



What challenge did the project address?

Climate policies are inherently cross-generational. They require today's leaders to safeguard the future from the most devastating consequences, recognising that those who will bear the brunt of these impacts are not yet able to vote. Climate education is essential for shaping young people's attitudes and behaviours to protect our planet.

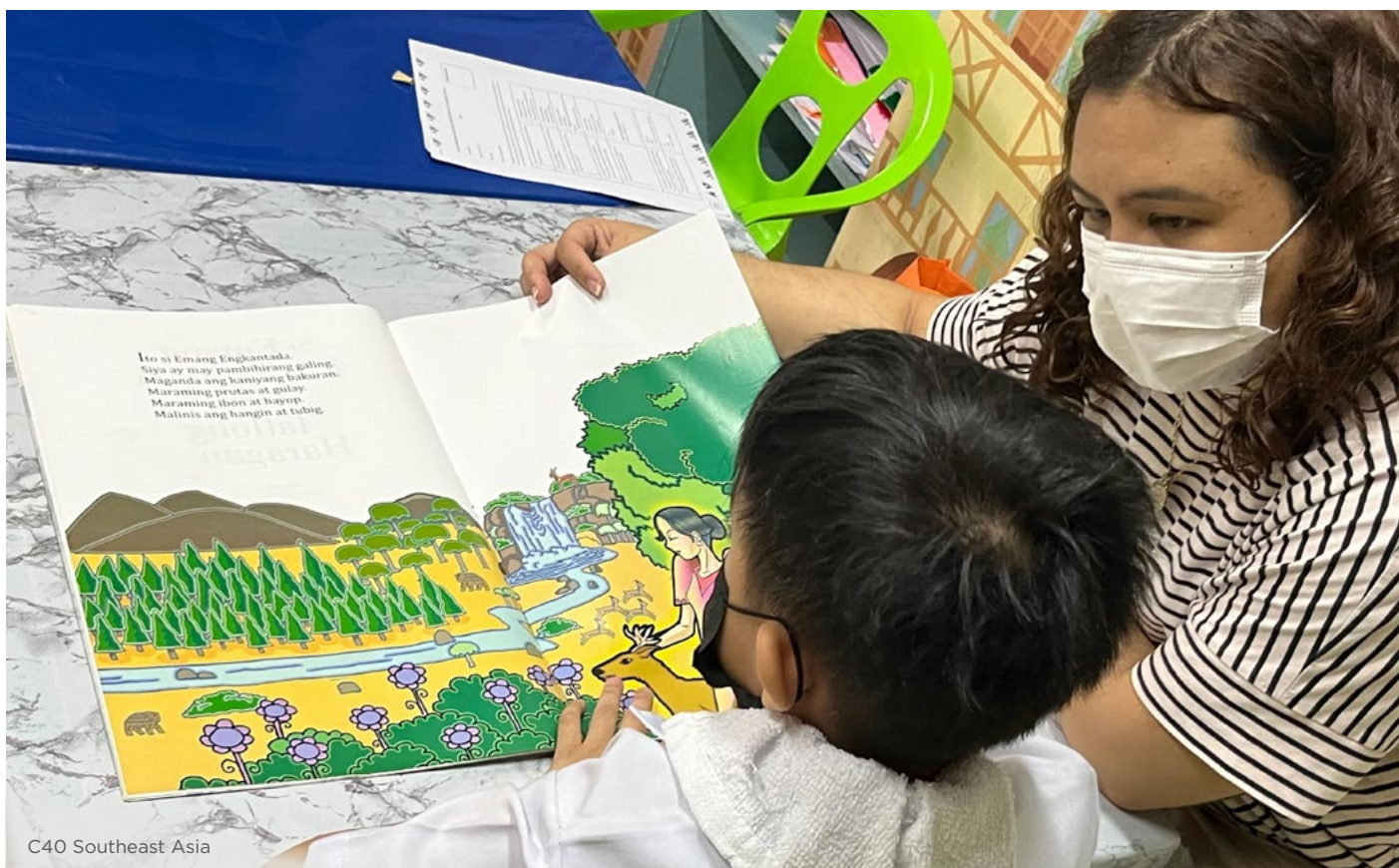
In the Philippines there is a shortage of materials in Filipino and other local languages in public schools, and existing resources often fail to meet the learning needs of children with disabilities. Between April and May 2024, in Quezon City, 20 school days were shifted to asynchronous learning due to extreme temperatures caused by heatwaves. In a context where climate change is impacting children's learning pathways, developing climate-education materials is even more important.

