

## YOUNGO submission on Article 6

August 2010

### *YOUNGO constituency\* views on the review of Article 6 and the amended New Delhi Work Programme*

*In its conclusion on Article 6, the Subsidiary Body on Implementation invited Parties and relevant intergovernmental and non-governmental organisations, as well as relevant stakeholders to make submissions to the secretariat on ways to strengthen the implementation of the amended New Delhi Work Programme (aNDWP) and the effective implementation of Article 6 of the Convention.<sup>1</sup> The Youth Constituency (YOUNGO) welcomes this opportunity to share its views on this important issue. The Youth Constituency also welcomes the organisation by the UNFCCC of four regional workshops on the review of the aNDWP and is grateful to the institutional donors which have enabled the organisation of these events. However, we note that at the time of the submission of these views, funding necessary for the organization of the fifth regional workshop is still lacking. Considering that this workshop should take place in one of the most affected regions (Small Islands Developing States), we reiterate our calls to all potential donors to enable financially the UNFCCC secretariat to organize this workshop as soon as possible and before the 33<sup>rd</sup> meeting of the SBI.*

*The Youth Constituency, recognised provisionally by the UNFCCC secretariat since September 2009, represents the interest of the young generations at the UNFCCC process and is committed to support the parties in achieving the objective of the convention for the sake of all present and future generations.*

The Youth Constituency views Article 6 and the amended New Delhi Work Programme (aNDWP) are among the most promising commitments parties have taken within the UN Framework Convention on Climate Change. Education, awareness raising and public participation form the foundation to enable citizens, especially young people, to contribute to the ultimate objective of the convention to prevent dangerous anthropogenic interference with the climate system.

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\* This submission is submitted by the UK Youth Climate Coalition on behalf of the Youth Constituency at the UNFCCC – YOUNGO, which is the platform facilitating the participation and the representation of young people in the UNFCCC process. The YOUNGO works on an inclusive and transparent basis, and welcome the input and involvement of all individuals and non-governmental organizations having an interest in the strengthening of the voice of young people in the UN climate negotiations. This submission was adopted according to the internal decision-making processes of the constituency. For further information, please contact the focal points of the constituency. The contact details of the current focal points are indicated page 5 of this document.

<sup>1</sup> FCCC/SBI/2010/L.5.

The current context of climate change denial and skepticism towards the scientific facts must be tackled through these channels. Without a critical mass of public support, we will never get the more ambitious policies we need to tackle climate change.

As the workshops on the implementation of article 6 demonstrate, young people are potent agents for change. The review of the amended New Delhi Work Programme provides a unique chance to create a bridge between governments and citizens, building on the core elements of education, awareness raising and public participation.

As outcomes of the mid-term review of the aNDWP, the youth constituency asks parties to consider the following:

### **General**

*1. Governments should create national and international financial mechanisms to fund programs and projects relating to Article 6, according to their respective capacities.*

The SBI should consider opportunities for the establishment of a trust fund managed jointly with other relevant organisations such as the UNESCO and the UNICEF, to support international cooperation related to the implementation of the provisions of article 6. This trust fund should be managed through an innovative governance structure that includes representatives of interested groups of stakeholders as full members of the decision-making bodies.

Furthermore, finances that are directed to empowering communities' capacity to adapt to climate change should include additional money for providing local education and awareness regarding clean energy.

*2. As long as action is required to address climate change, the principles recognised in article 6 should form a core of governmental policies. Therefore the NDWP implementing those principles should be permanent rather than foreseen for a five-years period as currently.*

We call the SBI to decide, at its 33<sup>rd</sup> session, the extension of the NDWP indefinitely after 2012. Regular reviews such as the one currently taking place could provide an updated frame for work programme in the following few years, but the question of the existence of the work programme would not need to be addressed.

### **Education**

*3. Governments should take a systematic approach to education on climate change and integrate it into all aspects and at all levels of formal education curricula.*

It is imperative that climate change is not seen as specific to a small number of specialised subjects and interests. Climate change, and our response to it, affects all aspects of life on our planet and as such, national curricula should reflect this. As well as the science, climate change education should be integrated into the study of politics, history, economics, languages, all sciences and art to name a few. Knowledge of

agriculture, development, sustainability and methods of reducing emissions should be cross-cutting subjects taught in ways appropriate to the country's culture and education system. It is also essential that young people understand national and global governance structures to empower them to engage with climate change policy.

