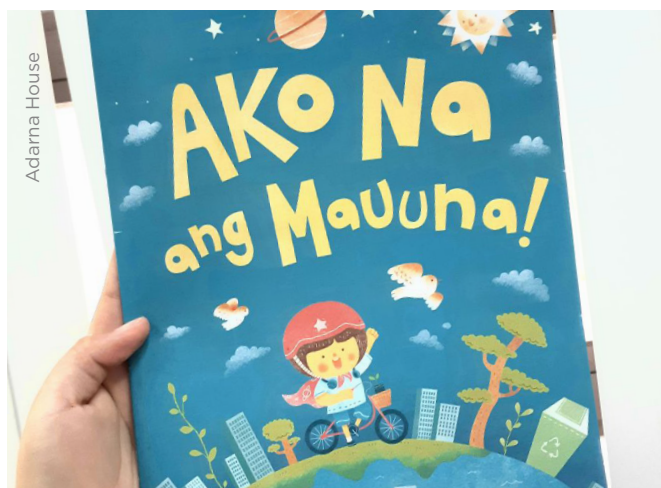




### Quezon City, Philippines

Making the city's climate action plan accessible to all

C4O  
CITIES



### What challenge has the project addressed?

Since 2019, Quezon City has been dedicated to building a sustainable and resilient city. Its Enhanced Local Climate Change Action Plan (LCCAP) serves as a comprehensive roadmap to improve climate resilience, promote green economic growth and ensure a sustainable environment for all residents. A central focus of the LCCAP is to make climate knowledge accessible and to develop inclusive capacities across the entire city.

Despite these goals, gaps in climate education remain, particularly among youth and those with disabilities, who make up 45% of the city's population. There is a significant shortage of climate education materials in local languages in Filipino public schools, and existing resources often fail to meet the learning needs of children with disabilities, including those who are blind, have learning disabilities or are neurodivergent.

To bridge the gap, Quezon City is introducing the Local Climate Action Plan for Kids, which involves an interactive storybook presenting the climate crisis in

an accessible and engaging way for children aged 7 to 10, with a focus on children with Autism spectrum disorder (ASD). By making educational materials available in public schools and community centres more accessible for children, Quezon City aims to empower youth with knowledge, regardless of their ability, to actively participate in creating a sustainable and resilient future for all.

### What has the city achieved?

The project conducted a comprehensive needs assessment across Quezon City's public schools and with the Kabahagi Center for Disability, targeting youth aged 4-18. This assessment involved surveys, unstructured interviews and focus group discussions with parents, teachers, and children to identify the various learning needs and disabilities needing tailored support to understand and engage with the Climate Action Plan.

It revealed an urgent need for improved climate education, especially for 7-10-year-olds and children with ASD. To respond to this need, the project pilot tested specialised resources, including multi-sensorial books and other innovative learning tools that feature visual aids. Based on the findings of the assessment and pilot testing, the project developed materials that will be widely accessible in public schools, accompanied by training programmes for teachers and parents to ensure the materials are used effectively. Interactive activities and community programs will also be introduced to accommodate unique learning preferences.

With these materials and activities, teachers and children, irrespective of their learning needs, will be better prepared to understand the topic of climate and contribute to climate action initiatives in the city. The project outcomes directly inform the city's efforts to strengthen climate education in an inclusive way in Quezon City using tailored approaches to meet the needs of children of all ages and abilities.



## What has the city learned?

The project has highlighted valuable lessons in establishing new partnerships and collaborations with key stakeholders. It has enhanced the collaboration among the city's Climate Change and Environmental Sustainability Department, the Department of Education, disability organisations and public schools, developing the potential for long-term partnership and a supportive institutional environment for the inclusion of youth and children with disabilities in climate action.

“ ”

*With the ICA Fund's support, Quezon City is laying the groundwork for accessible climate education materials that will empower children of all abilities to become future environmental champions.*

— Ms. Andrea Valentine Villaroman, City Government Department Head III, Climate Change and Environmental Sustainability Department

The city has learned crucial lessons in delivering long-term Inclusive Climate Action policies and programmes as a result of building key stakeholders' understanding of educational needs and establishing new governance structures. The city now has a clearer understanding of the critical age groups and disabilities requiring focused climate education in order to ensure all parts of the city are included in climate action. This insight is guiding the development of an inclusive climate education strategy tailored to the city's unique context.

## What's next?

The next phase of the project will focus on developing the training materials for educators and parents to more effectively engage youth in climate education, including those with disabilities. The insights from the needs assessment will also guide the creation of climate education strategies for other age groups and disabilities, ensuring the project's scalability and lasting impact.

**C40  
CITIES**

Visit [C40's website](#) for more information about the Inclusive Climate Action (ICA) Cities Fund.