

# 助力碳中和： 可持续发展创新行动

## Accelerating Carbon Neutrality: Innovative Actions for Sustainable Development



# BACKGROUND


## 项目背景

**气候变化是跨越国界的全球性挑战。**为了实现2030议程，各国必须采取紧急行动来应对气候变化及其影响。中国政府高度重视气候变化问题，将应对气候变化纳入国家经济社会发展的重大战略，把绿色低碳发展作为生态文明建设的重要内容，并承诺将在2030年前实现碳达峰，在2060年前实现碳中和。

Climate change is a global challenge that respects no national borders. To achieve the 2030 Sustainable Development Agenda, all nations need to take actions to address climate change and its impacts now. The Chinese government attaches great importance to addressing climate change by setting it as a strategic goal concerning economic and social development while considering green and low-carbon development as an essential aspect of ecological civilization. China pledges to achieve carbon peak before 2030 and carbon neutrality before 2060.

**可持续发展教育对于促进气候行动至关重要。**青少年是未来世界的创造者与建设者，秉承着“改变思维，而非气候”的理念，联合国教科文组织借助其在教育、科学、文化、传播和信息领域的强大网络，一直致力于加强青少年在气候变化方面的能力建设。

**Education for Sustainable Development (ESD) is essential to promote climate action.** As the creators and builders of the future world, youth play a significant role. Youth are the future. In the spirit of “Changing the minds, not the climate”, UNESCO has been committed to empowering the young generation to tackle climate change, supported by its robust networks in education, sciences, culture, communication and information.



2022年6月，在中国青少年发展基金会-梅赛德斯-奔驰星愿基金资助下“助力碳中和：可持续发展创新行动”项目第一期（2022-2025年）正式启动。本项目将通过基于可持续发展教育开展的“助力青少年气候行动”“森林保护行动”和“保护热带雨林生物多样性行动”等活动内容，填补中国碳中和行动的重要空白，在切实推进气候变化教育和为师生气候变化赋能的同时，为中国和世界的气候变化教育以及可持续发展教育做出示范，以自下而上的方式助力联合国2030可持续发展目标，包括SDG13（气候变化），SDG4（优质教育），SDG11（可持续的城市与社区），SDG14（水下生态保护），SDG15（陆地生态保护）和SDG17（伙伴关系）等一系列目标的实现。项目旨在促进青少年的能力建设、知识交流和技能创新，通过可持续发展教育、气候变化教育、环境教育和全球公民教育，提高青少年对减少碳足迹、生态环境保护、生物多样性保护、人与自然和谐共生的认知，并开展可以在国际范围内共享和适用的良好实践案例。



In June 2022, the first phase (2022-2025) of the “Accelerating Carbon Neutrality: Innovative Actions for Sustainable Development” project was officially launched under the sponsorship of the China Youth Development Foundation-Mercedes-Benz Star Fund. This project will fill the gap of China’s carbon neutrality action through activities such as “Accelerating youth climate action”, “Forest Protection Action” and “Tropical Rainforest biodiversity conservation action” and make a pilot for climate change education and sustainable development education in China and the world by empowering institutions and community residents, including women, children and youth, and contribute to the realization of the UN 2030 Sustainable Development Goals (SDGs) in a bottom-up manner, including SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 10 (Reduced Inequalities), SDG 11 (Sustainable Cities and Communities), SDG 13 (Climate Action), SDG 14 (Life below Water), SDG 15 (Life on Land) and SDG 17 (Partnerships for the Goals). The project aims to promote youth capacity in innovation and communication skills. Moreover, it seeks to increase young people’s awareness on how to reduce carbon footprint, protecting the environment, conserving biodiversity and promoting man-nature harmony through education for sustainable development, climate change, environmental protection and global citizenship education. Additionally, the project aims to explore best practices that can be shared and applied internationally.



# OBJECTIVES

## 项目目标

通过“助力青少年气候行动”赋能青年职业者、儿童和大学生在气候行动中的力量，扩大气候变化和环保教育的影响力。动员中国儿童青少年成为绿色低碳理念的传播者和低碳生活方式的践行者，以实际行动和措施推动绿色低碳转型。

The project aims to empower young professionals, university students and children in climate action through the “**Accelerating youth climate action**”, with the goal of promoting climate and environmental education. Together with the whole society, the project mobilizes Chinese children and youth to become champions for green concepts and practitioners of low-carbon lifestyles, to promote low-carbon and eco-friendly transformation through down-to-earth efforts.



