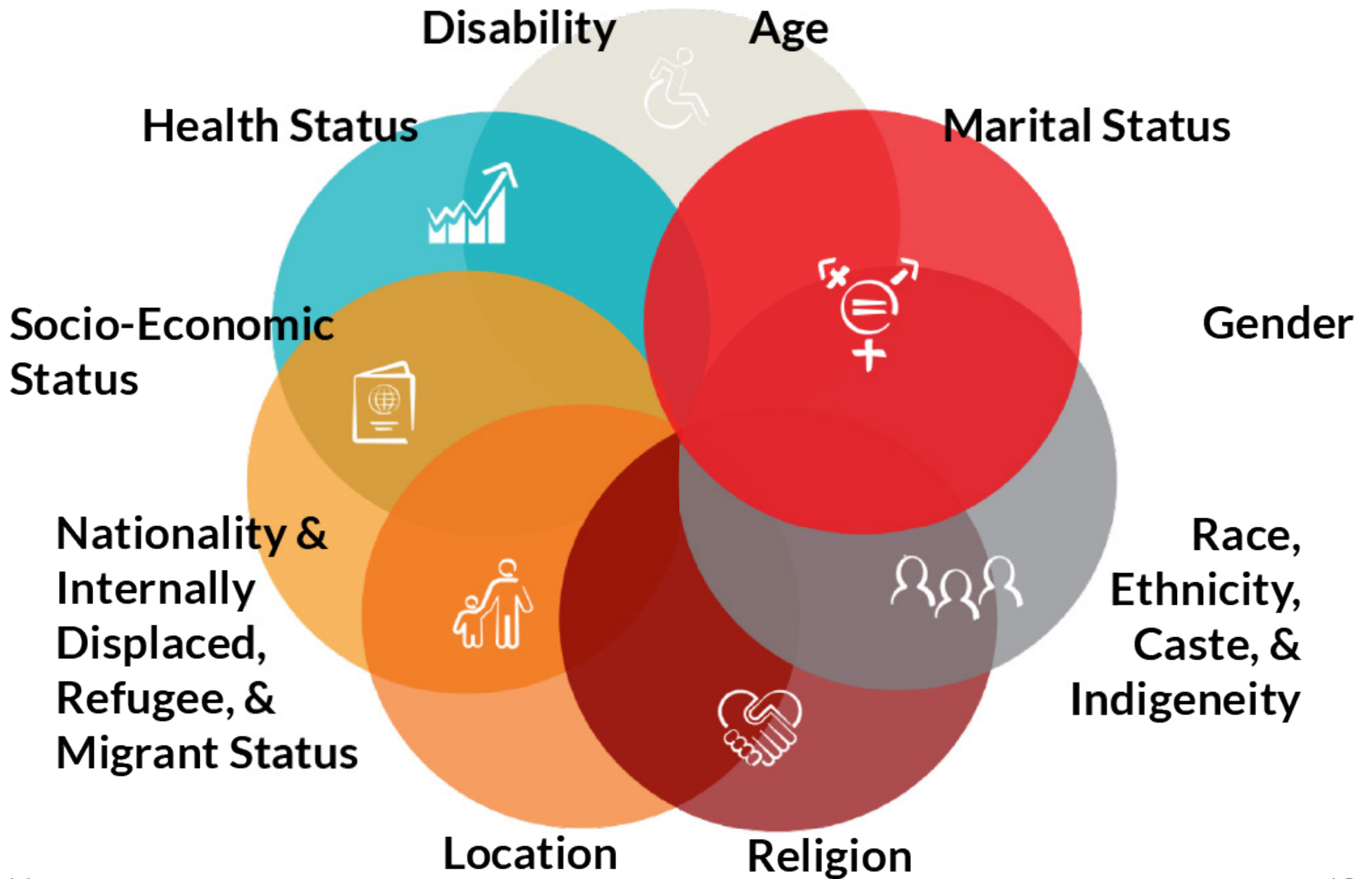
## What is Inequality?

The world is not an equal place. Each person's experience is different with regards to human rights, opportunities and quality of life.

Some countries have more resources and wealth than other countries. Some countries have a peaceful, stable government and others don't. Some countries' environments are safer and some are more dangerous, with lots of earthquakes or hurricanes.