It is likely that climate change will increasingly form a central part of personal decisions, local organisation, business, government and international relations. Young people should not be denied knowledge about this important subject, and therefore climate change should be introduced at a young age and built upon throughout their education. Furthermore, governments across developing nations need to work with local media in promoting the various career opportunities available for youth in the environment sector.

For this integration to be effective, governments should provide in their annual budgets for a regular review of education curriculum to ensure children and youth are well equipped with up to date information and skills in climate change mitigation and adaptation.

*4. Developing a holistic approach to education and building the capacity of all actors of the education community needs to be considered a priority.*

Climate change will have been taught very differently (if at all) to the teachers and education leaders of previous generations. The quality of information young people receive about climate change will very much depend on the knowledge and capacity of our teachers. It is therefore essential that teachers understand climate change, how it affects their subject and the best ways to teach it.

We would also like to see all actors (be it formal, non-formal or informal education) in the education community supported and empowered to encourage debate and challenge received wisdom, as well as fostering a sense of community spirit and global awareness in order to increase environmental protection. We would like to see youth given the knowledge and skills to make a positive difference in their community.

*5. Governments should recognise and financially support the role of NGOs and youth organisations as key providers of effective non-formal and peer education.*

Climate education and awareness is not limited to being a school subject, climate change should form part of the public consciousness and filter into all aspects of daily living. Currently, non-governmental organisations (NGOs) and especially youth organisations already play a fundamental role by being key providers of Non-Formal Education (NFE), which can be highly effective in engaging people in the subject. Examples of Non-Formal and peer education include integrating climate change into nature excursions, theatre, cooking and food growing, interactive workshops, debates and saving water and electricity schemes. By using non-traditional methods and using peers to educate we consider that climate change can be made to feel more relevant on a personal and tangible level, thus providing an essential supplement to formal education.

In this end, the parties should enhance their support and partnerships with NGOs, especially youth organizations in the extracurricular activities that facilitate the non formal learning and action on climate change. Opportunities for further integration of non-formal education activities within the formal education framework should be explored so as to propose a direct access for actors of the civil society to pupils and students.

## **Public Awareness**

*6. In parallel to education, awareness raising of a wider audience beyond youth should be considered a priority in order to promote behavioral change. Increasing a broader understanding of the social implications of climate change will be best achieved by using all forms of communication such as arts, social networks and entertainment.*

The global response to climate change will only be successful if changes are made at a national and local level. For this to happen, the public need to understand climate change and the proposed methods for mitigation and adaptation that will affect their lives. Alongside climate change education, we also need to focus our efforts on public awareness. Climate change should not just be a subject on the school curriculum- it should be part of the public consciousness.

As such, international, national and local programmes should develop ways of engaging people in climate change through social networks, for example through social networking internet sites, community radio productions, participatory video production, public interest messages via mainstream media, community volunteering and communicating with people around the globe through existing networks. It is important that climate change is not confined to a small number of exclusive networks already interested in the science or politics, but that good use is made of arts, entertainment and the media to increase public awareness.

In developing countries, public awareness policies should include a comprehensive system of sustainable natural resource utilisation at a grassroots level. Developmental policies should be guided by sustainable environmental preservation and life skills which are based on clean mechanisms for sustainable development of social institutions and community projects.

## **Public Participation**

*7. Young people should be included in all levels (national, regional and international) of the decision-making processes related to climate policy (such as the national sustainable development councils). In particular, young people must be included in designing educational policies. Such policies should entail life skills based learning, formal and non formal learning models.*

More funds should be provided at national and international levels to facilitate the participation of youth in the implementation of the Article 6, and especially those from developing countries. Funding for coming meetings and workshops organised in the future

under the frame of the UNFCCC aNDWP needs to be extended in order to include financial support for the participation of representatives of interested groups of stakeholders.

Young people should be recognised and involved as equal partners in the implementation of Article 6, monitoring, evaluation and reviewing, especially at national level, regional and international level. A good example of this practice is the Youth Advisory Panel to the UK Department of Energy and Climate Change, which exists to bring the voice of young people to the decision-making table.

([http://decc.gov.uk/en/content/cms/about/youth\\_panel/youth\\_panel.aspx](http://decc.gov.uk/en/content/cms/about/youth_panel/youth_panel.aspx))

## Conclusion

We believe that by empowering young people to contribute to the implementation of Article 6 of the Convention and by extending the New Delhi Work Programme we can strengthen its contribution to the ultimate objective of the Framework Convention. We have a unique opportunity to relish the potential of all generations and enable all stakeholders to engage in the behavioral changes that would contribute to addressing the climate issue.

*To contact:*

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