通过**森林保护行动**，将森林保护教育活动融入中小学教育。动员全社会积极参与生态环境保护，以植树造林和保护森林资源为主要内容，推进生态文明建设的实际行动。

The project aims to introduce forest conservation education activities into primary and secondary school education through the “**Forest Protection Action**”. It also seeks to mobilize society as a whole to actively participate in ecological conservation, with a focus on afforestation and resource protection, thus advancing practical actions towards an eco-friendly society.





加强与学术机构、政府部门、中小学校及研究机构的联系与合作，发挥不同部门的能动性和影响力，助力双碳目标，推动全球气候变化治理的行动和倡议。通过专家交流、政策研究和培训、举办国际青年论坛等，协助学术和研究机构培养生态环保人才。

It also seeks to establish sound networks with academia, policymakers, local schools and institutions to pool strengths toward the shared target of tackling climate change. The project also aims to assist academic and research institutions in cultivating talents majoring in ecological conservation through exchanges with climate experts, policy research, training, and organizing international youth forums.

通过**保护热带雨林生物多样性行动**，支持海南政府构建绿色低碳可持续发展模式。通过对野生动物及其栖息地的监测和评估，推动海南热带雨林恢复和生物多样性保护的实施，并提供能力建设，加强热带雨林国家公园与世界生物圈保护区网络的联系与合作。

Through the “**Tropical Rainforest biodiversity conservation action**”, the project supports the Hainan government in building a green, low-carbon and sustainable development model. It promotes the restoration of tropical rainforests and biodiversity conservation in Hainan by monitoring and evaluating wildlife and their habitats. The project also provides capacity building on ecosystem protection and fosters collaboration between National Park of Hainan Tropical Rainforest and the World Biosphere Reserve network.



# Actions

## 行动

### 板块一

#### Module 1 Accelerating youth climate action

##### 助力青少年气候行动

联合国教科文组织将与国际高等学府及政府部门合作，通过志愿者宣讲支教、气候变化大讲堂、气候创新马拉松、联合国气候变化大会模拟谈判等活动，提升青少年未来世界公民意识，鼓励青少年科技创新，宣传绿色低碳理念，践行环保低碳生活方式，推动绿色低碳转型。项目拟在五个国家公园所在地各选择一所中学和一所小学开展合作试点行动。试点成功实施后再推广到全国。

UNESCO will cooperate with universities globally and government departments to raise young people's awareness of future global citizenship, to encourage scientific and technological innovation, to promote green and low-carbon concepts, to practice environmental friendly and low-carbon lifestyles, and to boost green and low-carbon transformation through volunteer preaching/teaching education (public welfare lectures), global climate change lecture hall, hackathon climate innovation marathons and Model Climate Change Conference of Parties (MCCCOP) . The project plans to recruit a group of volunteer students from universities, and choose students from secondary and primary schools, to carry out volunteer teaching pilot action in the national parks and the World Biosphere Reserves. After the successful implementation of the pilot, it will be upscaled to the whole country.





## 板块二

### Module 2 Forest protection action

#### 森林保护行动

联合国教科文组织与国家公园及当地政府，中小学校合作，通过青少年力量，动员全社会积极参与到植树造林和保护森林资源等生态保护活动中，推进生态文明建设。联合国教科文组织将携手国家公园，通过开展青少年自然教育绿色营及森林保护宣传和国家公园专业人员能力培养项目等活动助力森林保护科教平台建设，建立中国生态文明科普平台典范。

UNESCO will collaborate with national parks, local governments, primary and secondary schools to mobilize the entire society to participate in green activities such as afforestation and forest resource conservation, and to promote ecological civilization through the power of youth. UNESCO and the national parks will jointly establish practice platforms for ecological conservation education. UNESCO and the National Parks will jointly organize Nature Education Green Camp Initiative, a forest themed awareness campaign and Professional Capacity Building activities to support establishing a climate-related education platform to be a role model for ecological education in China.