Inequality can also exist within a country. Some people are richer than other people. Some people live in areas with high quality roads, hospitals, and schools, while others don't. Inequalities around the world can have many causes. Equality is based on the belief that nobody should have worse life chances because of things like where they come from, what they believe, how much money they have, and whether they have a disability.<sup>3</sup>

Different individuals and groups that make up a society have different levels of power and status. Children highlighted that the poor are most affected by climate change and told us about the other issues affecting children as well as climate, including conflict, COVID-19 and displacement. There are different forms of inequality (including economic inequality) that might overlap (or intersect). The diagram below shows how some different types of inequality can overlap.<sup>4</sup>





**“Displacement of people has occurred, and people started cutting trees, which has led to pollution, deforestation and global warming”**

12-year-old girl, Sudan

**“Many wars and conflicts have happened, in addition to climate change, such as a rise in temperatures and deforestation”**

16-year-old, Syrian refugee girl, Jordan





# Are Climate Change and Inequality connected?

Poorer children are more at risk from the impacts of climate change. For example, families with less money may not be able to afford to cope with the damage caused by extreme weather events compared to richer families.

**“When the weather gets hotter, the rich people buy houses with fans and A/Cs, and the poor people and children stay on the street, and they die” ... “When the rich children get sick by hot weather, they get medicine and get good care, but poor people can’t afford medicine and they die easily”**

12-year-old girl, Somalia

Inequality is also making climate change worse. Richer people, companies and countries have contributed the most to climate change, for example, through using more coal and oil for transport and factories. But they are not doing enough to stop climate change, or to help poorer people and countries to cope with the damage it is causing. Because they have more money and power, they don’t always listen to children and families that are calling for change. All children have the right to be heard!

**“In Iraq, we have witnessed increased pollution and deforestation and sandstorms and little has been done by older people. More reforestation and cleaning campaigns can be done”**

17-year-old girl, Iraq



The Middle East and North Africa region is expected to be among the regions hit first and hit hardest by climate change. According to Save the Children's Born into the Climate Crisis Report, the region is projected to face the highest increase globally in river floods, crop failures and droughts. Children born in 2020 in the MENA region are predicted to experience 7.2 times as many heatwaves, 4.5 times as many river floods, 4.4 times as many crop failures and 3 times as many droughts in their lifetimes as someone born 60 years ago.<sup>5</sup>

The majority of children we spoke to were convinced that adults were not doing enough to stop climate change, or wanted to do more but were restricted by conflict or a lack of international cooperation.

**“Water and wastewater treatment plants and officials seek to do so [engage in climate action], but there is no possibility for the state because of the occupation”**

15-year-old boy, West Bank, occupied Palestinian territory

**“They can support us in our awareness campaigns, take initiatives and provide material and moral support”**

Adolescent girl, Syrian refugee living in Jordan



Children highlighted that laws and policies needed to be put in place to help manage climate change as well as to stop further climate change from happening, including thinking about green ways to work and produce things, like reducing pollution from factories and investing in renewable energy and transport.

**“The state must fulfil its responsibilities to decrease climate change through devoting areas for agriculture, sorting garbage, and increasing cleaning services”**

14-year old boy, Palestinian refugee living in Lebanon

**“They must do forestation campaigns and plant trees, solar power, and if someone has several cars, he can use one car, or a bicycle where he can do sports and not pollute the air, and decrease throwing garbage”**

14-year-old boy, urban area in Lebanon

One of the key areas children told us about included awareness campaigning for adults and children to understand more on climate change and to shift some behaviours, including how people throw rubbish away and recycling. Children in the region said they want to see support and collaboration between countries and individuals to help reduce climate change.

**“Companies and factories cause climate change. The gas emitted from the factories has CO<sub>2</sub> and it affects weather and causes climate change [...] Cut emissions of CO<sub>2</sub> and use renewable resources of energy and use solar energy for example [...] Stop using chemically harmful types of energy”**

14-year-old boy, Somalia





## **How are decisions made on climate action globally? What are the different processes governments engage in?**

### **The United Nations Framework Convention on Climate Change (UNFCCC)**

The United Nations (UN) addresses many issues across the world and has many different offices that focus on different issues. These include human rights, the environment, health, crime, and labour. The UN is a way for countries across the world to discuss these different areas and try to address their problems.<sup>6</sup>



