

# Youth in action on climate change: inspirations from around the world



United Nations  
Joint Framework Initiative on  
Children, Youth and  
Climate Change

This publication was prepared with the financial support from the **European Union and the Swedish International Development Cooperation Agency.**

Thanks go to the many youth leaders and youth organizations, who have contributed to this endeavour, as well as the members of the United Nations Joint Framework Initiative on Children, Youth and Climate Change.

# Youth in action on climate change: inspirations from around the world

A publication of the  
United Nations Joint Framework Initiative on  
Children, Youth and Climate Change

May 2013

# Table of Contents

---

<b>ACRONYMS</b>	<b>4</b>
<b>FOREWORD</b>	<b>7</b>
<b>INTRODUCTION</b>	<b>9</b>
Climate Change .....	12
Constituency of Youth Non-Governmental Organizations to UNFCCC .....	14
UN Joint Framework Initiative on Children, Youth and Climate Change ...	16
<b>1. UNCOVERING MITIGATION POTENTIAL</b>	<b>18</b>
Bamboo Bicycle Project, Ghana .....	20
Tree Planting, Ethiopia .....	21
Production of Biodiesel from Used Vegetable Oil, Barbados .....	22
ChepeCletas, Costa Rica .....	24
Youth Participation in REDD+, Congo .....	25
Rainforest Protection and Disaster Risk Reduction, Guyana .....	26
Investigative Journalists, United Kingdom .....	27
Project Jatropha, India .....	28
<b>2. GEARING UP FOR THE STORM</b>	<b>30</b>
Swimming Lessons for Emergencies, Bangladesh .....	31
Youth Adaptation in Xai-Xai City, Mozambique .....	32
Preparing for Natural Disasters, Philippines .....	33
El Mouddaa Adaptation Initiative, Morocco .....	34
Cyclone Proof Schools, Madagascar .....	35
<b>3. NURTURING YOUNG LEADERS</b>	<b>36</b>
YouthXchange Initiative .....	38
YouthXchange in the Mediterranean .....	39
Sandwatch .....	40
Young Masters Programme on Sustainable Development .....	41
UN CC: Learn .....	42
Skills-based Learning Materials and Packages, Nigeria .....	44
Leadership Programme “Young Women for a Greener Future” .....	45
Training for Youth on Climate Change, Colombia .....	46
Empower Community of People, Nigeria .....	47

Power of One Child Global Action Classroom..... 48  
 Conference of Youth Taiwan ..... 49  
 Junior Ambassador Programme ..... 50  
 International Youth Conference Tunza 2013..... 51  
 Tunza at Rio+20..... 52  
 Youth Forum on Climate Change..... 53  
 National and International Conference for Children and Youth, Brazil. 53

**4. SPREADING THE MESSAGE 54**

---

IPCC Fifth Assessment Report..... 55  
 Food Security and Climate Change Campaign ..... 56  
 Energy Saving to Reduce Carbon Emissions, China ..... 58  
 World Thinking Day Campaign 2012 “We Can Save our Planet” ..... 59  
 Young Artists Fellowship for the Environment, Philippines ..... 60  
 Children Advocating United4Climate, Zambia ..... 61  
 Green Jobs Campaign, United Kingdom ..... 62  
 TUNZA Acting for a Better World – GEO-5 for Youth..... 63  
 Environment Protectors Committee, Kuwait ..... 64  
 Voices of Youth ..... 64  
 CC: iNet and the Youth Portal ..... 65  
 I Vote for Climate ..... 66

**5. SHAPING UP THE FUTURE CLIMATE CHANGE REGIME 68**

---

Conference of Youth ..... 69  
 Enhancing Youth Participation in the UNFCCC Process..... 70  
 Towards a Stronger Environment Movement in Africa ..... 72  
 CliMates ..... 74  
 CO<sub>2</sub>. CR, Costa Rica..... 75  
 My Little COP Pocketbook ..... 76  
 WAGGGS at COP 18/CMP 8..... 77  
 Greenbits Initiative..... 78

**USEFUL PUBLICATIONS AND MATERIALS FOR YOUTH 80**

---

**REFERENCES 84**

---

**PICTURES COPYRIGHT 85**

---

**MEMBERS OF THE UNITED NATIONS JOINT FRAMEWORK INITIATIVE ON CHILDREN, YOUTH AND CLIMATE CHANGE 86**

---

# Acronyms

---

<b>AMCEN</b>	African Ministerial Conference on the Environment
<b>AR5</b>	Fifth Assessment Report
<b>CCADRR</b>	Climate Change Adaptation and Disaster Risk Reduction
<b>CCDARE</b>	Climate Change Adaptation and Development Initiative
<b>CCEE</b>	Climate Change and Environmental Education
<b>CC:iNet</b>	Climate Change Information Network
<b>CMP</b>	Conference of the Parties serving as the meeting of the Parties to the Kyoto Protocol
<b>COP</b>	Conference of the Parties
<b>COPA</b>	Community of People Aspiring-Greatness
<b>COY</b>	Conference of Youth
<b>COYTW</b>	Conference of Youth, Taiwan
<b>ECI</b>	Earth Child Institute
<b>FAO</b>	Food and Agriculture Organization of the United Nations
<b>GDP</b>	Gross Domestic Product
<b>GEF</b>	Global Environment Facility
<b>GEO</b>	Global Environmental Outlook
<b>GHG</b>	Greenhouse Gases
<b>IPCC</b>	Intergovernmental Panel on Climate Change
<b>JVE</b>	Jeunes Volontaires pour l'Environnement
<b>MDG</b>	Millennium Development Goals
<b>MEdIES</b>	Mediterranean Education Initiative for Environment & Sustainability
<b>MIO-ECSDE</b>	Mediterranean Information Office for Environment, Culture and Sustainable Development
<b>NGO</b>	Non-Governmental Organization
<b>REDD</b>	Reducing Emissions from Deforestation and Forest Degradation

<b>SBI</b>	Subsidiary Body for Implementation
<b>TWYCC</b>	Taiwan Youth Climate Coalition
<b>UKYCC</b>	United Kingdom Youth Climate Coalition
<b>UN</b>	United Nations
<b>UN CC:Learn</b>	One UN Training Service Platform on Climate Change
<b>UNDP</b>	United Nations Development Programme
<b>UNEP</b>	United Nations Environment Programme
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNFCCC</b>	United Nations Framework Convention on Climate Change
<b>UNFCU</b>	United Nations Federal Credit Union
<b>UNICEF</b>	United Nations Children's Fund
<b>UNIDO</b>	United Nations Industrial Development Organization
<b>UNITAR</b>	United Nations Institute for Training and Research
<b>UN-NGLS</b>	United Nations Non-Governmental Liaison Service
<b>UNV</b>	United Nations Volunteers
<b>WAGGGS</b>	World Association of Girl Guides and Girl Scouts
<b>WHO</b>	World Health Organization
<b>WMO</b>	World Meteorological Organization
<b>WOSM</b>	World Organization of the Scout Movement
<b>WTD</b>	World Thinking Day
<b>YAFE</b>	Young Artists Fellowship for the Environment
<b>YMP</b>	Young Masters Programme on Sustainable Development
<b>YOUNGO</b>	The youth constituency under the United Nations Framework Convention on Climate Change, stands for Youth Non-Governmental Organization (Youth NGO)
<b>YUNGA</b>	Youth and United Nations Global Alliance





# Foreword

---

Climate change creates elevated levels of uncertainty about our future and amid this uncertainty, one thing is certain. We will leave the Earth to our children, young people and future generations.

Young people are increasingly aware of the challenges and opportunities that the necessary transition to low carbon growth entails, and many are joining the global dialogue on solutions, getting involved and taking action. As young people work across the globe to determine their future by acting on climate change, their actions inspire us all.

These stories could not come at a better time. **Work by and for young people is a critical component of raising political ambition to reach a new, universal agreement on climate change.**

I applaud the work of the United Nations Joint Framework Initiative on Children, Youth and Climate Change and thank its members for contributing to this publication. I also thank the European Union and the Swedish International Development Cooperation Agency for their generous financial support that made this publication possible.

I hope this publication promotes cooperation between the United Nations and youth organizations and inspires us to leave a better world to our children than the world we inherited. This is our responsibility and must be our legacy.

**Christiana Figueres**

Executive Secretary  
United Nations Framework Convention  
on Climate Change





# Introduction

---

## **The world is experiencing a rising youth\* population.**

This new generation has an increasingly strong social and environmental awareness, the energy and knowledge to lead our societies towards a low carbon and climate resilient future. Young people are actively engaged at local, national and global levels in raising awareness, running educational programmes, conserving our nature, promoting renewable energy, adopting environmentally-friendly practices and implementing adaptation and mitigation projects. The work undertaken with and by youth is crucial in influencing governments to come to an agreement on a new climate change regime by 2015.

This publication “Youth in Action on Climate Change: Inspirations from around the World” is a collaborative effort of the United Nations Joint Framework Initiative on Children, Youth and Climate Change aiming at highlighting concrete activities young people are leading around the world. It has been produced as a tool and a source of inspiration for designing and carrying out climate change projects, initiatives and campaigns.

**The publication is divided into five chapters, namely:**

**Uncovering mitigation potential** showcasing initiatives to reduce greenhouse gases emissions;

**Gearing up for the storm** relating to adaptation and disaster risk reduction projects;

**Nurturing youth leaders** presenting activities in education, training and capacity-building;

**Spreading the message** highlighting awareness raising campaigns and materials; and

**Shaping up the future climate change regime** presenting examples of youth participation in climate change policy-making.

**A list of useful resources and materials for youth is included at the end.**

---

\* For the purpose of this publication, youth refers to both children below the age of 18 years and to young people between 18 and 24 years of age.

It is hoped that this publication will be of benefit for children and youth around the world. Today's youth represent the present and their contributions are essential to advance green, low emission and climate resilient development for the future.

## It is time for change, time to act.

**Motivated young people** all over the world are doing amazing work to address climate change on the ground and push their governments to do more. It is crucial to share information and experiences about the projects, programmes and campaigns that work best so that others can learn from and replicate them without having to reinvent the wheel. The European Union is pleased to have provided financial support for this very useful publication. I hope it will inspire many more young people to take climate action and help create pressure for the ambitious international agreement we all need.

**Connie Hedegaard**

European Union Commissioner for  
Climate Action



**The rapid environmental change humanity** is foisting on the planet demands that human beings not only think in terms of weeks, years and decades but across generations perhaps for the first time in the history of mankind - this is no more clearly underlined than in the area of climate change where the choices made today will determine the likely climate across centuries. Thus it is clear and right that the children and youth of this world have a say in their future, not just because of the expected future impacts but because their creativity, ability to define and deliver answers and downright determination could make a significant difference in avoiding the worst outcomes of climate change which currently appear to elude the existing generation of leaders across governments, cities, corporations and adult citizens.