### 板块三

#### Module 3

## Tropical rainforest biodiversity conservation action

### 保护热带雨林生物多样性行动

通过保护热带雨林生物多样性行动及长臂猿监测科研活动，加强面向青年科研工作者的生物多样性监测保护平台建设。通过对野生动物及其栖息地的监测和评估，推动热带雨林恢复和生物多样性保护的实施，并提供能力建设支持，加强热带雨林国家公园与世界生物圈保护区网络的联系与合作。协助学术和研究机构培养生态环保人才。通过组织召开国际气候专家技术交流会、政策研究探讨会、举办国际青年论坛等，提高公众对气候变化的认识，推动全球气候变化治理的行动倡议。

Through tropical rainforest biodiversity conservation and gibbon monitoring research activities, the project aims to build a better biodiversity conservation and monitoring platform for young researchers. Meanwhile, the project will monitor and assess wildlife and their habitats to promote rainforest restoration and biodiversity conservation. It aims to provide capacity-building support, and foster cooperation between National Park of Hainan Tropical Rainforest and the World Biosphere Reserves Network. Additionally, the project aims to support academic and research institutions in cultivating specialized talents. UNESCO is committed to increasing public awareness and actions on global climate change through various activities, such as holding international youth forums, programmes to exchange with climate experts, policy recommendation and workshops.

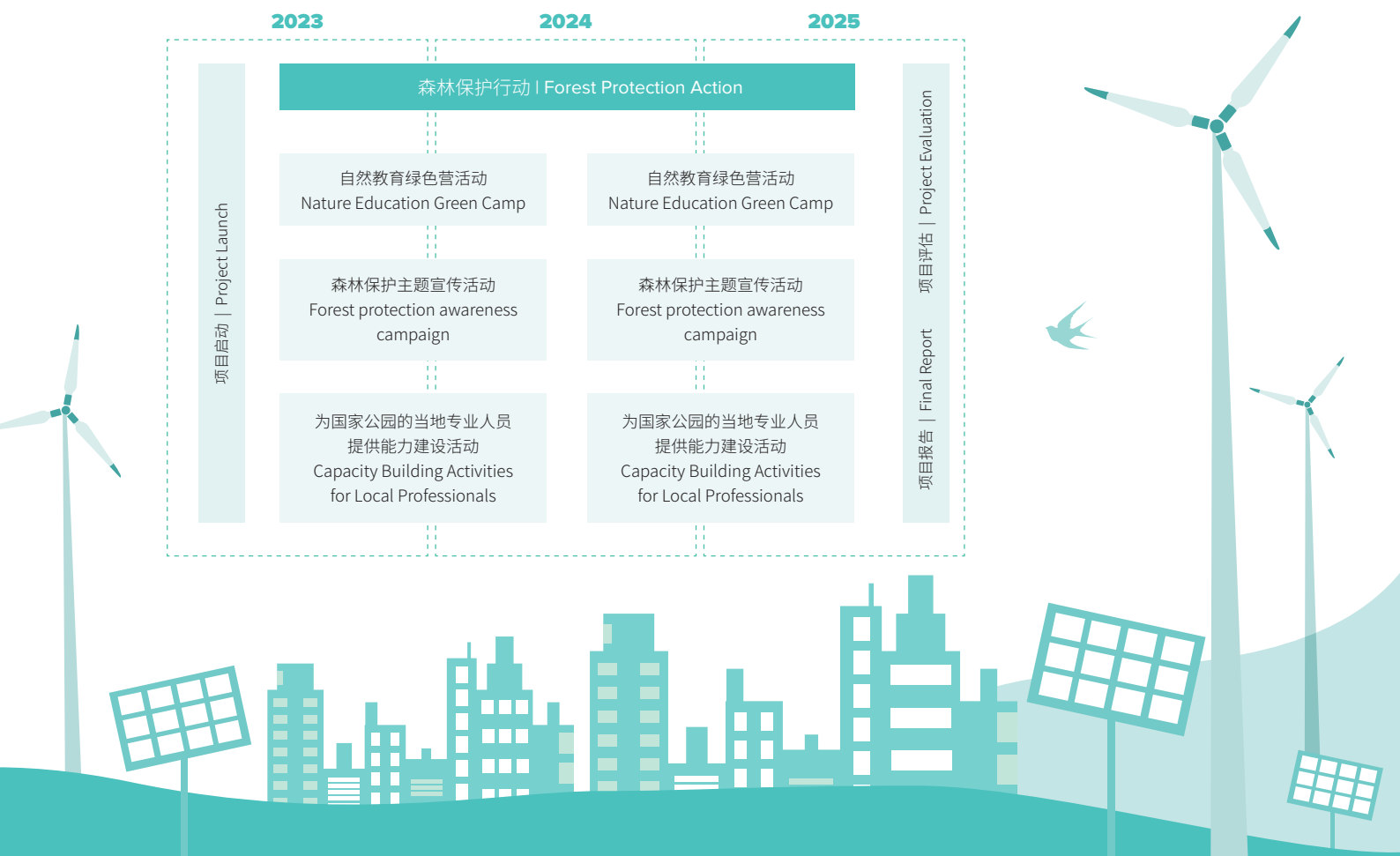
between National Park of Hainan Tropical Rainforest and the World Biosphere Reserves Network. Additionally, the project aims to support academic and research institutions in cultivating specialized talents. UNESCO is committed to increasing public awareness and actions on global climate change through various activities, such as holding international youth forums, programmes to exchange with climate experts, policy recommendation and workshops.