The United Nations Framework Convention on Climate Change is an agreement between countries in the UN to prevent 'dangerous' human interference with the climate system or natural environment. The main goal of the Convention is to limit the dangerous gases that are released through transport, energy production, and factories, among others. These gases are called 'greenhouse gases', because when they are released into the air, they create a 'greenhouse effect', meaning that they warm the planet up, as you would with a glass greenhouse. The Framework Convention, which was agreed to in 1994, aims to reduce the production of these gases and make sure that the Earth can adapt to a change in climate and temperature. This includes working to ensure that other forms of life are not threatened, including those that affect sustainable food production.<sup>7</sup>



## What is COP?

The COP, short for the Conference of the Parties, is a conference held every year as part of the United Nations Framework Convention on Climate Change (UNFCCC). Because countries have agreed to be part of the Convention to limit climate change, they meet every year to discuss progress towards the promises they made as part of this agreement, and to review any other promises (legal agreements) they have made to help implement the Convention. During the COP, the Framework Convention looks at the level of greenhouse gases that countries are producing – sometimes called ‘emissions’ – and at other commitments, actions, programmes, and changes to laws and policies they have made to reduce how many dangerous gases they are producing, and what they are doing to help communities adapt to a changing climate. This also includes looking at how communities who are the most impacted by climate change are affected by it and how they are being supported by governments.<sup>8</sup>

The COP is hosted by different countries every year, and in 2022 Egypt will host COP27 – the 27th meeting of countries discussing how the Framework Convention has been implemented.<sup>9</sup> COP28 will take place in the United Arab Emirates in November 2023.



## Agreements to reduce dangerous gases that cause climate change

Since the UNFCCC was established in 1994, there have been a number of agreements between countries outlining different ways to implement the Framework agreement. In 1997, the Kyoto Protocol was agreed to, which included targets specifically for high-income countries to reduce the dangerous gases being released into the air, and who have been responsible for the most greenhouse gases throughout history.<sup>10</sup> Since then, the Paris Agreement was also agreed to by different countries in 2015 and was the first legally binding agreement committing to reduce climate change and adapt to its ongoing effects. The Paris Agreement clearly states that climate change, sometimes called global warming, should be limited to well below 2°C, and preferably to 1.5°C.<sup>11</sup> These commitments and the Paris Agreement are also necessary to achieve Agenda 2030 and the Sustainable Development Goals, which focus on 17 different areas, including climate, and aim to make the world a better place for people to live, without hurting the planet.<sup>12</sup>





Each country should outline the steps they will take to fulfil the promises they made as part of the Paris Agreement and the Framework Convention. These commitments by countries are known as their Nationally Determined Contributions (NDCs).<sup>13</sup> All countries can submit Nationally Determined Contributions, and low- and middle-income countries can also create Nationally Appropriate Mitigation Actions (NAMAs) to contribute to the goals of the Paris Agreement.<sup>14</sup> Mitigation means the actions taken to limit global warming and greenhouse gases, for example, making efforts to reduce emissions, such as changing from using oil, coal, and gas to other renewable energy sources, like wind and solar power. Because different countries have contributed more or less to the climate crisis, through the production of greenhouse gases throughout history, the actions to tackle the climate crisis should also be outlined in this way, with more responsibility on those countries who have contributed more greenhouse gases to the Earth's atmosphere. Countries can also draft National Adaptation Plans as a way to implement actions to address existing or future climate change, for example – building flood defences to protect from rising sea levels.<sup>15</sup>



## What is happening now in the Middle East and North Africa region?

Countries in the Middle East and North Africa region have begun to make promises on how they will act on climate change. As of August 2022, 38 low and middle income countries have submitted their National Adaptation Plans (NAPs) to the UN Framework Convention on Climate Change. Out of these 38 countries, 3 countries in the Middle East and North Africa have submitted their NAPs:

- Kuwait<sup>16</sup> submitted their 'Kuwait National Adaptation Plan 2019-2030: Enhanced Climate Resilience to Improve Community Livelihood and Achieve Sustainability' in February 2021.
- The occupied Palestinian territory<sup>17</sup> submitted their 'National Adaptation Plan (NAP) to Climate Change' in November 2016.
- Sudan<sup>18</sup> submitted their 'National Adaptation Plan' in July 2016.