**Achim Steiner**

United Nations Under-Secretary General and  
Executive Director of the United Nations  
Environment Programme



**Education** is the most powerful path to sustainability. Economic and technological solutions, political regulations or financial incentives are not enough. We need a fundamental change in the way we think and act. We know this is a tall order. This calls for revising curricula and learning objectives. This calls for teaching and learning about climate change, about disaster risk reduction, about biodiversity.<sup>1</sup>

**Irina Bokova**

Director-General of the United Nations Educational,  
Scientific and Cultural Organization



# Climate Change

Human activities, such as the use of fossil fuels, deforestation and unsustainable agriculture have been substantially increasing the atmospheric concentrations of greenhouse gases. These increases enhance the natural greenhouse effect, which will result in additional warming of the Earth's surface and atmosphere and may adversely affect natural ecosystems and humankind.

According to the United Nations Framework Convention on Climate Change (UNFCCC) definition<sup>2</sup>, climate change is a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which occurs in addition to natural climate variability observed over comparable time periods. Climate change is affecting natural, social and economic systems.

It decreases the availability of nutritious food and clean water, and destroys ecosystems and safe living environments. This leads to malnutrition, ill health and migration, rendering youth particularly vulnerable. The impacts of climate change include, inter alia, melting glaciers, sea level rise and an increase in the frequency of extreme weather events such as droughts, cyclones or heavy rainfalls<sup>3</sup>.



“ **Fighting climate change** *is not about polar bears.*  
*It's about me and about us, it's about **love** and about **trust**.* ”

Youth attending the Regional Workshop on the Implementation of Article 6 of the UNFCCC in Africa, 2010, The Gambia

- The most visible evidence of climate change has been the melting of up to 40% of the Arctic Sea ice over the Northern Hemisphere summer.
- Economists predict that damage from climate impacts may amount to as much as 5% of the World GDP by 2100 and if a wider range of risks and impacts is taken into account, the estimates of damage could rise to 20% of GDP or more.
- The 2001-2010 has been the warmest decade on record, with CO<sub>2</sub> concentration levels having increased over the same period.
- The long-term achievement of global climate goals will only be possible through the aggressive reduction of anthropogenic CO<sub>2</sub> emissions.

Source: GEO-5 for Youth <sup>4</sup>



# Constituency of Youth Non-Governmental Organizations to UNFCCC

In response to the growing number of youth organizations engaged in the intergovernmental climate change process, in 2009 the UNFCCC secretariat extended constituency status to admitted youth non-governmental organizations (NGOs) allowing them to receive official information, participate in meetings, request speaking slots and receive logistical support at UNFCCC conferences.

In only four years, UNFCCC Constituency of Youth Non-Governmental Organizations (YOUNGO) has developed into a vibrant network of youth activists, through which youth make their voices heard and actively contribute to shaping the intergovernmental climate change policies. At the UNFCCC conferences, YOUNGO makes official statements, provides technical and policy inputs to negotiation groups, engages with decision-makers through high-level meetings and in informal settings and raises awareness through various advocacy activities. Youth participation has brought moral, intergenerational and equity-based values as well as constructive technical and policy inputs to the negotiations.

Currently, YOUNGO includes over 2,000 individual members and many youth organizations around the world. Its overall goal is to empower young people so that they may have a say at the UNFCCC conferences, as well as to promote youth participation in specific projects at the local and national levels in areas such as education, public awareness, mitigation, adaptation, women and gender, and technology transfer.

---

**Name of constituency:**

Constituency of Youth Non-Governmental Organizations (YOUNGO)

---

**Names of contact persons:**

Jamie Peters, Liangyi Chang

---

**E-mail:**

jamie.peters@ukycc.org,  
ian0301s@gmail.com

---

**Website:**

[www.youthclimate.org](http://www.youthclimate.org)

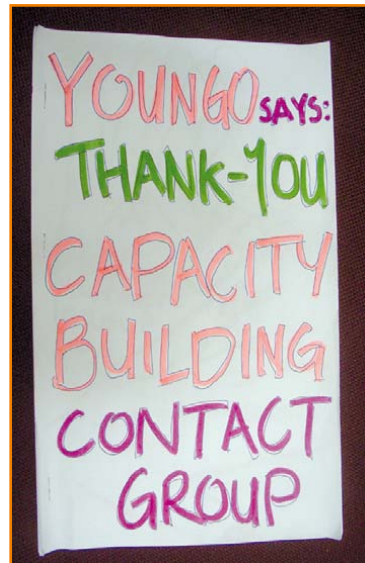






“ **YOUNGO** works through the year, engaging young people from all around the world in climate solutions. Meeting at the COP gives us the opportunity to learn from each other and take lessons back to our own countries. Workbooks, guides to the COP and online policy training have all been created by young people for young people. We will continue to work tirelessly at the local, national and global levels to do our bit to raise ambition towards a post-2020 climate change regime. ”

**Jamie Peters**  
YOUNGO Focal Point



# United Nations Joint Framework Initiative on Children, Youth and Climate Change

---

The United Nations system recognizes the key role that youth play in tackling climate change and works closely with youth-led and youth-focussed organizations around the world through the United Nations Joint Framework Initiative on Children, Youth and Climate Change (Joint Framework Initiative). Since 2008, the Joint Framework Initiative has been coordinating efforts of 16 intergovernmental entities and many youth organizations to empower youth to take adaptation and mitigation actions and enhance effective participation of youth in climate change policy decision-making processes.



## Intergovernmental entities that are members of the Joint Framework Initiative include:

- Food and Agriculture Organization of the United Nations;
- United Nations Children’s Fund;
- United Nations Convention on Biological Diversity;
- United Nations Convention to Combat Desertification;
- United Nations Department of Economic and Social Affairs - Division for Sustainable Development;
- United Nations Development Programme;
- United Nations Educational, Scientific and Cultural Organization;
- United Nations Environment Programme;
- United Nations Framework Convention on Climate Change;
- United Nations Human Settlements Programme;
- United Nations Institute for Training and Research;
- United Nations Non-Governmental Liaison Service;
- United Nations Population Fund;
- United Nations Programme on Youth;
- United Nations Volunteers; and
- The World Bank.

Non-governmental organizations that are members of the Joint Framework Initiative include the British Council; Earth Child Institute; TakingITGlobal; SustainUS; and the World Association of Girl Guides and Girl Scouts. YOUNGO also participates in the Joint Framework Initiative through its two focal points.

Many members of the Joint Framework Initiative actively implement various youth-targeted programmes and activities, such as the development of national climate change educational programmes, the creation of environmental awareness campaigns, and the development of learning materials for formal and non-formal learning contexts.

The UNFCCC secretariat coordinates the work of the Joint Framework Initiative and organizes regular meetings and teleconference calls so that members can share first-hand information on their youth-related projects, events, activities, publications, educational tools, campaigns and opportunities. The meetings and teleconference calls also serve to facilitate coordinated action by youth organizations and other members of the Joint Framework Initiative.

---

### **Name of organization:**

United Nations Framework Convention on Climate Change secretariat (UNFCCC)

---

### **Names of contact persons:**

Alla Metelitsa, Moritz Weigel

---

### **E-mail:**

ametelitsa@unfccc.int, mweigel@unfccc.int

---

### **Website:**

www.unfccc.int

# Uncovering mitigation potential

## Mitigation is one of the two central approaches in the international climate change process.

Mitigation involves human interventions to reduce the emissions of greenhouse gases by sources or enhance their removal from the atmosphere by “sinks”. A “sink” refers to forests, vegetation or soils that can reabsorb CO<sub>2</sub>. Carbon dioxide is the largest contributing gas to the greenhouse effect. In the 200 years since 1800, levels of CO<sub>2</sub> in the atmosphere have risen by over 30%. Since levels of greenhouse gases are currently rising even more steeply, leading to the most dramatic change in the atmosphere’s composition in at least 650,000 years, international action on mitigation is urgently required.<sup>5</sup>

### GLOBAL TEMPERATURES CONTINUE TO CLIMB

2001-2010 was the warmest decade on record since modern temperature monitoring began around 160 years ago. The global combined land-air surface and sea-surface mean temperature for the decade is estimated at 0.47°C (0.8°F) above the 1961-1990 average of 14.0°C (57.2°F). Globally, 2010 is estimated to be the warmest year ever recorded since modern measurement began, closely followed by 2005. No single year since 1985 has recorded a below-average mean.

Source: WMO<sup>6</sup>



## ATMOSPHERIC CONCENTRATIONS OF THE GREENHOUSE GASES THAT CAUSE CLIMATE CHANGE CONTINUE TO RISE

Carbon dioxide (CO<sub>2</sub>), the single most important greenhouse gas emitted by human activities, is responsible for 85% of the increase in radioactive forcing over the past decade (water vapour is also a powerful GHG but human activities affect its levels indirectly). The amount of CO<sub>2</sub> in the atmosphere reached 390.9 parts per million in 2011, or 140% of the pre-industrial level of 280 parts per million. Methane (CH<sub>4</sub>) is the second most important long-lived greenhouse gas. Atmospheric methane reached a new high of about 1813 parts per billion (ppb) in 2011, or 259% of the pre-industrial level, due to increased emissions from man-made sources. Nitrous oxide (N<sub>2</sub>O) is emitted into the atmosphere by both natural (about 60%) and man-made sources (approximately 40%), including oceans, soil, biomass burning, fertilizer use, and various industrial processes. Its atmospheric concentration in 2011 was about 324.2 parts per billion, which is 1.0 ppb above the previous year and 120% of the pre-industrial level.

## Bamboo Bicycle Project, Ghana

The objective of this project is to promote a healthy, non-polluting form of alternative transport to meet growing mobility needs while addressing climate change, environmental degradation, poverty, and high unemployment among the youth. So far the project has acquired 2.44 acres of land, established a bamboo plantation and a nursery with the capacity to produce 10,000 seedlings and purchased 15,000 bamboo seedlings for start-up. Participating youth received technical guidance on planting and maintenance of bamboo.

Ten unemployed young people were trained and offered full-time jobs in manufacturing and assembling bamboo bikes at the bamboo bike factory at Achiasse, which also serves as a training centre.

The construction of bamboo bikes is much less energy intensive than the production of steel bikes. During the production of a steel frame, about 5 kg of carbon dioxide are emitted, and while bamboo can be directly recycled, steel requires additional energy inputs for recycling. Bamboo plantations absorb CO<sub>2</sub> and generate up to 35% more oxygen than an equivalent stand of trees.

In addition, the increased cultivation and use of bamboo as an alternative to wood is helping the preservation and rehabilitation of the community's dwindling forests. As a result, the District Assembly and the Newmont Mining Company in Ghana are promoting this technology. In 2012 the project won several awards, including the Samsung Generations for Peace Award.

---

### Name of organization:

Bright Generation  
Community Foundation with  
support from the UNDP-  
implemented GEF Small  
Grants Programme

---

### Name of contact person:

George Ortsin

---

### E-mail:

GeorgeO@unops.org

---

### Website:

[www.brightgeneration.org](http://www.brightgeneration.org)





## Tree Planting, Ethiopia

The twentieth century witnessed a dramatic and drastic reduction in Ethiopia's forest cover from an estimated 40% coverage to less than 2% today. This huge loss of trees has contributed to a reduction in the quality of life for most Ethiopians. UNICEF Ethiopia's Millennium Tree Planting Campaign is part of UNEP's worldwide 'Billion Tree Campaign', which engages the public in planting trees to promote the protection of the environment. Through this project, UNICEF

involved 50,000 school children through school environmental clubs in planting 50,000 trees in the region of Addis Ababa. Tree planting is both a mitigation and an adaptation measure. Tree planting also benefits children and schools by preventing land erosion and protecting against wind and dust in yards, both of which could increase due to an increase in rainfall and temperature variations caused by climate change.

