UNFCCC Call for Input:

Thematic focus of the 2025 Dialogue on Action for Climate Empowerment

Input of the Office of the United Nations High Commissioner for Human Rights (OHCHR)

February 2025

The Office of the United Nations High Commissioner for Human Rights (OHCHR) and other relevant bodies in the UN human rights system have extensively reported on the disproportionate impacts of climate change on the human rights of children and youth and the rights of Indigenous Peoples. At the same time, OHCHR has elaborated on relevant human rights-based, child rights-based, gender-responsive, and intergenerational approaches to climate action. As called for in the Paris Agreement, States should "respect, promote and consider their respective human rights obligations", including the rights of Indigenous Peoples and children when taking climate action.

The extent and magnitude of multiple environmental crises, including the climate emergency, the collapse of biodiversity and pervasive pollution, is an urgent and systemic threat to children's rights globally. The **right to a clean, healthy and sustainable environment** is both a human right in itself as well as necessary for the full enjoyment of a broad range of rights, including children's rights and rights of Indigenous Peoples. Conversely, the consequences of the climate crisis adversely affect the enjoyment of these rights, in particular for persons facing multiple intersecting forms of discrimination and in situations of compound vulnerability.

Enhancing this right means advancing the rights of children, youth and Indigenous Peoples, as well as the implementation of intergenerational and gender-responsive approaches.

In alignment with the thematic focus of the 2025 ACE Dialogue on "policy coherence and coordinated action," advancing policy coherence and coordinated action between human rights and climate policy is crucial, integrating a rights-based approach to climate policy development that centers, among other rights, the rights of children, youth, and Indigenous Peoples, including their meaningful participation, as outlined in relevant human rights frameworks.

Guiding questions, drawing on the work of human rights bodies, may include the following:

- How can States institutionalize meaningful participation of children, youth, and Indigenous Peoples in climate governance structures (with reference to their obligations under the Convention on the Rights of the Child and the UN Declaration on the Rights of Indigenous Peoples)?
- How can different bodies effectively implement intergenerational knowledge-sharing, particularly regarding Indigenous traditional knowledge for climate adaptation (with reference to CRC General Comment No. 26)?
- How can gender-responsive approaches be operationalized to ensure women and girls in all their diversity equitably access climate finance and capacity-building (as outlined in CEDAW General Recommendation No. 37)?

- What kinds of policy frameworks can balance the integration of traditional knowledge systems in climate action and education while respecting Indigenous intellectual property rights over such knowledge (as protected under ILO Convention 169 and UNDRIP)?
- How can States ensure accessible climate information, early warning systems, and inclusive participation for children with disabilities (regarding obligations under the Convention on the Rights of Persons with Disabilities)?
- What coordination mechanisms between climate and human rights institutions can advance policy coherence across rights to education, health, housing, social security, and to a clean, healthy and sustainable environment?
- Which legal and institutional innovations might advance the principle of intergenerational equity and ensure future generations are meaningfully represented in today's climate decision-making processes?
- How can climate finance mechanisms be structured to support the realization of the rights of women, children, and Indigenous Peoples, and ensure their direct access to funds, equitable distribution of benefits, and meaningful participation in decision-making related to climate action?
- Do you have any examples on good practices for ensuring children and youth are heard in climate decision-making?
- How can the skills and knowledge of people in vulnerable situations inform work under ACE?

Regarding **speakers**, OHCHR recommends inviting representatives of children, youth, Indigenous Peoples, persons with disabilities and people from frontline communities affected by climate change. Consideration may also be given to the following mandate-holders, among others: Special Rapporteur on the promotion and protection of human rights in the context of climate change; Special Rapporteur on the human right to a clean, healthy and sustainable environment; Special Rapporteur on the rights of Indigenous Peoples; and the Special Rapporteur on the right to education.

For further **background** on themes relating Action for Climate Empowerment, the following annexes contain key extracts drawing on relevant work of human rights bodies. They elaborate on the rights of children and youth, the rights of Indigenous Peoples, gender equality, and intergenerational equity, and should help inform the Dialogue as well as broader work under ACE.