Other MENA countries, such as Djibouti, Egypt, Iraq, Morocco, Oman, Somalia, Syria, and Tunisia, are in the process of formulating and implementing their national adaptation plans.<sup>19</sup>



## How are children currently included in these processes?

Of the National Adaptation Plans submitted so far, all mention children, including a focus on children's health, and include background on climate and economic inequalities' impact on children. Of the Nationally Determined Contributions that have been submitted in the region,<sup>20</sup> 45% of NDCs were assessed by UNICEF as being child-sensitive, which is the second highest % of any region in the world. UNICEF have a clear definition of what it means for something to be child-sensitive: they must include a specific reference to children and young people, they must be rights based – so this means ensuring children and young people are spoken about as 'rights holders' (as is outlined in the United Nations Convention on the Rights of the Child<sup>21</sup>), and they must recognise the role children play in influencing climate action policies as well as be inclusive of all groups, including those most impacted by inequality and discrimination (see the diagram above).<sup>22</sup> UNICEF analysed all 103 NDCs globally in 2021 and found that only 35 were 'child-sensitive'.<sup>23</sup>

The United Arab Emirates, Jordan, the occupied Palestinian territory, Tunisia and Morocco all have child-sensitive NDCs. Many countries in the region have also included specific mention of youth in their NDCs as well, including in Egypt, Jordan, Lebanon, Tunisia, and Somalia. In this booklet when we talk about children we mean anyone under the age of 18, whereas youth are young people over the age of 18. Where there are larger populations of young people there seems to be greater inclusion of children and young people in the NDC process.<sup>24</sup>

<sup>20</sup> Algeria, Bahrain, Comoros, Djibouti, Egypt, Iraq, Jordan, Kingdom of Saudi Arabia, Kuwait, Lebanon, Mauritania, Morocco,

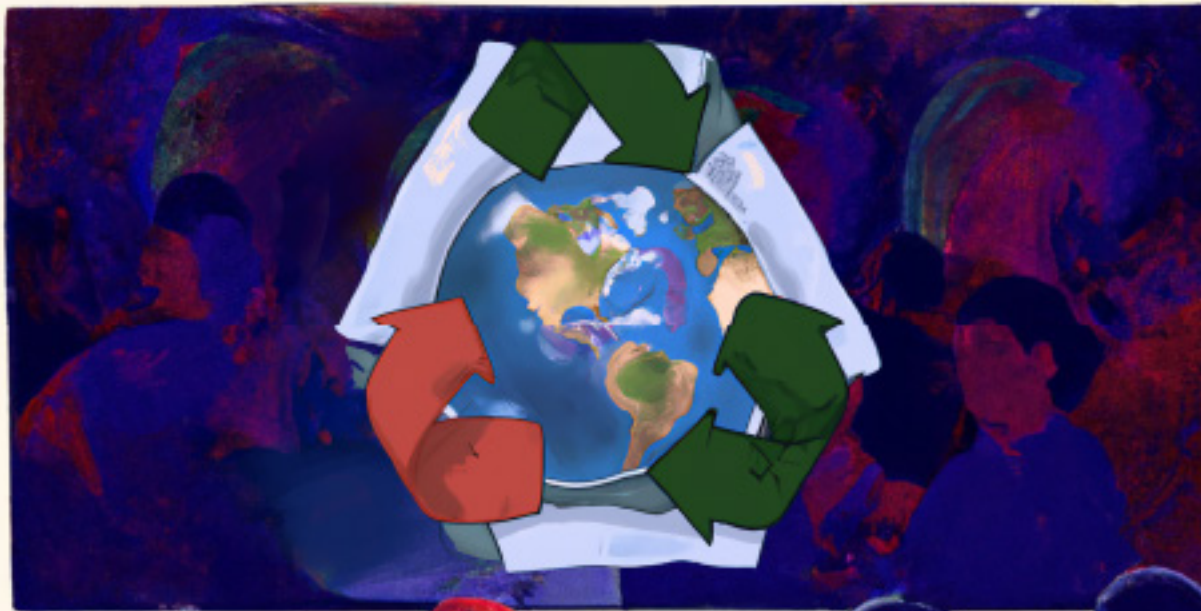
# Children's Voices in Climate Action

Although youth are regularly mentioned, often children as a specific group are not included in engagement on climate action or adaptation planning. The United Nations Convention on the Rights of the Child, is an agreement from 192 countries across the world on the rights that children hold. This includes children's right to be heard and to be taken seriously in matters that affect them, including climate change.<sup>25</sup> The growing global movement of children demanding climate action have clearly demonstrated that they have important views and recommendations on how the climate crisis should be addressed. In 2019, during COP25, the Declaration on Children, Youth, and Climate Action was agreed to by several countries to promise inclusive, child and youth-friendly climate policies and action at national and global levels, including their participation in decision-making.<sup>26</sup> In the Middle East and North Africa region, while children and youth are acknowledged in some of these frameworks as seriously impacted by climate change, they are often not a part of the processes in the region or globally.