Innovative Climate Change and Environmental Education (CCEE) was introduced through lessons and environmental clubs in 562 schools in seven

regions. To date, 2,812 teachers have been trained and the CCEE Manual developed to support environmental science lessons and club activities. It has been printed in Amharic for distribution to schools in Addis Ababa and also adapted and translated into Somali.

---

**Name of organization:**

United Nations Children's Fund (UNICEF)

---

**E-mail:**

education@unicef.org

---

**Video:**

[www.unicef.org/ethiopia/ET\\_PR\\_07\\_tree\\_ben.pdf](http://www.unicef.org/ethiopia/ET_PR_07_tree_ben.pdf)

---

**Website:**

[www.unicef.org](http://www.unicef.org)

## Production of Biodiesel from Used Vegetable Oil, Barbados

The Lester Vaughan Secondary School in Barbados with 1,100 students implemented a project to raise awareness among youth about the use of biodiesel as an environmentally friendly alternative fuel for diesel vehicles. The members of the school's Environmental

Club collected used vegetable oil from their homes and communities and handed it over to the Sole Proprietorship, who then produced biodiesel and glycerine from the oil and paid the Environmental Club for the PEP bottles as well as for each litre of biodiesel and glycerine sold. The income generated through the sale of biodiesel was shared with the students and their school in order to conduct other environmental and community activities.

The students learned about climate change, recycling, renewable energy and also participated in business training workshops.

To demonstrate the use of biodiesel in generators and for income-generating activities, the private sector donated a popcorn machine and a diesel generator, which are managed by the school's Environmental Club. The generator ran on the biodiesel produced and the funds from the





sale of popcorn were used to develop additional environmental activities.

As a result of the project, a total of 3,943 litres of oil were collected, which would have otherwise been disposed of in sink drains or in another environmentally unfriendly manner. A total of 3,154 litres of biodiesel were produced and used to fuel diesel vehicles, resulting in the reduction of approximately 6,000 tons of CO<sub>2</sub> emissions.

In addition, 592 litres of glycerine, another useful by-product from the conversion of used vegetable oil to biodiesel, were produced.

The students gained more awareness regarding recycling and were able to earn a significant income to expand their climate actions. The school received an award from the government for this project.

---

**Name of organization:**

Lester Vaughan Secondary School with support from the UNDP-implemented GEF Small Grants Programme

---

**Name of contact person:**

Nicole Garofano

---

**E-mail:**

futurecentre@sunbeach.net





## ChepeCletas, Costa Rica

ChepeCletas is a social enterprise run by young, dynamic and innovative people that helps demonstrate the potential we have as individuals to contribute to a more sustainable future. Launched in 2010 as a response to Costa Rica's goal of being carbon neutral by the year 2021, ChepeCletas focuses on developing and implementing strategies in San José, Costa Rica's capital city, that decrease the dependency on private automobile use while promoting walking, biking and public transport. ChepeCletas considers commuting

and transportation within the city as a means to build a stronger and more sustainable community.

Its activities are organized by youth and include everything from guided night walks and bicycle rides to open-air movie viewings, conversation nights, free concerts and organized dances within San José. Planned activities are effectively communicated through social networking media as well as the national and international press. ChepeCletas has formed strong cooperation with the local government and the institute of tourism and has worked jointly with the Dutch and German embassies, UN-Habitat and the United Nations High Commissioner on Refugees.

ChepeCletas has managed to engage more than 10,000 people in its activities in the city and has rekindled an interest in the city as a cultural, financial and social center. Through education, infrastructure development and a strong cultural change, ChepeCletas visualizes a new city where public space and transport becomes truly democratic and allow for a cleaner and more accessible city that will boost Costa Rica towards its carbon neutral goal.

---

**Name of organization:**  
ChepeCletas

---

**Name of contact person:**  
Roberto Guzmán Fernández

---

**E-mail:**  
roberto@chepecletas.com

---

**Website:**  
www.chepecletas.com



## Youth Participation in REDD+, Congo

The project started in 2012 with the overarching goal of mobilizing Congolese youth to contribute to REDD+ (Reducing Emissions from Deforestation and Forest Degradation), particularly in South Kivu city. The project deals with the promotion of conservation and sustainable management of forests and the enhancement of forest carbon stocks. Project activities include

the organization of four workshops with local youth organizations and local communities, four tree planting campaigns and the implementation of two tree nurseries in Burhale and Nzibira Villages. To date, 1525 trees have been planted.

---

**Name of organization:**

JeunesVolontaires  
de GrandsLacs pour  
l'Environnement

---

**Name of contact person:**

Prince Wilondja Wabilima

---

**E-mail:**

wilsonprincew@yahoo.fr

---

**Website:**

[www.jevograle.over-blog.org](http://www.jevograle.over-blog.org)



**As Africans we should adopt a resolution that global warming is there, and we should look after, and conserve our environment for future generations as we also remember that it's one thing to plant a tree and another to make it survive.**

**Paul from Uganda**  
Voices of Youth, UNICEF

## Rainforest Protection and Disaster Risk Reduction, Guyana

Guyana makes a vast contribution to climate change mitigation thanks to standing rainforests that encompass over 80% of its surface and absorb carbon emissions. However, central Guyana's Amerindian populations, who act as primary 'custodians' for the rainforest, significantly lack

healthcare, nutritional food, safe water and sanitation. To ensure continued protection of the forest as a means of mitigating climate change, a project was designed aiming at improving health, hygiene and environmental management among Amerindian populations. A child-to-child educational programme engages with, and empowers, Amerindian children as stewards of the rainforest region. This programme links healthy lifestyles through hygiene education with local action

to protect and preserve the environment. It also promotes environmental awareness through child-to-child educational programmes between Amerindian children and children in the developed world, which focus on the importance of protecting standing rainforests.

---

**Name of organization:**

United Nations Children's Fund (UNICEF)

---

**E-mail:**

education@unicef.org

---

**Website:**

www.unicef.org

## PROTECT THE FOREST

- Design a "No junk mail" sign and put it on your letterbox.
- Collect your scrap paper. Use it for drawing and notes.
- Buy and use recycled paper.
- For school and other activities use as little paper as possible photocopy and print on both sides. Print only if really needed. Use e-mail.

Source: FAO Food Security and Climate Change Challenge Badge<sup>8</sup>



## Investigative Journalists, United Kingdom

---

In 2011, six high school students from the Isle of Man in the British Isles were awarded a trip to The Gambia to see the work that Concern Universal, a development charity organization, was doing there. The students saw first-hand the impacts of climate change in The Gambia, which include salinization and desertification, leading to reduced agricultural production.

The students realized that carbon dioxide emissions produced on one side of the world are causing negative consequences on the other side and decided to start a project aiming at reducing their school's environmental impact. Taking the example of their Gambian friends, the six students decided that educating children is the most effective way of spreading information regarding practical ways to reduce personal carbon footprints. They set up an Eco-Committee to pilot a series of initiatives at the Queen Elizabeth II High School. Activities developed include the planting

over 4,000 tree saplings; developing a battery-recycling scheme for used batteries; installing timers on lights and computers as part of a 'switch on to switching off' programme to teach children about the importance of switching off lights and appliances; setting up an online learning forum, with most homework now done online; meeting with the local bus corporation to ensure that bus travel remains a viable option for children who have previously been driven by car to school; educating through blogging; fundraising for Concern Universal through bake sales, assemblies and talks, and organizing a 'Gambian Evening'. The funds acquired from these activities will be used to support projects that will combat salinization and desertification in The Gambia and/or help people adapt to living with these problems.

Successes achieved by this initiative include the offsetting of carbon dioxide emissions created by transportation of students to Queen Elizabeth II High School by planting an equivalent number of trees. 1,104 kg of woodland

equivalent were saved by recycling 24,460 newspapers into 615 paper briquettes. The school's electricity bill was reduced by £ 1,066.47 compared to April/November 2010. Over £ 1,600 was raised for Concern Universal. The school was ranked first out of more than 14,000 schools for sustainable credentials in Pod, EDF's Energy Programme for greener schools.

---

**Name of organization:**

United Nations  
Environment Programme  
(UNEP)

---

**Name of contact persons:**

Naomi Poulton,  
Joyce Sang

---

**E-mail:**

children.youth@unep.org

---

**Website:**

www.unep.org

- Every single person should do their bit to contribute to the global fight against climate change. You can start from your home or school;
- No action taken to reduce your carbon footprint is too small; it eventually adds up to something big;
- Education, especially starting from school level, is the key to developing a sustainability-based culture.

Source: Lessons learnt, Investigative Journalists project, United Kingdom

## Project Jatropha, India

Adarsha Shivakumar and Apoorva Rangan are two young siblings from USA who visit their grandparents in India very often. When they visited villages in the Hunsur Taluk area in South India, they realized that many farmers grow tobacco for a living as it is one of the few crops that generates income there. However, the processing of raw tobacco leaves in the kilns (barns) requires firewood. This has forced farmers to cut down local tree cover and forests. Furthermore, the burning of the tobacco leaves produces a large amount of carbon dioxide and other pollutants. There are other problems associated with tobacco cultivation. The Indian Government signed

the WHO Framework Convention on Tobacco Control, and aims to cut tobacco cultivation by half by the year 2020. Farmers fear that the compensation money being offered by the Government for moving away from tobacco cultivation may not last long. Therefore, an alternative commercial crop had to be found. Jatropha curcas, a small perennial shrub with oil-rich seeds, was the answer. The plant met the four criteria that any biofuel should meet: it must have a large positive energy input, must not destroy biodiversity-rich land, must not release large amounts of carbon dioxide when grown, and must not solve one problem only to create another.

In December 2007, Adarsha and Apoorva co-founded

Project Jatropha, an international non-profit collaboration. They facilitated the collaboration between Labland Biotechs, a plant biotechnology company located some 45 kilometers from tobacco cultivation villages, and with Parivarthana, an NGO working in rural poverty alleviation, environmental protection and sustainable rural development.

The Project Jatropha's activities include the holding of town-hall meetings with farmers to introduce Project Jatropha and training them in the agronomics of Jatropha; demonstration tours related to Jatropha plantation and the extraction of biofuel; and facilitation of Q&A between the Labland scientists, field workers of Parivarthana and farmers.



13,000 Jatropha seedlings from Labland Biotech have been purchased and distributed to 40 farmers in two villages. They purchased the Jatropha seeds at market price, extracted biofuel at Labland Biotech and distributed it to farmers of two neighbouring villages. The biofuel was used by farmers in their irrigation pumps as test runs.

Farmers agreed to participate in the next phase of the project following successful test runs. 13,000

Jatropha plants given to farmers produced seeds and income for the farmers who can no longer rely on tobacco as their cash crop, and thus reduced deforestation.