Annexes:

1. *Children and youth, p. 3*
2. *Indigenous Peoples, p. 8*
3. *Gender equality, p. 10*
4. *Intergenerational equity, p. 12*

Annexes

1. Children and youth

A child rights-based approach to climate action is urgently needed to ensure climate justice and protect future generations from the negative impacts of climate change.[1]

It is crucial to facilitate the participation of children and youth in all climate-related processes to ensure the inclusion of children's perspectives. "Educational curricula should transfer knowledge and skills that will equip children to confront climate-related challenges. Up-to-date, meaningful and age-appropriate information about the causes of climate change, its impacts and adaptive responses should be shared."[2]

In order to progressively realize children's economic, social and cultural rights maximum available resources must be mobilised. "Investments in education are a right-based, cost-effective and sustainable method of empowering children. Training for teachers, parents and children, and climate-resilient schools is key. Health, water and sanitation, housing infrastructure and related services are also critical. [...]. Beyond physical support, such as food and clean water, resources should also support psychosocial care and take into account children's distinct needs for play and safety."[3]

"The exercise by children of their rights to freedom of expression, peaceful assembly and association, to information and education, to participate and be heard and to effective remedies can result in more rights compliant, and therefore more ambitious and effective, environmental policies. In this way, children's rights and environmental protection form a virtuous circle."[4]

"Children in general, and certain groups of children in particular, face heightened barriers to the enjoyment of their rights, due to multiple and intersecting forms of discrimination..."[5]

"Environmental decisions generally concern children, and the best interests of the child shall be a primary consideration in the adoption and implementation of environmental decisions, including laws, regulations, policies, standards, guidelines, plans, strategies, budgets, international agreements and the provision of development assistance. Where an environmental decision may have a significant impact on children, conducting a more detailed procedure to assess and determine children's best interests that provides opportunities for their effective and meaningful participation, is appropriate."[6]

"Determining the best interests of the child should include an assessment of the specific circumstances that place children uniquely at risk in the context of environmental harm. The purpose of assessing the best interests of the child shall be to ensure the full and effective enjoyment of all rights, including the right to a clean, healthy and sustainable environment."[7]

[1] https://www.ohchr.org/sites/default/files/Documents/Issues/ClimateChange/materials/2PChildrenLight.pdf
[2] https://www.ohchr.org/sites/default/files/Documents/Issues/ClimateChange/materials/2PChildrenLight.pdf
[3] https://www.ohchr.org/sites/default/files/Documents/Issues/ClimateChange/materials/2PChildrenLight.pdf
[4] CRC/C/GC/26 para. 8.
[5] CRC/C/GC/26 para. 14.
[6] CRC/C/GC/26 para. 16.
[7] CRC/C/GC/26 para. 17.

"A child rights impact assessment should be used to evaluate the environmental impact of all implementation measures, such as any proposed policy, legislation, regulation, budget or other administrative decision concerning children, and should complement ongoing monitoring and evaluation of the impact of measures on children's rights."[8]

Participation

"Children identify environmental issues as being highly important to their lives. Children's voices are a powerful global force for environmental protection, and their views add relevant perspectives and experience with respect to decision-making on environmental matters at all levels. Even from an early age, children can enhance the quality of environmental solutions, for example, by providing invaluable insights into issues such as the effectiveness of early warning systems for environmental hazards. Children's views should be proactively sought and given due weight in the design and implementation of measures aimed at addressing the significant and long-term environmental challenges that are fundamentally shaping their lives. Creative means of expression, such as art and music, may be used by children to participate and express their views. Additional support and special strategies may be required to empower children in disadvantaged situations, such as children with disabilities, children belonging to minority groups and children living in vulnerable areas, to exercise their right to be heard. The digital environment and tools can enhance consultations with children and expand their capacity and opportunities to be effectively engaged in environmental matters, including through collective advocacy, if carefully used, with due attention given to challenges regarding digital inclusion."[9]

Age-appropriate, safe and accessible mechanisms should be put in place "for children's views to be heard regularly and at all stages of environmental decision-making processes for legislation, policies, regulations, projects and activities that may affect them, at the local, national and international levels."[10]