Adults need to recognise children as peers and partners in identifying solutions to the climate crisis, and go the extra mile to ensure that children most impacted by inequality and discrimination have a voice. There are several different processes outlined in the previous section that are useful to know about, and children have been engaged in these processes more or less in different countries.<sup>27</sup>

<sup>26</sup> Signatories: Andorra, Bangladesh, Bulgaria, Chile, Costa Rica, Denmark, Fiji, Honduras, Hungary, Jamaica, Luxembourg, Malawi, Malta, Marshall Islands, Mexico, Micronesia, Monaco, The Netherlands, Nigeria, North Macedonia, Norway, Palau, Panama, Peru, Qatar, Senegal, Sweden, Slovenia, South Africa, Spain, St. Lucia, and Uruguay





## Children told us about the different ways they want to engage with decision-makers

The children we spoke to stressed on the essential need of making their voices heard by decision-makers, because they view them as the bearers of the biggest bulk of responsibility to limit climate change and ensure that communities can adapt. Children shared with us a number of different ways they would engage further with decision-makers on climate action, including:





- Using digital platforms and social networks to communicate recommendations and viewpoints to duty-bearers on climate change and economic inequality
- Engaging in plays, songs, and presentations to deliver messages to decision-makers
- Increasing the role of social accountability and collaborate with decision-makers on participatory action research

**“We can communicate our ideas to adults by writing a play to show the problems facing children”**

17-year-old girl with Autism, Morocco.

**“We must work on participatory action research where we collect data from decision makers, meet with them and gain some information, and when we finish this work, we can show it to them”**

14-year-old boy, refugee living in Lebanon.

**“Use social media to reach decision makers on issues related to climate change. It is also possible to strengthen the role of social accountability in terms of discussing with children. The responsible parent should also educate the child about climate change”**

16-year-old girl, Gaza, occupied Palestinian territory.



## How decision-makers can support children to engage in climate action in the Middle East and North Africa region

Most of the children we spoke to were keen to take part in campaigns and other activities in their countries to help stop further climate change. Some of the children had already conducted research on climate change and economic inequality and a 15-year-old boy from the West Bank told us that their research found that “85% of students do not know anything about climate change” in the occupied Palestinian territory.

Children highlighted different ways that governments and organisations can support their engagement in climate and inequality action:



**“We need financial, psychological and social support from large institutions or the government, and we ask them to make field visits to see and listen to children. In this context, a special committee can be established where children can go and express their opinions and needs, and place a donation fund to cover the damage that has affected some families and children”**

18-year-old girl, Oman.

- Moral, psychological and financial support from adults to support children to be meaningfully part of climate change actions, including support to run their own campaigns, and financial support to families in need for climate adaptation

**“We are trying to deliver awareness messages about climate change and, thus, motivate people to plant trees and reduce factories that lead to air pollution, which causes cancer and death”**

16-year-old girl, Iraq.

- Children said that this financial support should come from the Government and/or large institutions to help them implement these campaigns and awareness projects

**“They [governments] can provide financial support or distribute seedlings and recycle boxes to motivate people”**

15-year-old girl, Lebanon.

- Developing children’s committees on climate change that can engage in discussions and have direct engagement with decision-makers





## What governments should do to support climate action in the region

Children highlighted some important areas for governments and organisations to support climate action in the region:

- Engaging in campaigns on road cleaning and recycling
- Running awareness campaigns to contribute to improving the knowledge of people about human practices that are negatively affecting the environment and the important role social media plays in amplifying this

### **“Communicating with social commissions and raising awareness through schools and social media”**

13- year-old girl living with a disability, Yemen.