Assuming each Jatropha plant produces 2.5 kilograms of seeds, the total seed yield would be around 30,000 kg.

As Jatropha seeds are 30% oil, 2,700 gallons of biofuel can be produced annually. By producing a clean alternative fuel that has a high demand, Project

Jatropha helps alleviate greenhouse gas emissions. A mature Jatropha plant is a carbon sink, as two plants absorb one metric ton of CO<sub>2</sub> annually. The seedlings provided will remove 6,500 tons of CO<sub>2</sub> annually.

---

**Name of organization:**

United Nations  
Environment Programme  
(UNEP)

---

**Name of contact persons:**

Naomi Poulton,  
Joyce Sang

---

**E-mail:**

[children.youth@unep.org](mailto:children.youth@unep.org)

---

**Website:**

[www.unep.org](http://www.unep.org)

## 2

# Gearing up for the Storm

**The international scientific community has established that climate change will cause negative impacts on natural and managed ecosystems, the operation of socio-economic systems as well as human health and welfare.**

The initiatives and measures to reduce the vulnerability of natural and human systems against actual or expected climate change effects are known as adaptation. Without this, the vulnerability to the negative effects of climate extremes will be substantially increased and will cause the population to suffer more, particularly those living in countries that are most vulnerable to adverse effects of climate change.

The most vulnerable countries are generally those that are the least developed, and the most vulnerable social groups include children, women and the elderly. As adaptation has a local character, the role of children and youth in raising awareness and implementing initiatives in line with local needs and realities is a must for an effective implementation of adaptation.

**The world as we have seen today is faced with many problems.**

*Mostly, we the children are affected, our schools are flooded, roads are impassable, the food basket is affected which in turn brings about hunger. Well, in order to adapt to the occurrence of these floods, measures have to be put in place. We can help build floating schools, houses and gardens, improve the drainage system in our communities. Well, it's from these things that change will occur.*

**Perry from Zambia**

Voices of Youth, UNICEF



## Swimming Lessons for Emergencies, Bangladesh

---

The extensive water-based topography of rivers, deltas, rice paddies and ponds in Bangladesh poses a high risk of drowning for local children.

In recent years, this risk has amplified due to an increase in the frequency and intensity of cyclones, extreme weather patterns,

frequent flooding and rising sea levels due to climate change. Proportionate to the population size, more children die each year from drowning in Bangladesh than in any other country in the world (some 17,000 children drown there each year).

To reduce risks associated with child drowning and enable children and adolescents to survive and thrive in the face of chronic flood disaster

associated with the changing climate and environment, UNICEF Bangladesh's SwimSafe programme provides swimming lessons for many young children to stay safe.

---

**Name of organization:**

United Nations Children's Fund (UNICEF)

---

**E-mail:**

[education@unicef.org](mailto:education@unicef.org)

---

**Video:**

[www.unicef.org/infobycountry/bangladesh\\_51056.html](http://www.unicef.org/infobycountry/bangladesh_51056.html)

---

**Website:**

[www.unicef.org](http://www.unicef.org)



## Youth Adaptation in Xai-Xai City, Mozambique

In January 2010, UNEP, through its climate change and development programme (CCDARE), supported the Municipal Council of XaiXai in the design of adaptation techniques to assist the inhabitants in adapting to the higher risk of pluvial topsoil erosion resulting from higher and more erratic rainfall. The project aimed to help communities acquire knowledge on how to adapt to climate change challenges and to provide the socio-economic

information needed for them to understand the future potential impacts of climate change in the local context. Sustainable and economic techniques to address local issues were introduced, such as of building barrier walls with blocks filled with soil retaining plant species with multiple functions along the affected areas; stabilizing the infrastructure; repelling mosquitoes and snakes; and providing a visually appealing environment which has since become a space used as a recreational park and a tourist attraction in itself. Youth were at the forefront of this project. Youth groups helped construct barriers, which halted soil erosion and improved soil fertility in the area, leading to higher agricultural production. Over 15,000 youth in affected neighborhoods have directly benefitted from this project. Masonry techniques/skills acquired by youth involved in this initiative led to the

development of a local block-making industry which has opened up new employment opportunities serving the local economy.

Following the success of this initiative, the local government authority developed a partnership with a local university Univercidade Pedagogica - Delegacao de Gaza to promote the experience through the integration into the university curriculum, encouraging communities and stakeholders to put more efforts into the local level management of land, environment and natural resources.




---

**Name of organization:**

Concelho Municipal da  
Cidade de Xai-Xai

---

**E-mail:**

Victor Batista Chiconela

---

**Video:**

vchiconela@yahoo.com.br

---

**Website:**

www.unep.org

**Africa should play a big role in reversing global warming since we are the most affected of all continents. This begins with you and me because we are the immediate neighbors to the environment. We should stop disposal of garbage without concern. Garbage should be disposed at the right places.**



**Eso from Kenya**

Voices of Youth, UNICEF



## Preparing for Natural Disasters, Philippines

The Philippines is a country consisting of about 7,000 islands, meaning it has a natural environment that makes it particularly vulnerable to changes in climate and associated natural disasters. There is a frequent risk of typhoons and floods; it is not uncommon to have 6 typhoons in a year.

Climate change is likely to have an effect on the frequency and severity of these typhoons. For example, in 2006 there were 3 ‘supertyphoons’ in quick

succession, which had never before happened in the country.

UNICEF Philippines supports a local NGO to map new risks of natural disasters posed by climate change in the country. UNICEF also works on disaster preparedness in the region, alongside other UN agencies. Specifically, UNICEF builds schools that can withstand weather events such as typhoons so that children’s education is not interrupted in the aftermath of natural disasters. It also delivers disaster preparedness education in schools to ensure that children know what to do and are not at

risk when a disaster strikes. Aligned with the Climate Change Act of 2009, UNICEF has supported local actions and empowerment of children in local communities to build resilience and capacity to adapt to increasing prevalence of natural disasters. Children take part in the facilitator’s pool where adults and children work together to conduct school and community based activities.

---

**Name of organization:**

United Nations Children’s Fund (UNICEF)

---

**E-mail:**

education@unicef.org

---

**Video:**

[www.youtube.com/unicefuk?v=2PijwH6Mtg&lr=1](http://www.youtube.com/unicefuk?v=2PijwH6Mtg&lr=1)

---

**Website:**

[www.unicef.org](http://www.unicef.org)

## El Mouddaa Adaptation Initiative, Morocco

The El Mouddaa adaptation initiative in Morocco was designed and implemented through a comprehensive participatory and inclusive approach, with the objective of strengthening the resilience of the local community. The project fosters sustainable land and water management, resilient farming practices and community early warning techniques, which help the El Mouddaa

community better deal with current and future climate challenges. While the elders are the local authority, this project was managed by an organization of young people under 30, with the elders giving them legitimacy to take leadership. This community-based adaptation project aims at sustainably increasing the wellbeing of the local community through the protection of critical village infrastructure and strengthening of local food security. As part of the project young people strategically built rock dams to reduce the floodwater

flow and damages to village infrastructure and buried the main irrigation line to reduce the vulnerability of local farming by ensuring permanent irrigation water flow. Traditional subsistence to strengthen food security was also reintroduced.

In addition, through local consultation and awareness raising, this youth-led project helped the community set aside large sections of land around the village for conservation, reforestation and re-vegetation. It also outlawed grazing of herds in and around the village in an effort to protect and sustain



native shrubs and grasses. The re-vegetation improved soil and reduced erosion flash flooding risks. The project is also testing a user-friendly low-cost technology in water and sanitation to prevent hazardous chemicals from contaminating irrigation water, damaging soils and crop production. These activities contribute to environmental protection, more sustainable natural resource management and preservation of ecosystem services. Furthermore, the project installed an early flash flood alarm system in order to support community-based disaster risk management. A key achievement of this initiative is that it has managed to engage all members of the community in taking part in adaptation to climate change, in a context where participation remains one of the key field challenges. This project won the Equator Prize in 2012 for Community-Based Adaptation.

---

**Name of organization:**

Association Amsing with support from the UNDP-implemented GEF Small Grants Programme

---

**Name of contact person:**

Said Zirri

---

**E-mail:**

moudaa01@hotmail.com

## Cyclone Proof Schools, Madagascar

---

Madagascar is in the path of weather systems in the Indian Ocean that cause severe cyclones each year. Increasingly frequent and intense cyclones due to climate change pose a serious challenge for thousands of children. In 2008, for instance, Cyclone Ivan crossed the island, destroying and damaging 2,299 classrooms and disrupting the schooling of hundreds of thousands of children. The 2009 cyclone season damaged another 247 classrooms, and in 2010 a further 309 classrooms were affected. In addition to this, the high growth in enrolment numbers over the past few years put pressure on existing classrooms and increased the demand for more schools.

The Cyclone Proof Schools project aims at building schools that can withstand adverse weather events in the Analanjirifo Region of Madagascar, one of the areas most frequently hit by cyclones. UNICEF has worked to rebuild classrooms in 20 schools to resist future cyclones and



to install water pumps and latrines to allow pupils to continue their studies in improved health despite the challenges that cyclones may bring to the water and sanitation provision. On the rebuilt school grounds, children nurture school gardens with fresh produce while simultaneously learning about biodiversity.

---

**Name of organization:**

United Nations Children's Fund (UNICEF)

---

**E-mail:**

education@unicef.org

---

**Website:**

www.unicef.org

# 3 Nurturing Young Leaders

The Doha work programme<sup>9</sup> reaffirms the importance of Article 6 of the UNFCCC for achieving the ultimate objective of this Convention and for the effective implementation of adaptation and mitigation actions. It recognizes that education, training and skills development are fundamental for all Parties to achieve sustainable development in the long term, and that a goal of education is to promote changes in lifestyles, attitudes and behaviour needed to foster sustainable development and to prepare children, youth, women, persons with disabilities and grass-root communities to adapt to the impacts of climate change.