"For free, active, meaningful and effective participation, children should be provided with environmental and human rights education, age-appropriate and accessible information, adequate time and resources and a supportive and enabling environment. They should receive information about the outcomes of environment-related consultations and feedback on how their views were taken into account and have access to child-sensitive complaint procedures and remedies when their right to be heard in the environmental context is disregarded."[11]

It is important to "facilitate the involvement of children's associations and child-led organizations or groups in environmental decision-making processes. States should ensure that their obligations concerning children's right to be heard are incorporated into international environmental decision-making processes, including in negotiations and the implementation of instruments of international environmental law. Efforts to enhance youth participation in environmental decision-making processes should be inclusive of children."[12]

"Children who exercise their right to freedom of expression or engage in protests on environmental matters, including children environmental human rights defenders, often face

[8] CRC/C/GC/26 para. 18.
[9] CRC/C/GC/26 para. 26.
[10] CRC/C/GC/26 para. 27.
[11] CRC/C/GC/26 para. 27.
[12] CRC/C/GC/26 para. 28.

threats, intimidation, harassment and other serious reprisals. [...]. States, State actors, such as the police, and other stakeholders, including teachers, should receive training on children's civil and political rights, including measures to ensure that children can enjoy them safely."[13]

It is crucial to "foster, recognize and support the positive contribution of children to environmental sustainability and climate justice, as an important means of civil and political engagement through which children can negotiate and advocate for the realization of their rights, including their right to a healthy environment, and hold States accountable."[14]

It is important to "ensure an adequate education related to environmental issues in order to inform children's participation in climate decision-making."[15]
"In the Philippines, the Children's Emergency Relief and Protection Act of 2016 provides for specific measures to protect and educate children in the context of emergencies, ensure their participation in relevant decision-making processes and collect better data."[16]

"All children should be treated as active participants in climate action."[17]

"All children, without discrimination, should be prepared for and included in climate decision-making in order to ensure that their best interests are protected. Children's involvement in the design and implementation of climate policies and climate vulnerability assessments should be facilitated according to their age and maturity. Consultative mechanisms, improved dissemination of information and other strategies to engage children are needed for their meaningful participation. States should facilitate the participation of children in ongoing processes related to the United Nations Framework Convention on Climate Change that are likely to affect their development and survival."[18]

"Emphasize solidarity, promote cooperation with children from other countries and create opportunities for children's participation in environmental decision-making;"[19]

Access to Information
"Children have the right to access to accurate and reliable environmental information, including about the causes, effects and actual and potential sources of climate and environmental harm, adaptive responses, relevant climate and environmental legislation, regulations, findings from climate and environmental impact assessments, policies and plans and sustainable lifestyle choices. Such information empowers children to learn what they can do in their immediate environment related to waste management, recycling and consumption behaviours."[20]

"Dissemination methods should be appropriate to children's ages and capacities and aimed at overcoming obstacles, such as illiteracy, disability, language barriers, distance and limited access to information and communications technology. States should encourage the media to disseminate accurate information and materials regarding the environment, for example,

[13] CRC/C/GC/26 para.30.
[14] CRC/C/GC/26 para. 31.
[15] A/HRC/35/13 para. 39.
[16] A/HRC/35/13 para. 44.
[17] A/HRC/35/13 para. 55.
[18] A/HRC/35/13 para. 60.
[19] A/HRC/35/13 para. 61.
[20] CRC/C/GC/26 para. 33.

measures that children and their families can take to manage risks in the context of climate change-related disasters."[21]
"Education and access to information empower children and other actors, such as health professionals and policymakers, to advocate for children's rights."[22]

Education
"Education is one of the cornerstones of a child rights-based approach to the environment. Children have highlighted that education is instrumental in protecting their rights and the environment and in increasing their awareness and preparedness for environmental damage; however, the right to education is highly vulnerable to the impact of environmental harm, as it can result in school closures and disruptions, school dropout and the destruction of schools and places to play."[23]