- Cooperation across contexts, with governments supporting each other and working together, and support for children to engage with each other in different countries. Children emphasised that climate change is a global issue and cannot be tackled alone



**“Cooperation with the municipality to conduct courses on climate change so we learned about it and now we are the correspondents about climate change in our cities as we the children who bear the negative consequences of climate change”**

15-year-old girl, West Bank, occupied Palestinian territory.

- The majority of children also recognised the importance of strong laws and policies being in place on climate change.

**“We can do a meeting that brings together children from all around the world and discuss problems facing children”**

15-year-old girl, rural area in Egypt.

Organisations have a role to play too, and children requested more campaigns on social media that encourage people to join and take action on climate.



## Your Safety and the Government's Responsibilities to You

You should always consider your own safety and the safety of others before you decide to engage in any advocacy or campaigning. Adults have a responsibility to keep children safe, respect their rights and to ensure their protection. If you are discussing issues in your community or taking action, it is important to ensure you think about who can help you, and make sure you identify some adults you trust and include them in your discussions and planning. You can also include organisations like Save the Children, and other groups you trust to help you. If you have a concern you would like to report, please refer to your local child protection reporting mechanism. This could be a helpline or a specific organisation that works on helping children with concerns.

The Fridays for Future campaign started off with children protesting outside government buildings in their home country, and is now a worldwide movement of children who protest on a Friday to try and pressure change on climate action.<sup>28</sup> It may not always be possible to campaign in this way in all contexts, and your safety should always come first. Other ways you can campaign include working with existing organisations who can try and support you to get your voice into these decision-making spaces, or to raise your messages. For example, Save the Children are campaigning with children across the Middle East and North Africa region on climate and economic inequality, working with children to run their own campaigns and to engage directly with decision-makers where safe and possible to do so.



Governments need to ensure there is an enabling environment to support children's meaningful participation. This might include ensuring there is child-friendly information available to help you engage in decision-making or in a policy-making process. Often the language that is shared can be very technical and is not adult-friendly either! It might also include ensuring there is good education around climate change and economic inequality to support the empowerment of young people in the country where you live.



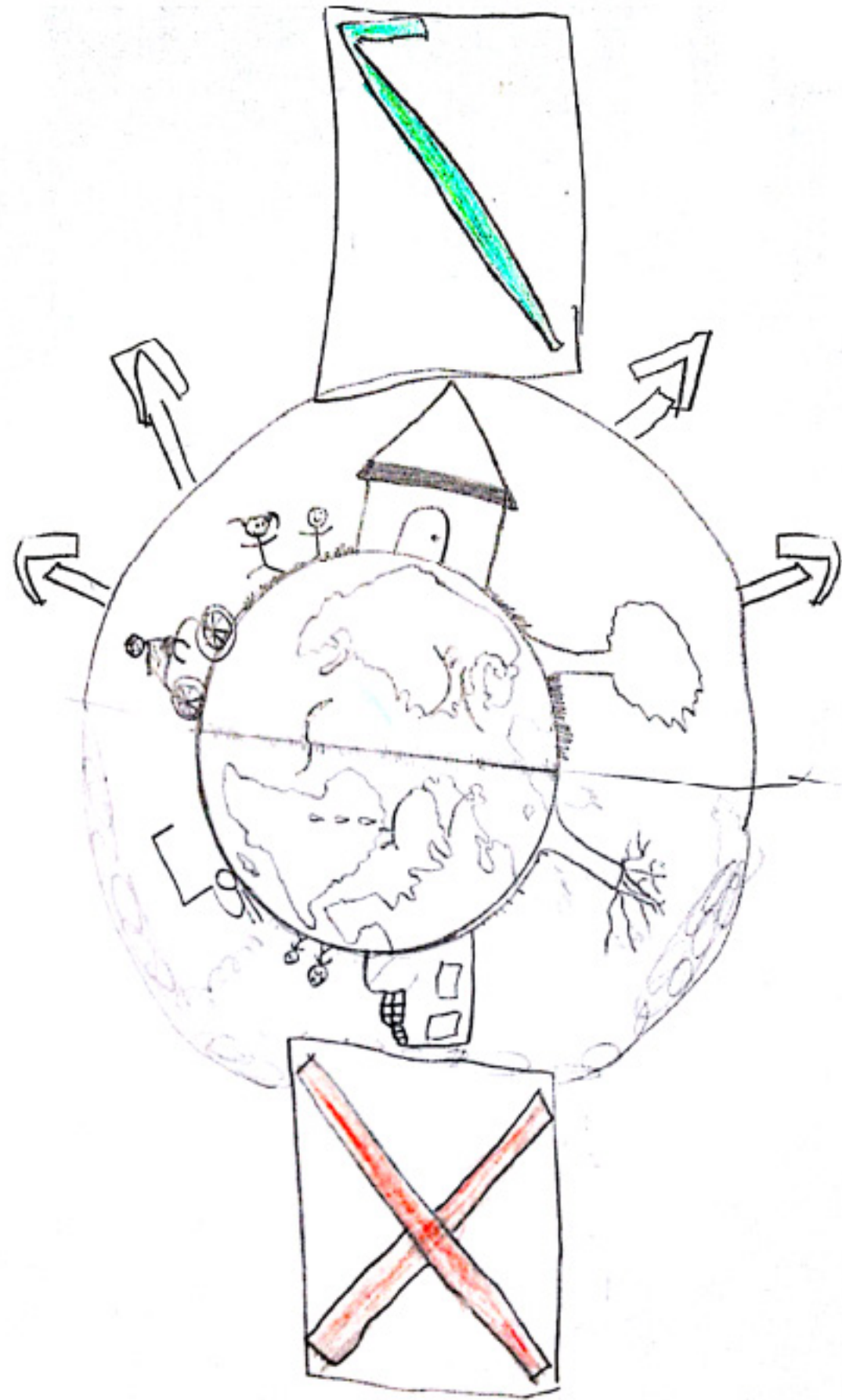
**Drawing by a 17-year-old boy in Lebanon.**