**I feel honoured to have been appointed by the United Nations Secretary-General as his Envoy on Youth and stand ready to take up the challenge of facilitating young people participation in setting policies and joining everyday actions of governments and the United Nations. While climate change is the force transforming the natural state of our planet, youth have the power to move this transformation on a sustainable path. Let's remember, if there is always a Plan B, there is no Planet B for us!**



**Ahmad Alhendawi**

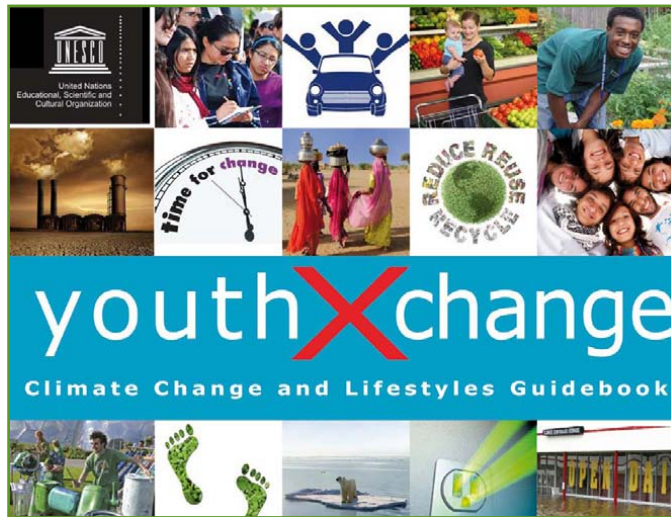
United Nations Secretary-General's Envoy on Youth



**Education is the fundamental entry point for nurturing future leaders in the area of climate change.** *It can help develop the core competences necessary for individuals to be able to promote low carbon and climate-resilient development. It can inspire these individuals to achieve a deeper understanding of the nature of vulnerability to climate change and natural disasters, as well as how people can continue to prosper and grow in the face of increasing uncertainty. The UN CC:Learn partnership places a special emphasis on working with education systems in countries that are very vulnerable to climate change, providing educators with new ideas, materials, sources of information and funding.*

**Angus Mackay**

UN CC:Learn Secretariat,  
UNITAR



## YouthXchange Initiative

In 2001, the United Nations Environment Programme and the United Nations Educational, Scientific and Cultural Organization joined forces to create the YouthXchange Initiative. This Initiative's main objective is to promote sustainable consumption and lifestyles among young people aged 15-24 through education, dialogue, awareness raising and capacity-building. YouthXchange works with young people, educators, non-governmental organizations, trainers and youth leaders around the world through national partners in more than 45 countries.

At the local and national levels, partners conduct YouthXchange training and capacity-building activities supported by YouthXchange materials, including the training kit on responsible consumption, an essential and complete toolkit to train and teach on sustainable lifestyles translated into more than 20 languages, thematic and regional YouthXchange publications as well as the bilingual YouthXchange website ([www.youthxchange.net](http://www.youthxchange.net)).

The first thematic YouthXchange publication was the Climate Change and Lifestyles guidebook. Since its creation more than 10 years ago, YouthXchange partners have taken part in numerous awareness-raising and capacity-

building activities related to sustainable consumption and lifestyles in all corners of the world. These activities aim at enhancing young people's understanding of sustainable consumption and exploring ways to address environmental challenges through adopting sustainable consumption habits and more sustainable lifestyles. These activities also involve educators, teachers and trainers, policy-makers and the media, all of whom work with young people at the local and national levels. UNEP and UNESCO are currently working on two thematic guidebooks on green skills and lifestyles, and biodiversity and lifestyles, as well as the first regional YouthXchange guidebook on responsible consumption for Africa.

---

**Name of organization:**

United Nations  
Environment Programme  
(UNEP)

---

**Name of contact person:**

Khairon Abbas

---

**E-mail:**

[Khairon.Abbas@unep.org](mailto:Khairon.Abbas@unep.org)

---

**Website:**

[www.unep.org](http://www.unep.org)



## YouthXchange in the Mediterranean

The UNEP and UNESCO YouthXchange in the Mediterranean project was a 24 month long programme carried out by the Mediterranean Information Office for Environment, Culture and Sustainable Development (MIO-ECSDE) /Mediterranean Education Initiative for Environment & Sustainability (MEdIES) between 2009 and 2011. This project addressed the critical issue of sustainability in the lifestyles of young people of the region, particularly in terms of their consumption habits. The project involved partners

adapting and translating the *YouthXchange Training Kit on Responsible Consumption* into Arabic.

The guidebook was then enriched with Mediterranean-relevant case studies, showcasing sustainable lifestyles examples in action in the region, and circulated to Arabic speaking countries, namely Egypt, Jordan, Lebanon, Morocco, Syria and Tunisia. A series of training courses was conducted for educators on how to integrate the training kit in their teaching; these events involved the media as well as young people to acquaint them with the basics of sustainable consumption

and lifestyles. The project was coordinated by the MIO-ECSDE/MEdiES and local and national partners with the support of the Anna Lindh Foundation and UNEP.

---

### Name of organization:

The Mediterranean Information Office for Environment, Culture and Sustainable Development and the Mediterranean Education Initiative for Environment & Sustainability, in collaboration with UNEP and UNESCO

---

### Name of contact person:

Iro Alampeï

---

### E-mail:

alampei@mio-ecsde.org

---

### Website:

www.medies.net/  
staticpages.asp?aID=385



## Sandwatch

Sandwatch is a global programme active in more than 50 countries, many of them small island developing States. Initiated by UNESCO more than 10 years ago, Sandwatch is coordinated by the non-profit Sandwatch Foundation with support from UNESCO and many other partners. Sandwatch seeks to change the lifestyle and habits of children, youth and adults on a community-wide basis, by developing their awareness of the fragile nature of marine and coastal environments and the need to use them wisely.

Sandwatch is a volunteer network of children, youth and adults working together to monitor and analyze changes in their beach environment using a standardized approach. The participants are encouraged to share their findings with the wider community and then take action to address identified issues, enhance their beach environment and build resilience to climate change. With its practical hands-on approach Sandwatch represents an example of Education for Sustainable Development, seeking to empower and encourage people of all ages



to assume responsibility for creating and enjoying a sustainable future. Sandwatch is science in action, applied in the real world in an interdisciplinary manner with applications ranging from geography to art, and from poetry to mathematics. It helps students translate their school-based learning to everyday life situations.

By participating in Sandwatch, youth and children living in coastal areas become actively engaged in addressing problems and issues identified through their work. For example, students at the Hope Town Primary School in the Bahamas have every year since 2004 monitored the local beach using the Sandwatch approach. In 2005, their beach was badly damaged

during several devastating hurricanes. The government used heavy equipment to scrape sand from the sea bottom to restore the sand dunes. Assisted by the community, Hope Town Primary Sandwatchers worked tirelessly to plant the newly constructed dunes with “sea oats”, a hardy dune grass. Six years later, in 2011, the area was again impacted by a hurricane, but this time the dune stood firm – the roots of the sea oats did their job and held the sand in place.

---

**Name of organization:**

United Nations  
Educational, Scientific  
and Cultural Organization  
(UNESCO)

---

**Name of contact person:**

Khalissa Ikhlef

---

**E-mail:**

k.ikhlef@unesco.org

---

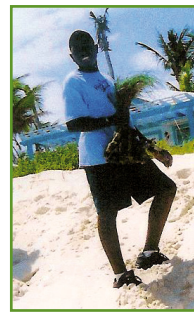
**Website:**

www.unesco.org

**Sandwatch takes you places you never dreamed of going and gives you knowledge that will not be acquired on ordinary occasions. I have been able to impart new ideas into my classroom sessions. Sandwatch is an experience you will never want to forget.**

**Marsha Gregg**

Teacher, Bequia Community High School,  
St. Vincent and the Grenadines



## Young Masters Programme on Sustainable Development

The Young Masters Programme on Sustainable Development (YMP), developed by the Swedish International Institute of Industrial Environment Economics at Lund University, is a free web-based education and learning network that puts social, environmental and economic awareness on high school timetables all over the world. More than 25,000 teenagers, aged 16 to 18, from over 100 countries have already taken part in the YMP programme since its launch in 1999.

The YMP learning takes place in web-based

global classrooms. Each classroom brings together 120 students and teachers from around the world. Here, students undertake the same readings and assignments and compare and discuss their results. They share experiences and knowledge and give each other feedback. By interacting with students from other countries in the online community, they learn from each other, gain an understanding of global sustainability challenges, and acquire the knowledge of many different local perspectives and solutions on sustainable development. Students also develop their own local sustainability projects. For example, a group of Indonesian students has helped poor urban families in Surabaya



to collect old newspapers, which were then recycled into braided baskets and sold. The girls have created their own brand “Selbi” and the idea has spread to other deprived areas. Last but not least, students have the opportunity to make friends for life.

---

#### Name of organization:

Young Masters Programme on Sustainable Development

---

#### Name of contact person:

Elisabeth Knöppel

---

#### E-mail:

[elisabeth.knoppel@goymp.org](mailto:elisabeth.knoppel@goymp.org)

---

#### Website:

[www.goymp.org](http://www.goymp.org)

### GET ACTIVE

**Be positive** Taking a positive approach that change can happen and can lead to a better life.

**Work together** Working with others can inspire them and set an example to politicians.

**Connect with people** Starting from the concerns or issues of other people gets them interested.

**Take small steps** Making even the smallest changes of lifestyle can be a good start.

**Connect with nature** Experiencing nature motivates people to protect it, and can improve health.

**Celebrate success** Demonstrating that positive change can motivate, inspire and be fun.

## UN CC:Learn

The One UN Training Service Platform on Climate Change (UN CC:Learn) is a partnership of 33 multilateral organizations that supports Member States to deliver learning and skills development on climate change. An important aspect of UN CC:Learn is to support countries in developing national strategies to *Strengthen Human Resources and Skills to Advance Green, Low Emission and Climate Resilient Development*. Five pilot countries currently developing such strategies are Benin, the Dominican Republic, Indonesia, Malawi, and Uganda. All of these countries are promoting the participation of children and youth in climate change issues. For example, the Dominican Republic has already begun implementing a training programme based on a Climate Change Education for Sustainable Development course, originally designed by UNESCO. The course is supporting teachers to help young people understand the causes and consequences of climate change and bring about changes in attitudes and behavior.



In Malawi, the Government, through the Malawi Institute of Education, and its partners are taking advantage of a national curriculum review to integrate climate change issues into secondary education. In Uganda, the Ministry of Education and Sports through the National Curriculum Development Centre, with support by the Danish Government and technical assistance from the Ministry of Water and Environment, has spearheaded the development of climate change education supplementary materials for six subjects for lower primary education. In Benin, the Government is likewise committed to integrating climate change at all levels of

education. The Government of Indonesia is taking advantage of a major reform in the national curriculum to pilot test climate change modules in selected schools and localities nationally. Country efforts to promote climate change education will be further supported through UN CC:Learn, working closely with UNESCO and UNICEF in the second half of 2013.

---

**Name of organization:**

United Nations Institute for Training and Research (UNITAR)/ Secretariat of UN CC:Learn

---

**Name of contact person:**

Angus Mackay

---

**E-mail:**

[uncclearn@unitar.org](mailto:uncclearn@unitar.org)

---

**Website:**

[www.uncclearn.org](http://www.uncclearn.org)

## Skills-based Learning Materials and Packages, Nigeria

UNICEF Nigeria, together with the Federal Ministry of Education is implementing skills-based learning materials and packages as part of the Basic Education for behavior change initiative in two States. Through Climate Change Adaptation and Disaster Risk Reduction (CCADRR) clubs, students tend to the gardens and have been able to enjoy the harvest, sharing with their families and the community at large. Funds raised from the sale of the harvest are invested back into expansion of the school CCADRR programmes.

The goal of the programme, the empowerment of Nigerian children and youth as change agents through the acquisition of knowledge and skills on climate change, has greatly

progressed. Towards the achievement of this goal, the Africa Adaptation Programme developed processes to ensure that learners would become capacitated through knowledge and skills, including leadership, peace building, conflict resolution and life skills, acquisition and orientation in participatory approaches to effect social and behavioural change in their communities. Using strategies that promote increased child participation in child-centered learning tasks, these learners imbued with new skills have developed new communication materials, including songs, poems, puzzles, games, and drama. Trained and empowered Climate Change Ambassadors, armed with new skills and knowledge, serving as advocates to their communities, have influenced community and state leadership in the two pilot states.