# Expected Activities and Outputs

## 预期活动和成果







# Partnership

## 合作伙伴



清华大学气候变化  
与可持续发展研究院  
INSTITUTE OF CLIMATE CHANGE  
AND SUSTAINABLE DEVELOPMENT  
TSINGHUA UNIVERSITY



清华大学环境学院  
School of Environment, Tsinghua University

GAUC  
Global Alliance of  
Universities on Climate



梅赛德斯-奔驰星愿基金  
Mercedes-Benz Star Fund



中国青少年发展基金会  
CHINA YOUTH DEVELOPMENT FOUNDATION



海南国家公园研究院  
Hainan Institute of National Park



清华大学土木水利学院  
SCHOOL OF CIVIL ENGINEERING  
TSINGHUA UNIVERSITY



HORIZON  
地平线全球青年共同发展计划  
HORIZON INITIATIVE

该项目计划与一系列伙伴合作，包括捐助方中国青少年发展基金会、梅赛德斯-奔驰星愿基金、联合国教科文组织教席和二类中心。该项目将得到国家林业和草原局（国家公园管理局）和生态环境部等部委以及中国教科文组织全国委员会等国家行政部门的全力支持。该项目将与海南国家公园研究院、清华大学（环境学院、社会科学学院、气候变化与可持续发展研究院、水利工程系）、中国人与生物圈保护区国家委员会、联合国教科文组织附属学校和中国青少年发展基金会梅赛德斯奔驰星愿基金希望小学密切合作开展能力建设。以地方为基础的活动将主要与新近成立的五个国家公园，即三江源国家公园、大熊猫国家公园、东北虎豹国家公园、海南热带雨林国家公园和武夷山国家公园以及人与生物圈保护区合作。其他国际合作伙伴包括国际水文计划中国国家委员会、联合国教科文组织国际附属学校中心、联合国教科文组织联系学校网络国际中心（ICUA）、联合国教科文组织水教育研究所（IHE）和联合国教科文组织教师教育中心（TDC）等。





The project plans to collaborate with various partners, including the UNESCO Chairs, and Category II Centers. The project will collaborate closely with from multiple ministries and governmental departments, such as the National Forestry and Grassland Administration (National Park Administration), the Ministry of Ecology and Environment and National Commission of the People's Republic of China for UNESCO. The project will closely collaborate with Tsinghua University (School of Environment, School of Social Sciences, Institute of Climate Change and Sustainable Development, Department of Hydraulic Engineering), Chinese Biosphere Reserves Network (CBRN), UNESCO-affiliated schools, and the China Youth Development Foundation Hope Primary Schools to enhance capacity building on ecosystem conversation. The locally-based activities will work primarily with the five newly established national parks, namely Three-River-Source National Park, Giant Panda National Park, Northeast Tiger and Leopard National Park, National Park of Hainan Tropical Rainforest, and Wuyishan National Park, as well as the Man and Biosphere Reserve. Other partners include the Chinese National Committee for Intergovernmental Hydrological Programme, the UNESCO International Centers for Affiliated Schools, the International Centre for UNESCO ASPnet (ICUA), the UNESCO Institute for Water Education (IHE), and the UNESCO Teacher Education Center (TDC).



