



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

Submission on Article 6 of the Convention August 2010

*The **European Youth Forum (YFJ)** is a platform of 98 National Youth Councils and international youth NGOs from across Europe. It endeavours to defend the interests of young Europeans, by working with international institutions - principally the European Union, the Council of Europe and the United Nations - to promote the active participation of young people. Over the last two years, the YFJ has also strived to ensure coherent input from youth organisations in the climate change processes and has been playing a key role in the building and coordination of the youth constituency.*

*The **World Association of Girl Guides and Girl Scouts (WAGGGS)**, one of the Member Organisations of YFJ, is the world's largest organisation providing non-formal education to girls and young women. WAGGGS represents 10 million young people in 145 countries around the world. WAGGGS' mission is to enable girls and young women to discover their full potential as responsible citizens of the world.*

The SBI invited Parties and relevant intergovernmental and non-governmental organisations, as well as relevant stakeholders, to submit to the secretariat, by 16 August 2010, information and views that may be relevant to the completion of the intermediate review, including information on best practices and lessons learned from the implementation of the amended New Delhi work programme and on remaining barriers to the effective implementation of Article 6 of the Convention.

YFJ and WAGGGS are convinced that Article 6 provides a crucial contribution to achieve the ultimate objective of the UN Framework Convention on Climate Change to prevent dangerous anthropogenic interference in the climate system. It offers the general public and young people in particular the tools, skills and knowledge to advance the fight against dangerous anthropogenic climate change.

We maintain that two sets of measures play a significant role in educating, raising awareness and increasing public participation on climate change. The first is to reinforce and rec-

ognise the role of non-formal and peer education as provided by youth organisations which form an integral part of the solution to climate change. Young people, especially girls and young women, benefit from this holistic educational approach which is based on their needs. The second is to encourage Parties to design and implement official youth delegate programmes on climate change. We encourage the Parties to consider both measures in the further implementation of the amended New Delhi Work Programme and its successor beyond 2012.

Non-Formal Education & Youth Organisations – key tools & key actors in the implementation of Article 6

As Article 6 focuses on education, awareness raising and training, it is crucial to look at all aspects of individual and public education, including non-formal education (NFE). Non-formal education is an organised educational activity outside the established formal system and makes a significant contribution to the full personal and social development of an individual. Together with formal education and informal learning, NFE is a vital component for a holistic approach to education as it gives young people the possibility to develop their leadership skills, their own values and competencies in addition to those developed in the framework of formal education.

As a complement to formal education, non-formal education serves to provide unique learning opportunities that are not found in formal education or that cannot be obtained through informal learning. NFE provides leadership and life skills including project management, team work, stewardship, disaster response and emergency intervention. NFE is based on values like global citizenship and environmental awareness. This set of basic principles helps young people establish their own positive attitudes and values and gives them the skills to act on these. The involvement of the peer group, for example, is a powerful determinant of positive personal value systems for young people.¹

What distinguishes non-formal education is the participants are actively involved in the educational process. The process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner is the architect of the skills development.² This needs based participatory approach ensures that young people, especially girls and young women, can take responsibility for all matters affecting their lives and can live and work on a basis gender and inter-generational equality.³ NFE methods include learning by doing, leading by example and peer education and uses creative techniques in a non-formal setting.

NFE is often the method of choice to strengthen and empower civil society from within and to bring about a stronger awareness of global realities, including the causes and effects of

1 For more information benefits of non-formal education for girls and young women 'Girls and Young Women on the 21st Century, A call to action'. Chief Executives of the YMCA, YWCA, WOSM, WAGGGS, IFRC, IAA.

2 For more information '[071-05 Policy Paper on the Recognition of Non-Formal Education](#)', European Youth Forum, 2005

3 'Girls and Young Women on the 21st Century, A call to action'. Chief Executives of the YMCA, YWCA, WOSM, WAGGGS, IFRC, IAA.

climate change and actions to counter dangerous anthropogenic climate change.⁴ The use of non-formal methods and peer education can bring an abstract, complex and multi-faceted issue such as climate change to an interpersonal level. NFE participants will thus be empowered to transform the challenge of climate change and its consequences into relevant perspectives, concrete actions and behavioural change.