"A rights-based environmental education should be transformative, inclusive, child centred, child-friendly and empowering. It should pursue the development of the child's personality, talents and abilities, acknowledge the close interrelationship between respect for the natural environment and other ethical values enshrined in article 29 (1) of the Convention and have both a local and global orientation. 13 School curricula should be tailored to children's specific environmental, social, economic and cultural contexts and promote understanding of the contexts of other children affected by environmental degradation. Teaching materials should provide scientifically accurate, up-to-date and developmentally and age-appropriate environmental information. All children should be equipped with the skills necessary to face expected environmental challenges in life, such as disaster risks and environment-related health impacts, including the ability to critically reflect upon such challenges, solve problems, make well-balanced decisions and assume environmental responsibility, such as through sustainable lifestyles and consumption, in accordance with their evolving capacities."[24]

"Environmental values should be reflected in the education and training of all professionals involved in education, encompassing teaching methods, technologies and approaches used in education, school environments and preparing children for green jobs. Environmental education extends beyond formal schooling to embrace the broad range of lived experiences and learning. Exploratory, non-formal and practical methods, such as outdoor learning, are a preferred way of delivering this aim of education."[25]

"Play and recreation are essential to the health and well-being of children and promote the development of creativity, imagination, self-confidence, self-efficacy and physical, social, cognitive and emotional strength and skills. Play and recreation contribute to all aspects of learning, are critical to children's holistic development15 and afford important opportunities for children to explore and experience the natural world and biodiversity, benefiting their mental health and well-being and contributing to understanding, appreciation and care for the natural environment."[26]
"Accessible, inclusive, quality education enabled children and youth to realize their other rights. Deep disparities in access to education and in educational levels were based on

[21] CRC/C/GC/26 para. 34.
[22] A/HRC/35/13 para. 39.
[23] CRC/C/GC/26 para. 51.
[24] CRC/C/GC/26 para. 53.
[25] CRC/C/GC/26 para. 54.
[26] CRC/C/GC/26 para. 59.

children's gender, ethnicity, religion, disability, financial situation, location or migration status. [...]. Education should equip children and young people for work and empower them to become agents of change on issues such as climate change and women's rights."[27]

Extracurricular projects can foster children's activism and involvement in climate change policies. "In Zambia, UNICEF has supported the Unite4Climate project, a child-led advocacy programme that empowers young people aged 11 to 17 to become climate ambassadors and agents of change within their communities and in global climate negotiations. Some States have established national platforms for young people to voice their concerns and share their ideas about climate change and other issues, for example, the national environment and health platform for young people in Lithuania and the Children's Parliament in Namibia."[28]

International cooperation
"States have an obligation to take action, separately and jointly, through international cooperation, to respect, protect and fulfil children's rights."[29]

Mobilize adequate resources for child rights-based climate action → "measures should be taken to improve international cooperation and build capacity for climate action in developing countries through the transfer of technology and the sharing of technical expertise."[30]

Training
"Disaster risk reduction, including training for teachers, parents and children, and climate-resilient schools and infrastructure, is another key area for investment."[31]

"In Slovenia, the Administration for Civil Protection and Disaster Relief trains young people in disaster response and ensures access to information for all children, including those with disabilities."[32]

The Right to a Clean, Healthy, and Sustainable Environment
"Children have the right to a clean, healthy and sustainable environment."[33]

"A clean, healthy and sustainable environment is both a human right itself and necessary for the full enjoyment of a broad range of children's rights."[34]

"Procedural elements, including access to information, participation in decision making and child-friendly access to justice, with effective remedies, have equal importance to the empowerment of children, including through education, to become agents of their own destiny."[35]

[27] A/HRC/43/63 para. 8, UN High Commissioner for Human Rights, Michelle Bachelet.
[28] A/HRC/35/13 para. 43.
[29] CRC/C/GC/26 para. 91.
[30] A/HRC/35/13 para. 65.
[31] A/HRC/35/13 Recommendations p. 5.
[32] A/HRC/35/13 para. 43.
[33] CRC/C/GC/26 para. 63.
[34] CRC/C/GC/26 para. 8.
[35] CRC/C/GC/26 para. 66.