The programme focused on the generation of evidence and concepts using evidence-based research to inform upstream policy dialogue. It aimed at developing and implementing strategies and programmes for the wellbeing of the child in a changing Nigeria. The Africa Adaptation Programme was coordinated by the Federal Ministry of Environment under the leadership of the Special Climate Change Unit. Implementation of the Africa Adaptation Programme was managed through a tri-agency arrangement involving UNDP, UNIDO and UNICEF.

---

**Name of organization:**

United Nations Children's Fund (UNICEF)

---

**E-mail:**

education@unicef.org

---

**Website:**

www.unicef.org

**I think fighting global warming must start from self.**

*Even though it's not much, each one of us have our own effect on climate change. So every AFRICAN has a great responsibility in fighting against global warming. "Let us change and let's make them change".*

**Yeabsira from Ethiopia**  
Voices of Youth, UNICEF

## Leadership Programme “Young Women for a Greener Future”

In March 2012, more than 70 young women from over 60 countries participated in a WAGGGS *Leadership Development Programme Event* held at two WAGGGS World Centres simultaneously: Our Chalet in Switzerland and Sangam in India. The events, entitled ‘Young Women for a Greener Future,’ focused on developing participants’ personal and leadership skills in order to impact their home countries and the world on environmental issues. The 70 young participants developed national environmental projects to deliver once they returned

to their home countries. These twin seminars ran parallel programme topics and made good use of the surrounding communities in India and Switzerland to inspire participants for new and alternative ideas of working with environmental and climate change issues.

Participants learned to identify and develop their unique leadership styles through the exploration of topics related to communication, team work, conflict resolution and change management, alongside learning about key environmental issues including climate change. This event was repeated at Our Chalet in Switzerland in March 2013 with 28 motivated young women from 24 countries who all prepared plans to learn to speak out and take action

at the local and national level using the knowledge and skills they had developed. The 6-day seminar included non-formal education activities on reducing food miles, climate change adaptation, sustainable development and renewable energy.

On 22 March 2013, a new Water Challenge Badge was launched with YUNGA for World Water Day, where participants took part in activities to learn about the risks climate change poses to our world’s water.

---

### Name of organization:

World Association of Girl Guides and Girl Scouts (WAGGGS)

---

### Name of contact person:

Harriet Thew

---

### E-mail:

harriet@waggggs.org

---

### Website:

www.waggggs.org

## THREE-QUARTERS OF BRITISH 11 TO 16-YEAR-OLDS WERE WORRIED ABOUT HOW GLOBAL WARMING WILL CHANGE THE WORLD

The UNICEF poll, conducted by Ipsos-Mori, found that two-thirds of young people were worried about how climate change will affect other children and families in developing countries and that only 1% said they knew nothing about climate change. “The results of this survey offer a timely reminder to politicians that climate change is an issue of tremendous concern to Britons and casts a long shadow over young people’s view of their future,” said David Bull, UNICEF UK’s Executive Director. “Young people are not only concerned about their own future but also the impact climate change is having on children in less developed countries where climate change is a key driver of hunger and malnutrition<sup>10</sup>.”

## Training for Youth on Climate Change, Colombia

Grupo Tayrona, a non-profit environmental organization founded in 1999, develops local, national and international initiatives to empower children and young people to take action in projects on climate change and sustainability. It promotes informal education through innovative methodologies to inspire and mobilize young people to contribute to the implementation of Article 6 of the UNFCCC. Youth members have actively participated in the development of the “National Strategy on Education, Training and Public Awareness on Climate Change”, in the



framework of the Second National Communication of Colombia. Young people from Grupo Tayrona have created platforms for reflection, dialogue, exchange, cooperation and participation and organized local, national and Latin American Youth Encounters, creating a network “Youth for the Planet”. Achievements include the mobilization of youth from 25 countries to participate in volunteer projects, organization of seven Latin American Encounters, convening of local and national meetings



of youth, the First World Summit of Experiences and Initiatives of Youth in Favor of Sustainable Development and the World Student Summit on “Local impacts of climate change and innovative community solutions”.

---

**Name of organization:**

Corporación Grupo Tayrona

---

**Name of contact person:**

Juan Diego Valenzuela

---

**E-mail:**

grupotayrona@gmail.com

---

**Website:**

www.grupotayrona.org

## CHANGING YOUR CONSUMPTION PATTERNS FOR MORE SUSTAINABLE ONES CONTRIBUTE TO REDUCING GREENHOUSE GASES EMISSIONS AND MITIGATING CLIMATE CHANGE.

Take into consideration these recommendations before buying new products.

**Rethink** – Do you really need it?

**Reduce** – Could you have or use less of it?

**Repair** – Could it be mended or maintained?

**Re-use** – Can it be used for other purposes?

**Recycle** – Can it be recycled to avoid dumping underground?





## Empower Community of People, Nigeria

Empower Community of People Aspiring-Greatness (COPA) is a project of the Trailblazer Initiatives Nigeria, which was launched in response to an alarming increase in poverty and unemployment levels in the country. In the year 2011, 21.1% Nigerian youths were unemployed while

the figure rose to 23.9% in 2012. It is designed to tackle the problems of unemployment and poverty while contributing to combatting climate change by empowering youth and women to create green jobs through vocational skills acquisition and encouraging the growth of small and large-scale businesses. The project was launched in Ibadan, Oyo State, Nigeria, in June 2012. It has since been hailed a success in

Oyo, Ondo and Ekiti States with 1,132 young people trained and empowered to acquire green jobs.

---

**Name of organization:**

Trailblazer Initiatives Nigeria  
(a.k.a. Ibitola Foundations)

---

**Name of contact person:**

Olagoke-Adaramoye Dare

---

**E-mail:**

dareadaramoye@yahoo.com,  
trailblazerinitiatives@gmail.com

---

**Website:**

[www.projectempowercopa.blog.com](http://www.projectempowercopa.blog.com)



## Power of One Child Global Action Classroom

As a model for its social responsibility programme and active membership in the United Nations Global Compact, the United Nations Federal Credit Union (UNFCU) joined forces with a UNFCCC observer NGO Earth Child Institute (ECI) to facilitate a sustainable development conversation among youth. More than 300 children are now interacting with their peers across continents and time zones about local environment issues through ECI's Global Action Classroom, which is managed in collaboration with New York University's Environmental Conservation Education Program. The youth-led virtual classroom enables young people aged between 8 and 18 to not only learn about environmental protection for the first time, but to take action. Motivated by the goal of crossing borders digitally to foster learning and collaboration on a global scale, two phases of the project have already been implemented since its inception in 2011 and the third phase is now underway. The number of participating teams is growing and includes: Ibafo Secondary



School in Ogun, Nigeria; Baifi-Krom Primary/Junior High School in Mankessim, Ghana; Escola Parque, in Rio de Janeiro, Brazil; JW Marriott School, located in a protected forest region of Juma in Amazonas state, Brazil; Manhiça, Mozambique; an after-school club in Colorado, United States of America; and Doha's first special education primary school Al Tamakon in Qatar. These schools were selected based on their interest in environmental education, local action for change and global sharing among students. Children and young people have been mentored in a participatory process to identify relevant issues in their communities and move forward with action

plans on issues such as reforestation, school gardens, litter clean-up and water, sanitation and hygiene. UNFCU's programmatic support is enabling ECI and its partners to continue to expand the scope of the project, providing funding for Internet access and connections, conference calls, individual handheld video cameras, videotape editing as well as stocking an environmental tool kit complete with tree saplings, water test kits and other classroom materials.

**Name of organization:**  
Earth Child Institute

**Name of contact person:**  
Donna L. Goodman

**E-mail:**  
[info@earthchildinstitute.org](mailto:info@earthchildinstitute.org)

**Website:**  
[www.earthchildinstitute.org](http://www.earthchildinstitute.org)



## Conference of Youth Taiwan

Conference of Youth Taiwan (COYTW) is an annual event hosted by Taiwan Youth Climate Coalition (TWYCC). Since 2011 it has been the largest youth conference on climate change in Taiwan. Nearly 500 Taiwan youth attended the event during the past two years, and thousands of people follow TWYCC's fan page. COYTW aims to

build up a platform for Taiwanese youth to learn about climate change, with 'capacity building' being a key priority. By using the approach of world cafe and workshops, COYTW covers environmental issues such as recycling methods, nuclear power, international volunteering, and local policy discussions, among many others.

One particular example is that of the Pharmacy Students and Medical Students Association.

After participating in COYTW 2011, the leaders of both organisations expressed their interest in coordinating similar events within their community. The message quickly spread among young people throughout Taiwan and other students have begun to establish student clubs with environmental interests. To date, TWYCC has been working with 10 collaborating student clubs or organizations, and COYTW intends to gather more inspiration from youths to help identify the ways of responding to and preventing climate change.



**Name of organization:**  
Taiwan Youth Climate Coalition

**Name of contact person:**  
Liang-Yi Chang

**E-mail:**  
ian0301s@gmail.com

**Video:**  
[www.youtube.com/watch?v=HmdVXklspPk](http://www.youtube.com/watch?v=HmdVXklspPk)



## Junior Ambassador Programme

The Junior Ambassador Programme was founded in 2004 in Germany. Since its foundation, over 100,000 children and adolescents have participated in the programme. They have documented their outstanding and creative applications such as documentaries to support child rights globally and domestically. As part of the annual “Junior Ambassador”, children and young people across Germany organize music and sports events to raise

funds for UNICEF or simply inform others on how they can help improve the situation of children.

To reward and encourage participants, there is an annual award for the top performing Junior Ambassadors. One of the requirements for the applicants for the award is to hand in a report of their activities. A jury selects the five most creative and sustainable activities plus three extra categories (best sponsored run, best activity of a school and best choir group). Each summer all participants are invited to the award ceremony at the historic

Paulskirche in Frankfurt/Main. In 2012, about 4,400 children and young people organized 150 different events on children’s rights. The ideas/concepts/designs and implementation of the activities for children’s rights largely originate from the children themselves. The year 2013 will see the 10th Junior Ambassador ceremony, one of the highlights of which will be the fieldtrip report on experiences in Zambia live on stage.

---

**Name of organization:**

United Nations Children’s Fund (UNICEF)

---

**E-mail:**

education@unicef.org

---

**Website:**

www.unicef.org

## International Youth Conference Tunza 2013

UNEP successfully hosted the 2013 Tunza International Youth Conference on the Environment at the United Nations Complex in Nairobi, Kenya, from 10 to 14 February 2013. The conference provided a platform for 300 youth from 75 countries to learn, exchange information and share best practices. The overall conference theme was Health & the Environment and the subthemes included Green Entrepreneurship, Sustainable Consumption and Production, Food Waste, Water, Rio+20 outcomes and Post 2015 Development agenda as well as Youth and the Global Environment.