The challenge remains to make these materials as accessible and age-/ability-appropriate as possible, so that vulnerable groups are engaged in climate-related programmes and activities. To help address this, C4O's Inclusive Climate Action (ICA) Cities Fund supported Quezon City to design inclusive and participatory activities that would inform the development of climate change education materials. The project centred on making climate education more accessible for children with autism spectrum disorder (ASD), along with their parents and teachers.

What did the city achieve?

The project team carried out a needs assessment with over 250 parents, teachers, and children; this provided a comprehensive understanding of the needs of the target educational institutions (public schools and centres for children with disabilities) as well as the learning needs of children in each category. The findings were used to develop prototype learning materials, which were then tested by children in a series of interactive activities. Using this feedback, the project team further adapted the materials to meet the children's learning needs.

Informed by both the initial needs assessment and the feedback from the prototype materials, the project team created *Ako Na ang Mauuna!* (I'll be the first to do it!) – an inspiring storybook about climate action and advocacy. Aimed at children aged 7-10 and available in both Filipino and English, the book was launched in November 2024 during the city's National Reading Month celebration.



The launch included a group reading led by the mayor at P. Bernardo Elementary School, with around 160 students participating.

More than 200 copies of the book were initially printed and distributed by the city. They are now accessible in city public libraries and public schools, adding to the city's resources for promoting climate change awareness while fostering inclusivity for children with disabilities. In addition, more than 5,000 children in daycare were introduced to the book at an interactive storytelling session during the city's Global Warming and Climate Change Consciousness Week and National Children's Month celebrations.

The project team developed a dissemination plan with the aim of reaching a large and diverse audience, while ensuring that the material is used effectively. To help achieve this, the book itself was accompanied by a training manual guide developed specifically for teachers and librarians, and another for parents' associations.

In April 2025, in celebration of Earth Day, a puppet show based on the storybook was performed at the Quezon City Kabahagi Center for Children with Disabilities.

This was a particularly special occasion for the beneficiaries of the centre, as they had been actively involved in the book's development, taking part in both the needs assessment and prototype testing phases.

Meanwhile, the city is also working to make *Ako Na ang Mauuna* available in digital format through the Quezon City Public Library's e-library, allowing even more children, educators, and families to access the storybook anytime, anywhere.

Based on the lessons from the initial needs assessment, the city plans to continue developing climate learning resources that are tailored for various age groups and abilities, including braille and sensory materials.

How did the Fund advance inclusive climate action?

- The city's Local Climate Change Action Plan prioritises knowledge and capacity development, while its Local Climate Change Action Plan for Kids focuses on the dissemination of learning materials for children. The Fund helped to advance Quezon City's goal of making climate education more inclusive and accessible by providing the city with capacity to collect qualitative data and analysis; this in turn allowed the city to prioritise a plan of action and develop materials tailored to the needs and learning preferences of children with ASD.
- The participatory activities and testing of prototypes through direct engagement with children, parents, and teachers highlighted the need to develop training for teachers and parents on the use of the new learning tools. This was made possible through access to a flexible project budget and tailored training sessions.
- The Fund helped to strengthen collaboration among different city departments, disability-serving organisations, and public schools. In doing so, it contributed to a supportive institutional environment for the inclusion of young people and children with disabilities in climate action, and provided a model that the city intends to replicate and scale up.
- Empowering children with knowledge will result in higher awareness of local climate challenges – and how local policies can address them – among a larger number of young people. This in turn will ultimately increase the consensus on climate-friendly behavioural changes – both individual and collective – and encourage active participation in creating a sustainable and resilient future for all.