**During the Children's Hearing, children chose to express their recommendations and messages in different ways, including drawings and story-telling. These are some examples of their work:**

### **The Story of Khaled and Carmel**

A village that suffers from climate change, which caused many problems in general and floods in particular. The family of Khaled, 13, and Carmel, 17, moved to the city. Because of the pollution in the city from factories, Khaled began to suffer from a great impact on his health because he suffers from asthma and because of economic pressures, Carmel, Khaled's sister went to the labor market to help with the costs of Khaled's treatment and was exposed to many violations.

A neighbor informed Khaled and Carmel about children's rights workshops organized by a child rights organization where they got to know their rights and got protected and they lived happily ever after.



**Drawing by a 14-year-old girl in Egypt.**

## Save the world

I am Hassan, I used to live in a beautiful city overlooking the sea, and last year I noticed that the temperatures started to rise suddenly, I thought the whole year had become summer and then my house sank under the flood water. Even my beautiful toy disappeared too. I stood looking at my beautiful rose and found it withered and died. I went to call my friend to tell him this bad news. I kept waiting a lot on the phone and no one answered. It seems that his phone also sank under the flood.

Oh my God, I went to tell my mother that I will not go to school today because my friend did not come as he used to. My mother said there is no study today and there is no food for us today. We are now refugees in another country. I see a lot of smoke in front of me, my neighbors all died under the water with my beautiful toy, I don't breathe well here, as pollution fills the place, Oh people, "Please stop this danger!!!".



**Drawing by a 17-year-old  
boy in Egypt.**



**Drawing by a 15-year-old  
girl in Lebanon.**

# Definitions

- **Climate Change:** Climate change describes a change in the Earth's climate - this can be temperature or other weather conditions - over a long period of time. Scientists have observed that the Earth's global temperature is warming and that extreme hazards are increasing. Scientists estimate that since the Industrial Revolution, human activity has caused the Earth to warm by approximately 1°C.<sup>29</sup> The Earth's climate has always changed in some way ever since it began, but humans' interference has sped up this change in the last century.<sup>30</sup>
- **Climate Adaptation:** Adaptation includes actions to address existing or future climate change, for example – building flood defences to protect from rising sea levels.<sup>31</sup>
- **Climate Mitigation:** Mitigation means the actions taken to limit global warming and greenhouse gases, for example, making efforts to reduce emissions, such as changing from using oil, coal, and gas to other renewable energy sources, like wind and solar power.
- **Child Participation:** The right to express your view in matters that affect you and being taken seriously.
- **Convention on the Rights of the Child:** The UN Convention on the Rights of the Child has been in place since 1990 and tells us about the rights that children are entitled to. These include, the right to birth registration, protection, education, and more. 192 countries are part of this convention.
- **Environment:** The natural surroundings in which a person lives, including plants, animals, and pollution.