### Conference Objectives:

- Provide a forum for young people to discuss the role that youths play in Entrepreneurship, Sustainable Consumption and Production, Forests, Food Waste, Water as well as the State of the Environment;
- Elect the 2013-2015 Tunza Youth Advisory Board;
- Launch the GEO-5 Youth publication;

- Present the Youth Statement to be presented to the First Universal Session of the Governing Council/Global Ministerial Environment Forum held in Nairobi.

### Conference Outcome

- Introduced new members to the UNEP Tunza youth network;
- Introduced youth participants to UNEP and its work;
- New Tunza Advisory Council members elected to represent the six UNEP regions;
- Created four committees (partnership, membership, communications and governance);
- Delivered training, workshops and discussion plenaries which enabled them to draft their regional action plans;
- Proposed regional action plans presented to UNEP for discussion and followed up with the UNEP Tunza regional focal points for review and advice on implementation;
- Conducted team-building among youth network members;
- UNEP successfully launched Tunza Acting for a Better World: GEO-5 for

Youth; a scientific youth publication that explains the latest environmental trends and how youth can play their part in securing a better future;

- Youth statement presented to the First Universal session of the Governing Council of UNEP calling for governments, business, cities and civil society to support and facilitate youth-led campaigns and projects. The Governing Council delegates were also invited to support the UNEP's campaign ThinkEatSave against food waste and unsustainable consumption.




---

#### Name of organization:

United Nations  
Environment Programme  
(UNEP)

---

#### Name of contact person:

Naomi Poulton,  
Joyce Sang

---

#### E-mail:

naomi.poulton@unep.org,  
joyce.sang@unep.org

---

#### Website:

www.unep.org

## Tunza at Rio+20

UNEP supported the Youth blast conference in Rio by mobilizing Tunza networks to participate in the summit and highlight climate change as an integral component of the post-2015 development agenda. UNEP also sent a Tunza representative Ms Karuna Rana to brief on UNEP's youth programme and facilitate a review session on the Tunza publication GEO 5 for Youth that was to be launched in 2013. The Executive Director Mr. Achim Steiner was also invited to address the youth at the conference on the Rio process and UNEP's engagement with youth.

The focus was on solutions around what sustainability in climate change means in the context of a green



economy and green jobs. The ensuing discussions revolved around the subject of why there is a need to have more environmental courses, with focus on sustainable development issues, added to school and university curricula as well as non-formal education programs. Young people should be educated in those areas in which they will need to secure the future in a green and sustainable economy and society.

---

**Name of organization:**

United Nations  
Environment Programme  
(UNEP)

---

**Name of contact person:**

Fanina R. Kodre-Alexander

---

**E-mail:**

fanina.kodre@unep.org

---

**Website:**

www.unep.org

**I am speaking on behalf of the Major Group of Children and Youth.** *We are confident that children and youth are not only stakeholders of tomorrow's future, many of us are already acting as today's leaders. As such, young people believe that the effective engagement of civil society can be supported through education, sharing information, and proposed transboundary collaboration. We call on governments to promote, cultivate and reap the fresh perspectives, innovation and energy of young students, professionals and leaders in fulfilling the World We Want.*

**Nhattan Nguyen**

at Rio +20

## Youth Forum on Climate Change

---

Today's children and young people will bear the brunt of the climate change impacts in the future. Young children are among the most vulnerable to the changes being brought about by climate change. Some of the children killer diseases, such as malaria, diarrhoea and malnutrition, are highly sensitive to climatic conditions and are expected to worsen as the world gets warmer. Children make up

50% of all people affected by disasters. In Asia and the Pacific, that number could be even higher. For instance, during the floods in Vietnam in 2000, 65% of those who died were children. Finally, indirect impacts, such as the erosion of educational and gender equity goals, also have profound implications on the well-being and life opportunities of children, especially for young girls who are then kept home from school when household assets are depleted during crisis. UNICEF Ireland organizes a youth forum on

climate change for young people aged between 14 and 17 years. This Forum aims at promoting the active participation of young people as change agents in their communities. Participants have opportunity to exchange experiences, discuss issues of concern and develop innovative solutions for addressing climate change.

---

**Name of organization:**

United Nations Children's Fund (UNICEF)

---

**E-mail:**

education@unicef.org

---

**Website:**

www.unicef.org

## National and International Conference for Children and Youth, Brazil

---

The Brazilian Government, through the Ministries of the Environment and of Education, organized an International Children's Conference on the Environment "Let's Take Care of the Planet" in June 2010, starting from a broad upstream international consultation process, with the participation of 53 countries in the process and 47 countries in the International Conference in Brasilia. The Conference proposed as a central topic

for debate, common to all countries, global climate change and the process of global warming with its different dimensions: ecological, historical, geographical, social, cultural, economic, and technological, bringing to the schools of the world a debate regarding alternative strategies to co-exist in a society based on an ethic that prioritizes the development of sustainable, just and equal societies. Building on the momentum of the Conference, schools increasingly created and strengthened youth-led commissions, which are a new form of student governance. The social mobilization process involving active

child participation was a unique feature of the Brazil initiative, which combined local and global engagement. Community-based dialogues and local conferences were held in over 11,475 private, public, urban and rural schools. Young people and children facilitated the discussions on environmental issues. The process included girls, boys, indigenous peoples, rural and ethnic minorities, and children who are normally excluded from planning or even participation in their own right to education<sup>11</sup>.

---

**Name of organization:**

Ministry of Education

---

**Name of contact person:**

Rachel Trajber

---

**Website:**

www.mec.gov.br

# 4 Spreading the Message

**The work undertaken with and by youth is crucial to raise the ambition of governments to come to an agreement on a new climate change regime by 2015.**

Tackling climate change requires concerted coordinated government action, as well as conscious and informed efforts by individuals. Therefore, it is essential to strengthen both formal and informal education on climate change and viable lifestyles. In addition, sustainable production and consumption patterns must be promoted and youth supported as environmental champions in their local communities. Partnerships should be developed between governments, intergovernmental, non-governmental and youth organizations for joint initiatives aimed at facilitating public access to information and raising public awareness to understand, address and respond to climate change.





## IPCC Fifth Assessment Report

---

Climate change – what it is doing, what causes it, how it affects us and what we can do about it – is such a complex subject that it's difficult for governments and the public to get a complete picture.

That is why UNEP and the World Meteorological Organization (WMO) set up the Intergovernmental Panel on Climate Change (IPCC) in 1988. The IPCC is the main world body assessing climate science. It provides governments with regular assessments of the scientific basis of the risks of human-induced climate change, its potential impacts and the options for adaptation and mitigation by surveying all the scientific literature that has been published on the subject.

That involves looking not just at the physics of climate change, but the biological and socio-economic impacts, such as the effects on food

supplies or migration, and the economics of dealing with it.

Starting in September 2013 and over the following 12 months, the Intergovernmental Panel on Climate Change will release the most comprehensive assessment of climate change yet, the Fifth Assessment Report (AR5). The report will appear in three parts and a synthesis.

Like other IPCC reports, it is gone through a repeated process of checking and review, to ensure that the report is comprehensive, balanced and objective.

Compared with previous assessments, AR5 will take a more detailed look at the socio-economic aspects of climate change and its implications for sustainable development. There will be dedicated chapters on clouds – still one of the areas of greatest uncertainty in climate science – on sea level change and on the carbon cycle. The report will include an atlas

of global and regional climate projections, and generally have a lot more regional information and detail than previous assessments, especially in the second part that deals with impacts, adaptation and vulnerability.

AR5 will provide a wealth of scientific information for everyone working with climate change issues – from youth NGOs and municipalities, to local and national governments, and to diplomats and experts negotiating a new agreement on climate change under the UNFCCC.

---

**Name of organization:**

United Nations  
Environment Programme  
(UNEP),  
World Meteorological  
Organization  
(WMO), and the  
Intergovernmental Panel  
on Climate Change  
(IPCC)

---

**Name of contact person:**

Fanina R. Kodre-  
Alexander

---

**E-mail:**

fanina.kodre@unep.org

---

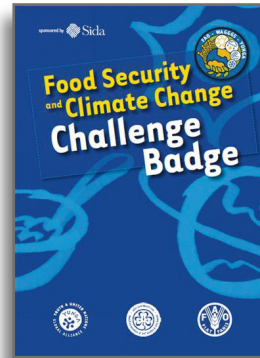
**Website:**

www.unep.org,  
www.wmo.int,  
www.ipcc.ch

## Food Security and Climate Change Campaign

The Youth and United Nations Global Alliance (YUNGA, hosted by FAO) released the Food Security and Climate Change challenge badge in 2010, designed to raise climate change awareness, motivate children and young people, especially girls, to undertake climate change adaptation and mitigation activities and to introduce improved food security strategies.

The badge curriculum has been completed by over 20,000 children and young people in over 30 countries worldwide. Building on this initiative, YUNGA has been collaborating with WAGGGS to catalyze independent climate change action at local level by funding grassroots projects. The first round of mini-grant projects was implemented between 2011-2012, and a second phase 2012-2013 is currently ongoing. Over 500 participants in more than 10 countries have been involved so far.



The activities and results of these mini-projects were diverse, depending on the individual initiative, including:

- **Bangkok, Thailand:**  
Replanting a deforested mangrove forest;
- **Bkinnaya, Lebanon:**  
Holding an information and activity day: 'Act to Reduce Climate Change';
- **Dublanc, Commonwealth of Dominica:**  
An 'eat fish day' campaign;
- **Gadpuri, India:**  
Installing tree guards and covers shelter plants from extreme weather cycles;
- **Nairobi, Kenya:**  
Introducing alternative energy cooking methods (solar cookers and briquettes);
- **Rio de Janiero, Brazil:**  
Promoting a community waste collection scheme called 'ECOPOINT'.

---

Name of organization:  
Food and Agriculture  
Organization of the United  
Nations (FAO)

---

Name of contact person:  
Reuben Sessa

---

E-mail:  
reuben.sessa@fao.org

---

Website:  
www.yunga.org



Direct feedback from participants has shown that these individual projects have proved a positive and important experience for them, giving rise to a sense of global interconnectedness via local empowerment. As Stephany Asfar (Lebanon, 18 years) pointed out:

“As Guides we were always brought up to take care of nature, but the information that was given today was from a different global aspect. I didn't know that we can all do this much to be helpful for our planet.”



## Energy Saving to Reduce Carbon Emissions, China

This project aims to minimize the power consumption in the demo community involving 10,000 households (30,000 persons), improve their awareness of climate change and further expand the influence to Beijing residents to address climate change by building up a proper energy-saving lifestyle and low carbon consumer behaviours in daily life, and conduct research on the methodology and incentives of energy conservation for communities in Beijing. The core project executor is youth. The project recruited 15 university student volunteers from 8 universities. After receiving the training organized by the Small Grants Programme, the university student volunteers' main tasks included door-to-door

interviews on household power consumption habits, energy-saving awareness and willingness to address climate change; providing hands-on education on energy-saving tips to the households; installing power utilization monitoring equipment in demonstration households; and recording and collecting data of household power consumption.