The right to a clean, healthy, and sustainable environment "should be mainstreamed across all decisions and measures concerning children, including policies related to education, leisure, play, access to green spaces, child protection, children's health and migration..."[36]

2. Indigenous Peoples

Participation

Good practices on IP participation:[37]

- "Indigenous Peoples have played an important role in human rights advocacy. For example, as a result of their strong engagement in the process towards the adoption of the 2030 Agenda for Sustainable Development, the 2030 Agenda refers to Indigenous Peoples six times."[38]
- "Indigenous Peoples have also been able to engage in the work of the human rights treaty bodies that monitor the implementation of core international human rights treaties in accordance with the procedures of the treaty bodies, regardless of their consultative status with the Economic and Social Council.81 Indigenous Peoples can submit alternative reports, participate in in-country reviews and sessions and present individual communications, including activating the early warning and urgent procedures of the Committee on the Elimination of Racial Discrimination."[39]
- "The United Nations Voluntary Fund for Indigenous Peoples, administered by OHCHR, is the most important mechanism supporting Indigenous Peoples' participation at the United Nations."[40]
- "OHCHR has promoted the translation of the Universal Declaration of Human Rights into additional languages, including over 100 Indigenous languages,"[41]
- "In Honduras, indigenous peoples and Afro-Hondurans apply ancestral knowledge to mitigate the effects of climate change. In Ecuador, Shuar and Achuar communities use seed exchanges and networks, education on traditional agriculture and relocation of gardens to improve resilience to climate-related disasters."[42]

"The rights to access to information, meaningful participation and access to justice in environmental matters, including in the context of climate change, are key to empowering people to engage in climate action and for climate action to be responsive to their needs. People in vulnerable situations have played an important role in advancing climate justice. [...]. The skills and knowledge of people in vulnerable situations should inform climate policymaking, which needs to be tailored to their needs and requirements. This can only be achieved through a rights-based approach grounded in values and principles like inclusive participation, transparency, accountability, equality and nondiscrimination, equity, solidarity, compassion and justice."[43]

[36] CRC/C/GC/26 para. 67.
[37] A/HRC/57/35 Report of the OHCHR, "Stocktaking report compiling existing procedures on the participation of Indigenous Peoples at the United Nations, highlighting existing gaps and good practices."
[38] Ibid., para. 73.
[39] Ibid., para. 74.
[40] Ibid., para. 83.
[41] Ibid., para. 88.
[42] A/HRC/50/57 para. 35.
[43] A/HRC/50/57 para. 32.

"The Local Communities and Indigenous Peoples Platform was established under the United Nations Framework Convention on Climate Change to promote the exchange of experiences and best practices related to traditional, local and indigenous knowledge systems, build the capacity of indigenous peoples and local communities to engage in the processes under the Convention and facilitate the integration of different knowledge systems, practices and innovation in climate action, programmes and policies. [...]. Respecting the rights of indigenous peoples to their traditional knowledge, lands, resources and territories is fundamental to efforts to protect peoples and the planet."[44]

OHCHR also organized a variety of activities to promote the organizational strengthening of Indigenous Peoples and their participation in decision-making.[45]

- In Argentina, in December 2023, OHCHR co-organized the "Human rights and Indigenous Peoples dialogues in the Region of Gran Chaco" with the participation of Indigenous Peoples from Argentina and Paraguay, supporting them in identifying main human rights challenges that they face in the region and recommendations for relevant stakeholders to address these.
- In Cameroon, in August 2023, OHCHR supported the establishment of Indigenous community mechanisms for civil status registration and carried out an awareness campaign to promote Indigenous Peoples' participation in political life.

In its resolution 47/24, the Human Rights Council called upon States to enhance international cooperation and assistance, in particular in financing, the transfer of technology and capacitybuilding, to assist the most vulnerable to adapt to and mitigate the adverse effects of climate change on their human rights.