In addition to youth organisations, non-formal education is being provided by development NGOs, trade unions, socio-cultural organisations, and social media. These organisations have several characteristics in common: they are often run by volunteers, use experiential learning, provide progressive programmes, involve peer groups, encourage intergenerational relationships, develop leadership and develop a value system.⁵

Youth organisations are some of the main providers of non-formal education as well as important contributors to the development of its theoretical and political frameworks and can provide extensive experience and expertise to other NFE providers to enhance their educational programmes. Most youth organisations are active in the field of education for sustainable development and climate change and have been running both educational programmes for their members and youth in their communities, municipalities, regions or countries or have also been running wider public awareness campaigns. In order to recognise this positive role, youth organisation should benefit from an enabling environment which recognises their contribution through Non-Formal Education and that provides them with adequate resources, including financial resources, and includes them in national and international education and awareness raising strategies.⁶

National Youth Councils, as the platforms of youth organisations and youth in general, play a specific role within that frame. They can support national action plans by reaching out to the millions of young people in their constituencies and, over the years, have acquired considerable expertise in organising national campaigns as well as consultations with young people, consolidating qualified contributions, adding their inputs on educational policies and researching and making available best practise on successful NFE strategies and techniques. Most of the National Youth Councils have been cooperating with their governments on an important scope of topics and are engaged in the policy-making processes on issues which effect young people.

It would be useful for the national focal points on Article 6 to engage with the National Youth Councils, where available, and through them involve their national youth organisations to ensure an effective and comprehensive implementation of Article 6 that impacts especially on young people in the respective country

Official Youth Delegate Programmes – Education, Awareness Raising and Participation Opportunities

4 On NFE and global education '['007-08 Policy Paper on Global Education'](#), European Youth Forum, 2008.

5 For policy recommendations on non-formal education 'The education of youth people - a statement at the dawn of the 21st Century', Alliance of Youth CEOs.

6 For some good practice of youth organisations and non-formal education '['Sunshine Report on Non-Formal Education'](#)', European Youth Forum, 2008.

While we believe it is crucial to involve youth organisations in effective education, training and awareness raising campaigns, we consider youth-participation in the decision-making process itself a further cornerstone of an effective implementation of Article 6 of the Convention.

Several United Nations resolutions have urged Member States to include youth representatives in their delegations to General Assemblies and other fora such as the meetings of the framework convention⁷ and the 'World Programme of Action For Youth' adopted in 1995, which provided a framework for youth participation in political processes at the global level. There are currently a dozen countries which include official youth delegates in their delegations to the UN General Assembly, half a dozen to the UN Commission on Sustainable Development and approximately 20 countries did so as well at the last UNFCCC Conference of Parties. A number of these countries have programmes for the youth delegates which extend beyond attendance to the meetings and conferences and design them as comprehensive educational and participatory programmes.

One example of such an initiative is the Dutch Official Youth Delegates for Sustainable Development. The representatives are nominated by the Dutch National Youth Council (NJR). There are two representatives elected for two years, with a one-year overlap. The junior youth representative attends the UN conferences as an NGO delegate whereas the senior youth representative is part of the official delegation. This guarantees continuity and quality of youth contribution. Youth representatives gather input from young people about topics related to sustainable development and climate negotiations and have in-depth discussions with young people, relevant stakeholders and the government in their country. They are supported by an active youth working group on sustainable development within the Dutch National Youth Council. Furthermore, youth representatives involve Dutch youth through youth conferences, by providing workshops, giving guest lectures and engaging in outreach activities via (social) media and other tools. Through youth delegates and Youth Councils, delegations can also access consultation and policy input from regional and international youth networks and organisations.

Official youth delegates are thus a powerful means to enhance youth-participation as young people should be included at all levels of the decision-making processes related to climate policy such as the national sustainable development councils. The meaningful involvement of young people in decision-making bears also great potential to support the implementation of any education, training and public awareness strategy. The parties could therefore give the secretariat a mandate to support them in the inclusion of youth delegates in official delegations.

Both programmes represent excellent ways of educating and engaging youth and motivating them to take action at international level and in their country and in turn to increase education and awareness among youth and others.⁸ We believe both approaches are

7 For instance, 'Resolution on Communication Between the United Nations and Youth and Youth Organisations' A/36/17'.

8 For more information for youth at the United Nations, '[European Youth Forum, Guide for Youth NGOs at UN Meetings](#)', 2008

equally important because they ensure that young people, as potent agents for change, are included in the implementation of, and directly reached by, national action plans on Article 6. After all, the young and future generations will be affected by the consequences of climate change and the measures that will be put in place to combat it.