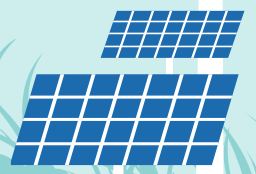


**首批中国国家公园 | China National Parks**

- |               |  |
|---------------|--|
| A. 三江源国家公园    | A. Three-River-Source National Park                |
| B. 大熊猫国家公园    | B. Giant Panda National Park                       |
| C. 东北虎豹国家公园   | C. Northeast China Tiger And Leopard National Park |
| D. 武夷山国家公园    | D. Wuyishan National Park                          |
| E. 海南热带雨林国家公园 | E. National Park of Hainan Tropical Rainforest     |

**中国世界生物圈保护区 | 34 China Biosphere Reserves**

- |                  |                      |                       |                                   |
|------------------|----------------------|-----------------------|-----------------------------------|
| 1. 长白山世界生物圈保护区   | 18. 高黎贡山世界生物圈保护区     | 1. Changbaishan       | 18. Gaoligong Mountain            |
| 2. 鼎湖山世界生物圈保护区   | 19. 黄龙世界生物圈保护区       | 2. Dinghushan         | 19. Huanglong                     |
| 3. 卧龙世界生物圈保护区    | 20. 宝天曼世界生物圈保护区      | 3. Wolong             | 20. Baotianman                    |
| 4. 梵净山世界生物圈保护区   | 21. 赛罕乌拉世界生物圈保护区     | 4. Fanjingshan        | 21. Saihan Wula                   |
| 5. 锡林郭勒世界生物圈保护区  | 22. 达赉湖世界生物圈保护区      | 5. Xilingol           | 22. Dalai Lake                    |
| 6. 武夷山世界生物圈保护区   | 23. 五大连池世界生物圈保护区     | 6. Wuyishan           | 23. Wudalianchi                   |
| 7. 博格达世界生物圈保护区   | 24. 亚丁世界生物圈保护区       | 7. Bogeda             | 24. Yading                        |
| 8. 神农架世界生物圈保护区   | 25. 佛坪世界生物圈保护区       | 8. Shennongjia        | 25. Foping                        |
| 9. 盐城世界生物圈保护区    | 26. 珠穆朗玛世界生物圈保护区     | 9. Yancheng           | 26. Qomolangma                    |
| 10. 西双版纳世界生物圈保护区 | 27. 车八岭世界生物圈保护区      | 10. Xishuangbanna     | 27. Chebaling                     |
| 11. 茂兰世界生物圈保护区   | 28. 兴凯湖世界生物圈保护区      | 11. Maolan            | 28. Xingkai Lake                  |
| 12. 天目山世界生物圈保护区  | 29. 猫儿山世界生物圈保护区      | 12. Tianmushan        | 29. Mao'er Mountain               |
| 13. 丰林世界生物圈保护区   | 30. 牛背梁世界生物圈保护区      | 13. Fenglin           | 30. Jinggangshan                  |
| 14. 九寨沟世界生物圈保护区  | 31. 井冈山世界生物圈保护区      | 14. Jiuzhaigou Valley | 31. Niubeiliang                   |
| 15. 南麂列岛世界生物圈保护区 | 32. 蛇岛 - 老铁山世界生物圈保护区 | 15. Nanji Islands     | 32. Snake Island, Laotie Mountain |
| 16. 山口世界生物圈保护区   | 33. 汗马世界生物圈保护区       | 16. Shankou Mangrove  | 33. Hanma                         |
| 17. 白水江世界生物圈保护区  | 34. 黄山世界生物圈保护区       | 17. Baishuijiang      | 34. Mount Huangshan               |



联合国教科文组织东亚多部门地区办事处  
驻朝鲜民主主义人民共和国、  
日本国、蒙古国、中华人民共和国、  
大韩民国代表处

UNESCO Multisectoral Regional Office for East Asia  
(the Democratic People's Republic of Korea,  
Japan, Mongolia, the People's Republic of China,  
and the Republic of Korea)

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