Training

"In Guatemala, in the context of the Peacebuilding Fund inter-agency project in the Polochic Valley, OHCHR carried out a set of training processes on land rights for public institutions in Guatemala City, Alta Verapaz and Izabal, and strengthened the capacities of Indigenous leaders to participate in processes of dialogue with authorities through workshops conducted in Indigenous languages."[46]

Indigenous children

"Indigenous children are disproportionately affected by biodiversity loss, pollution and climate change. [...]. While children in Indigenous communities face unique risks, they can also act as educators and advocates in applying traditional knowledge to reduce the impact of local hazards and strengthen resilience, if this knowledge is passed on and supported. Comparable measures should be taken regarding the rights of children belonging to non-Indigenous minority groups whose rights, way of life and cultural identity are intimately related to nature."[47]

[44] A/HRC/50/57 para. 35.
[45] A/HRC/57/25 para. 13.
[46] A/HRC/57/25 para. 17.
[47] CRC/C/GC/26 para. 58.

3. Gender equality

The Committee on the Elimination of Discrimination against Women (CEDAW), in its General recommendation No. 37, provides guidance to States on their obligations under the Convention on the Elimination of All Forms of Discrimination against Women in relation to disaster risk reduction and climate change, and highlights steps needed to achieve gender equality and promote climate resilience.

- It emphasizes that climate change initiatives should provide for women's full and effective participation, advancing substantive gender equality and women's empowerment while ensuring progress towards sustainable development.

General recommendations[48]

- non-discrimination and substantive representation;
    - States are recommended to allocate adequate resources to build women's leadership capacities.
- participation and empowerment; and
- accountability and access to justice.
    - States should conduct "a gender impact analysis of current laws" to assess their effect on women.

Education/Training

"...to support the full, equal and meaningful participation of women in the United Nations Framework Convention on Climate Change process, it calls for

a. travel funds to support the participation of women in national delegations, and the development and
b. implementation of climate education and training programmes targeted at women and youth at the regional, national and local levels."[49]

"Article 13 of the ICESCR guarantees the right of everyone to education, while CEDAW article 10 addresses gender equality in the field of education, and article 29 of the CRC specifies that every child is entitled to education that is directed towards, inter alia, the development of respect for the natural environment. The education of women and girls, including in environmental matters, is key to fostering their contributions to environmental action and to developing community resilience in the face of environmental harms. States should guarantee equal access to education from preschool through university, for women, girls, and persons with diverse gender identities, including instituting concrete measures to overcome gender-based access barriers and ensure that access to education can be secured even in the face of environmental and climate risks. They should direct education towards the elimination of harmful gender stereotypes and towards the skills and knowledge necessary to respect and protect the natural environment."[50]

Participation

[48] A/HRC/41/26, Report of the OHCHR, "Analytical study on gender-responsive climate action for the full and effective enjoyment of the rights of women," para. 34.
[49] A/HRC/41/26 para. 39.
[50] OHCHR Key Message number 15 on Human Rights, the Environment, and Gender Equality.

"States should undertake gender-responsive capacity building, awareness, and monitoring efforts and institute affirmative measures to overcome traditional barriers to participation experienced by women and persons with diverse gender identities, and to ensure that they are active participants and leaders in environmental action at all levels. Such measures should include ensuring gender balance and adequate gender expertise in environmental negotiation teams and effective participatory processes that include women and their representative organizations in all their diversity when crafting environmental laws and policies, as well as promoting women in positions of power in all sectors of society."[51]

"Projects and programming aimed at supporting communities affected by climate change become more effective when women are fully included, leading to more efficient use of climate finance. [...]. For effective climate action, decision makers must prioritize the meaningful and effective participation of women, recognizing that women are agents of change with unique perspectives, expertise, and problem-solving capabilities."[52]

"Women's participation at all levels of decision-making is critical for more effective climate action. Women's experiences in female-dominated workforces, or as the unpaid household workers that support industry, need to be included in discussions about a just transition and associated social protection systems."[53]

"By ensuring that equality of opportunity and equal treatment of women and men is established as a goal from the outset, climate action has the potential to spur low-carbon development and economies for both men and women, promote inclusive societies, transform gender norms, enhance women's participation in economic activities and contribute to achieving the Sustainable Development Goals, for which women are fundamental actors."[54]

