



Baku Initiative on Human Development for Climate Resilience

I. Background

The concept of human development goes beyond economic productivity, focusing on the overall well-being of individuals, including health (physical, mental and psychosocial well-being), education, jobs and a decent standard of living. On one hand, human development brings economic benefits to society; on the other it puts human well-being at the center of the debate. Healthier, resilient, better educated and skilled people are spurring innovative climate solutions and powering the green industries of tomorrow.^{1,2} Human development enhances resilience to climate events through better health, social protection, informed education, and improved skills, all of which contribute to greater adaptability and recovery capabilities.^{3,4,5}

The 2021 report from the Intergovernmental Panel on Climate Change (IPCC) clearly states that human activities have significantly warmed the atmosphere, oceans, and land, causing rapid changes across Earth's systems.⁶



Children are disproportionately vulnerable to the effects of climate change due to their unique physiological development, behavioral traits, and dependence on caregivers. Children and youth are suffering a lifetime of lost opportunities from the damage and deprivation of the climate crisis, including displacement and disruption to essential services they rely on to survive and thrive., These services include health, education, water and sanitation, nutrition, child protection, and social protection. Climate-related disasters already disrupt the education of nearly 40 million children annually, and this number continues to increase every year.⁸ Moreover, these disproportionate and unique impacts on children are not gender-neutral but rather amplify already existing gender inequalities. Without urgent action, climate change could prevent 12.5 million girls from completing their education annually by 2025.⁹ Therefore, ambitious and child-responsive climate policies, actions, and climate finance are necessary to meet their specific needs, including targeted measures that ensure continued access to climate-resilient and sustainable essential services, which children rely on to survive and thrive.

Approximately half of the 100 countries assessed lack any reference to climate change in their national curriculum frameworks, and fewer than 30% of teachers feel adequately prepared to address it within their local context.¹⁰ Alarming, 70% of surveyed youth express an inability to articulate climate change beyond general principles, coupled with anxiety about their future.¹¹ Ensuring climate-smart education systems that are safe and resilient to climate change-related risks is the basis for protecting the right to education. Moreover, education is a key enabler for



and Multilateral Climate Funds (MCFs), which is aimed at enhancing cooperation and bridging global efforts to address climate change impacts on human development. The initiative will focus on health, education, social protection, decent jobs and skills development, and promote sustainable development, just transition and well-being, particularly for workers at risk of losing their jobs, women, children, youth and as well as contribute to enhancing climate finance and advocating for integration of human development considerations into climate resilience strategies;

3. The adoption of the **Baku Guiding Principles on Human Development for Climate Resilience**, a set of core principles that reflect the strategic direction and aspiration for human development in the context of climate resilience;
4. Driving global cooperation on greening education to ensure that environmental nk(c8c00000912 0 61.