- **Economy:** Economy is the system which countries have for creating wealth (money), including producing (farming, creating items to sell) and how they buy and sell these within the country and with other countries. People can be part of the economy by having jobs, being involved in decision-making around money, and more.
- **Inequality:** The world is not an equal place. Each person's experience is different with regards to human rights, opportunities and quality of life. Some countries have more resources and wealth than other countries. Some countries have a peaceful, stable government and others don't. Some countries' environments are safer and some are more dangerous, with lots of earthquakes or hurricanes.
- **Social accountability:** Social accountability is where the public (citizens) or civil society organisations have a role to play in ensuring decision-makers are held to account. This means, ensuring that citizens and organisations have information and are able to comment on and engage in decision-making, including budgets and how public services (e.g., healthcare and transport) are delivered to people. This could be through a range of citizen-led initiatives and mechanisms, including journalism, public mobilisation, and communities meeting directly with decision-makers.<sup>32</sup>
- **United Nations:** The United Nations (UN) addresses many issues across the world and has many different offices that focus on different issues. These include human rights, the environment, health, crime, and labour. The United Nations is a way for countries across the world to discuss these different areas and address problems they have.



## Youth Movements in the MENA region working on climate change

- Arab Youth Climate Movement: A movement of youth from 15 different countries in the region, working with governments to measure their contribution to climate change.<sup>33</sup>
- Arab Youth Council for Climate Change: A council of 12 youth from the region who engage on a rotating basis, working with different countries in the region including engaging in discussions and providing recommendations on climate adaptation.<sup>34</sup>
- The Arab Network for Environment and Development (RAED): RAED works with youth from the Arab region to support their participation in combating drought and desertification through trainings and advocating on policy and laws at national, regional, and international levels.<sup>35</sup>

## Formal bodies that engage children and youth in climate action

- UNFCCC's Conference of Youth (COY) aims to empower youth and formally bring their voices to UNFCCC processes to shape intergovernmental climate change policies
- Youth Advisory Group on Climate Change
- Youth UNESCO Climate Action Network YoU-CAN
- YOUNGO: Children and Youth constituency to United Nations Framework Convention on Climate Change
- The United Nations Joint Framework Initiative on Children, Youth and Climate Change (JFI)

# Further information and tools

- [COP26 COP Prep and Survival Kit](#)
- [Children's Campaign Planner Tool](#)
- [9 Basic Requirements for Meaningful and Ethical Child Participation](#)
- [A COP Fit for Children](#)
- [A Guide to COP](#)
- [COP Glossary](#)
- [Global Goals and Climate](#)
- [What is? Children's Participation](#)
- [Child Friendly Version of the UN Convention on the Rights of the Child](#)
- [What is? The United Nations](#)
- [Sustainable Development Goals Student Resources](#)
- [The Major Group for Children and Youth](#)

## UN ESCWA

Webpage: <http://www.unescwa.org/>  
Facebook: <https://www.facebook.com/unescwa/>  
Twitter: <https://twitter.com/UNESCWA>  
Instagram: <https://www.instagram.com/unescwa/>  
YouTube: <https://www.youtube.com/unescwa>  
LinkedIn: <https://www.linkedin.com/company/unescwa/>

## UNFPA ASRO

Webpage: [arabstates.unfpa.org](http://arabstates.unfpa.org)  
Facebook: <https://www.facebook.com/UNFPAArabic>  
Twitter: [https://twitter.com/unfpa\\_arabic](https://twitter.com/unfpa_arabic)  
Instagram: <https://www.instagram.com/unfpaarabic>  
YouTube: <https://www.youtube.com/UNFPAASRO>  
LinkedIn: <https://www.linkedin.com/showcase/unfpa-arab-states>

## Save the Children

Webpage: <https://www.savethechildren.net/>  
Facebook: <https://www.facebook.com/SCMENAEE>  
Twitter: <https://twitter.com/scmenaee> and  
[https://twitter.com/save\\_children](https://twitter.com/save_children)  
Instagram: [https://www.instagram.com/sc\\_menaee/](https://www.instagram.com/sc_menaee/)  
YouTube: <https://www.youtube.com/c/SavetheChildrenInternational>  
LinkedIn: <https://www.linkedin.com/company/save-the-children-international>



**Save the Children**



Shared Prosperity Dignified Life