"A gender-responsive approach should integrate gender perspectives at all levels of decision-making to ensure the full and meaningful participation of women and to achieve gender-equitable outcomes. This must involve

a. consulting with women on climate action regardless of their level of education or access to power, and
b. ensuring a just transition to a low-carbon economy that does not perpetuate gender inequality." [55]

"When developing rightsbased, gender-responsive approaches to climate change, it is important to note that diverse factors such as human mobility can cause gender roles to shift within a society. This means that gender-responsive approaches will need frequent assessment, reframing and normative adjustments in order to fit shifting societal and climatic conditions."[56]

"The Sendai Framework recognizes the importance of women's participation, and encourages States to promote this participation and provide adequate capacity-building measures for women's empowerment."[57]

[51] OHCHR Key Message number 6 on Human Rights, the Environment, and Gender Equality.
[52] A/HRC/41/26 para. 26.
[53] A/HRC/41/26 para. 27.
[54] A/HRC/41/26 para. 30.
[55] A/HRC/41/26 para. 46.
[56] A/HRC/41/26 para. 46.
[57] A/HRC/41/26 para. 44.

"Climate finance should be channelled toward projects that directly benefit women and are designed, decided and implemented with their full and effective participation. This requires addressing underlying gender inequalities in legal and normative frameworks that act as barriers to women participating in climate action, which will in turn improve livelihoods and increase the resilience of communities affected by climate change."[58]

Good practices:

- "The Women Delegates Fund at the United Nations Framework Convention on Climate Change enhances women's participation in climate negotiations through travel support, capacity-building, networking, outreach and advocacy. Effective implementation and financing of these gender-responsive policies and programmes can help ensure women's rights."[59]

Potential mechanisms for promoting women's participation can include:[60]

- Protection of all women environmental human rights defenders who exercise their rights, including the rights to participation and access to information and justice;
- Quotas for including women on local climate change-related committees;
- Women-only consultation meetings;
- The provision of safe transportation and childcare for women attending meetings

International Cooperation

"Adequate resources must be mobilized to address and respond to gender-specific environmental human rights risks at the international, regional, national and local levels. Environment, climate, and development projects and programmes, including those that are funded by international climate funds and international financial institutions, must take into account gender-related human rights risks in their design, execution and monitoring, include meaningful consultation processes, including with women, throughout the project cycle, and ensure that women and persons with diverse gender identities benefit equitably from such investments."[61]

4. Intergenerational equity

The UN Committee on the Rights of the Child "recognizes the principle of intergenerational equity and the interests of future generations".[62] "While the rights of children who are present on Earth require immediate urgent attention, the children constantly arriving are also entitled to the realization of their human rights to the maximum extent."[63]

[58] A/HRC/41/26 para. 47.
[59] A/HRC/41/26 para. 52.
[60] A/HRC/41/26 Conclusions and Recommendations.
[61] OHCHR Key Message number 17 on Human Rights, the Environment, and Gender Equality.
[62] CRC/C/GC/26 para. 11.
[63] CRC/C/GC/26 para. 11.

"In the consideration of climate change justice, it is vitally important that the international community not only addresses the fate of current generations, but also protects the rights of future generations."[64]

Recommendation:
"Respecting the rights of children and ensuring that the concept of intergenerational justice is enshrined in legislation;"[65]

In its decision 77/568, the General Assembly committed to adopting a *Declaration on Future Generations* which would, if intergovernmentally agreed, be annexed to the Pact for the Future and form one of the outcomes of the Summit of the Future to be held on 22 and 23 September 2024 in New York.

On intergenerational equity, the Maastricht Principle on The Human Rights of Future Generations may also provide further guidance.[66]

[64] A/78/255 para. 59, Report of the Special Rapporteur on the promotion and protection of human rights in the context of climate change, Ian Fry.
[65] A/78/255 para. 68(b), Report of the Special Rapporteur on the promotion and protection of human rights in the context of climate change, Ian Fry.
[66] Maastricht Principles on The Human Rights of Future Generations, adopted on 3 February 2023, available at: https://www.ohchr.org/sites/default/files/documents/new-york/events/hr75-future-generations/Maastricht-Principles-on-The-Human-Rights-of-Future-Generations.pdf.