After just one year of the project's implementation, it effectively raised awareness of 30,000 people living in the Wangjing Community on energy conservation, carbon reduction and climate change. In the summer during the project cycle (May–September 2010), the average power consumption among 10,000 houses in Wangjing community dropped by 1 kWh or more, which contributed to the reduction of about 50 tons of CO<sub>2</sub> emissions. Additional impacts on Beijing residents

have also been observed, as residents now spontaneously take energy-saving actions in daily life and select energy-efficient products when they purchase home appliances.

A publication entitled “The Studies on the Incentives of Energy Conservation & Carbon Reduction in Communities in Beijing” was completed and published in China Environment Daily, which has been submitted to the Ministry of Environmental Protection, the National Development and Reform Commission, Beijing Municipal Government and other relevant authorities.

---

### Organization:

All China Environment Federation with support from the UNDP-implemented GEF Small Grants Programme

---

### Name of contact person:

Li Lei

---

### E-mail:

red.lilei@hotmail.com

---

### Website:

sgp.undp.org

## World Thinking Day Campaign 2012 “We Can Save our Planet”

WAGGGS continues to encourage girls and young women around the world to contribute to sustainable development through our World Thinking Day (WTD) campaign, which promotes the Millennium Development Goals. The theme for 2012 focused on MDG 7 and was called “We can save our planet”. Focusing on the MDGs raises awareness of the theme and encourages girls

and young women to make a personal commitment to change the world around them. Each World Thinking Day theme lasts all year and Girl Guides and Girl Scouts can earn a special badge at any time during the year by completing activities from the WTD pack. WAGGGS produced a pack containing case studies from 5 different focus countries and activities to reduce the use of fossil fuels, save resources in and around the home, switch to the sustainable energy solutions and speak out to make a difference. On 22 February 2012, Girl Guides and Girl Scouts

around the world celebrated World Thinking Day and took the opportunity to learn, speak out and take action. The WTD website saw visitor numbers increase by over 40% on last year’s numbers and over two hundred thousand activities were registered on the World Thinking Day activity log.

---

### Name of organization:

World Association of Girl Guides and Girl Scouts (WAGGGS)

---

### Name of contact person:

Harriet Thew

---

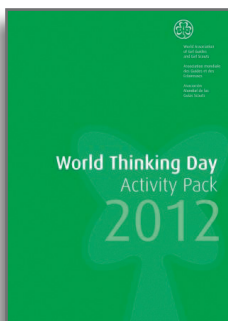
### E-mail:

Harriet@wagggsworld.org

---

### Website:

www.worldthinkingday.org



**I suggest that the United Nations would work hard in sensitizing the people around the world and apply more environmental campaigns in the third world countries like Tunisia, my country. We have to work all together to save the earth, hand in hand to survive the fight; we have to think of our children, our grandchildren and the next generation, to think about the future. We have to do this for the living species, for your children, for you, for the earth, for home.**

**Imen from Tunisia**

Voices of Youth, UNICEF

## Young Artists Fellowship for the Environment, Philippines

The Young Artists Fellowship for the Environment (YAFE) consists of creative and well-connected young professionals who are dedicated to making sustainable living a reality for all, in particular young people. For example, YAFE organized a bike tour in rural areas to discuss sustainability.

They felt that the theme of sustainability was a conversation happening in the urban and wealthy areas only and wanted to break the mold. This

campaign reached more than 20,000 people in rural communities - other methods of communication may have left this group untouched. YAFE translated and adapted the UNEP/ UNESCO YouthXchange Training Kit in Responsible Consumption into Filipino and organized a very successful media campaign, which included outreach to numerous radio and television shows. They also developed a communications campaign about sustainable lifestyles with national celebrities. These campaigns show celebrities inspiring people to think about sustainable lifestyles with captions such as “Can you drink your own garbage juice?” or “Too much gadgets, too much waste” and so forth.

---

### Name of organization:

Young Artists Fellowship for the Environment (YAFE)

---

### Names of contact persons:

Kim Balatazo,  
Laiden Pedrina

---

### E-mail:

kim@yafe.ph,  
laiden@yafe.ph

## Children Advocating Unite4Climate, Zambia

Climate change is the defining human development issue of the Zambian generation and the world. It threatens to erode human freedoms and limit choices, especially for children and young people. Unite4Climate Zambia's objective is to provide advocacy skills to young climate ambassadors and educate them to a level where they will understand climate change so that they will be able to transfer their knowledge with confidence to the next person on the street, and better still, in their local languages to their elders

in their local communities. It is hoped that advocacy and sensitization will be the core objectives of the first two years of the programme to address the total lack of information and basic knowledge about climate change in most parts of the country.

Unite4Climate Zambia will transform the country into one of shared responsibilities and opportunities by building a climate-change-educated community among all citizens, especially young people. Unite4Climate Zambia will reach 200 climate ambassadors each year and equip them with the “pay-it-forward” concept. It intends to cover the whole country at the end of the three-year programme.

UNICEF is also setting up media workstations in each of Zambia's nine provinces. These are places where youth reporters can meet, produce radio stories, write articles and encourage their communities to take action. Youth reporters can broadcast their materials on local radio stations and contribute content to the [uniteforclimate.org](http://uniteforclimate.org), a website for youth to learn about and express their views on the effects of global climate change.

---

**Name of organization:**

United Nations Children's Fund (UNICEF)

---

**E-mail:**

[education@unicef.org](mailto:education@unicef.org)

---

**Website:**

[www.unicef.org](http://www.unicef.org)



## Green Jobs Campaign, United Kingdom

The UK Youth Climate Coalition (UKYCC) is an organisation entirely run by a team of highly motivated young volunteers working together to inspire, empower, mobilise and unite a youth movement for a clean energy future. Working on the local, national and international levels, UKYCC focuses on issues that relate closely to young people as part of a wide, cross generation movement for change. Using the 'future we want' as a motivation for their work, UKYCC has been running the Youth for Green Jobs Campaign since March 2012. Working with youth from across Britain, UKYCC has been putting pressure on the UK government to

invest in Green Jobs. With unemployment in the UK on the rise, the economy in tatters and time running out to take effective action against irreversible climate change, the creation of more Green Jobs at the heart of a strong green economy will provide a solution for all these challenges, which adversely affect young people.

Green Jobs come in all forms, but at their core they contribute to a more sustainable society. Green Jobs can be directly linked to the environment, such as manufacturing or installing environmental technology, or can simply mean 'greening up' already existing jobs. Green Jobs encourage the sharing of skills and the maintenance of a fair living wage. Throughout the campaign, UKYCC activists

have been raising awareness of what Green Jobs are through outreach activities in schools and through online communications. Young perspectives provide valuable input in helping shape the green economy, and UKYCC has been facilitating these voices by delivering workshops to empower young people to campaign for Green Jobs in their local communities and nationally. UKYCC has also organised fun, creative and inclusive actions to raise awareness, mobilise and empower young people to participate in environmental and social justice campaigning and build a political mandate for more ambitious Green Jobs-related policies and legislation. As an extension of this, UKYCC campaigners are also lobbying the UK government and politicians to create the policies and laws necessary to make green industries flourish, create Green Jobs and provide the training and education necessary for young people to access these jobs.



**Name of organization:**  
United Kingdom Youth  
Climate Coalition (UKYCC)

**Name of contact person:**  
Jamie Peters

**E-mail:**  
jamie.peters@ukycc.org

**Website:**  
www.ukycc.org



## TUNZA Acting for a Better World – GEO-5 for Youth

The GEO-5 for Youth publication summarizes the key findings of the UNEP Global Environment Outlook 5 (GEO-5) report in a format and language targeted towards youth audiences. The publication was prepared by three young editors and provides recommendations for engaging young people globally to respond to environmental challenges. Case studies are used to provide examples from different regions that may be suitable for replication across the world.

Section 1 summarizes the State and Trends chapters of GEO-5, and includes case studies under each

thematic area (Drivers, Atmosphere, Land, Water, Biodiversity, Chemicals and Waste and An Earth System Perspective) showcasing actions that youth have undertaken, or plan to undertake, to address environmental challenges. Section 2 addresses GEO-5 findings relevant to the Rio+20 Conference from a youth perspective and also examines what the Rio+20 outcomes mean to young people. Section 3 provides a “roadmap” for action after the Rio+20 Conference for the youth and provides ideas on what young people can do in 1 second, 1 minute, 1 hour, 1 day, 1 week, and 1 decade to conserve the environment – the ‘one-one’ campaign. The GEO for Youth publication has been adopted into the curriculum at international schools in Kenya.

### Outcomes:

- The GEO for Youth community – dedicated to taking the findings from UNEP’s Global Environment Outlook 5 report to showcase solutions by young people to key environmental challenges.
- The One-One campaign, developed by youth, to inspire youth action to address environmental challenges.

---

### Name of organization:

United Nations  
Environment Programme  
(UNEP)

---

### Name of contact person:

Karishma Thethy

---

### E-mail:

Karishma.Thethy@unep.org

---

### Website:

[www.unep.org](http://www.unep.org)

**I think that as an African youth we have a lot to give to our community.** *We are young, full of potential and brighter than the past generation. How many of us water the plants in our house or be careful not to destroy them? You see we are good at the ideas and the perspective but are we doing anything about it? We have given ourselves the ‘honour’ of destructing our environment just because we are teenagers or young! We should know all the problems of the global warming will affect us more and we should act!*

**Sihem from Ethiopia**  
Voices of Youth, UNICEF

## Environment Protectors Committee, Kuwait

---

From October 2011 to May 2012, 60 girls from the Kuwait Girl Guides Association and 60 boys from the Kuwait Scouts Society worked with the British Council in various locations within the State of Kuwait to spread messages of environmental awareness in their communities.

The Environment Protectors Committee participated

in a voluntary campaign against climate change including training courses, academic lectures and practical activities with a focus on limiting CO<sub>2</sub> in the atmosphere to 350 ppm. The campaign also included educational marches in which several community, governmental and non-governmental entities participated. Participants acquired skills in leadership, project design and communications whilst working together to tackle climate change. The training officially ended in 2012, but it is intended

to continue this activity through the years, with a wider public interaction and participation.

---

**Name of organization:**

World Association of Girl Guides and Girl Scouts (WAGGGS)

---

**Name of contact person:**

Harriet Thew

---

**E-mail:**

harriet@wagggs.org

---

**Website:**

www.wagggs.org

## Voices of Youth

---

All around the world children and young people increasingly engage with social media and digital tools - for recreation, education and empowerment. In recent years, the explosion of affordable Internet-enabled mobile phones in developing countries has resulted in millions of new, young users, for whom access to the online world is increasingly becoming an integral part of their lives.

Voices of Youth creates a safe, trustworthy and youth-friendly global network of young people that provides knowledge, stimulates critical thinking and promotes social activism and engagement to foster dialogue and solidarity. It is UNICEF's main portal to engage youth digitally on issues such as health, human rights and the environment, among others. In addition to facilitating a global dialogue, the Voices of Youth Connect and Voices of Youth Maps initiatives give children and

young people the resources and digital tools with which they can advocate and take action for change in their communities, while Voices of Youth Citizens advocates for the safe and responsible use of digital tools through the concept of digital citizenship.

---

**Name of organization:**

United Nations Children's Fund (UNICEF)

---

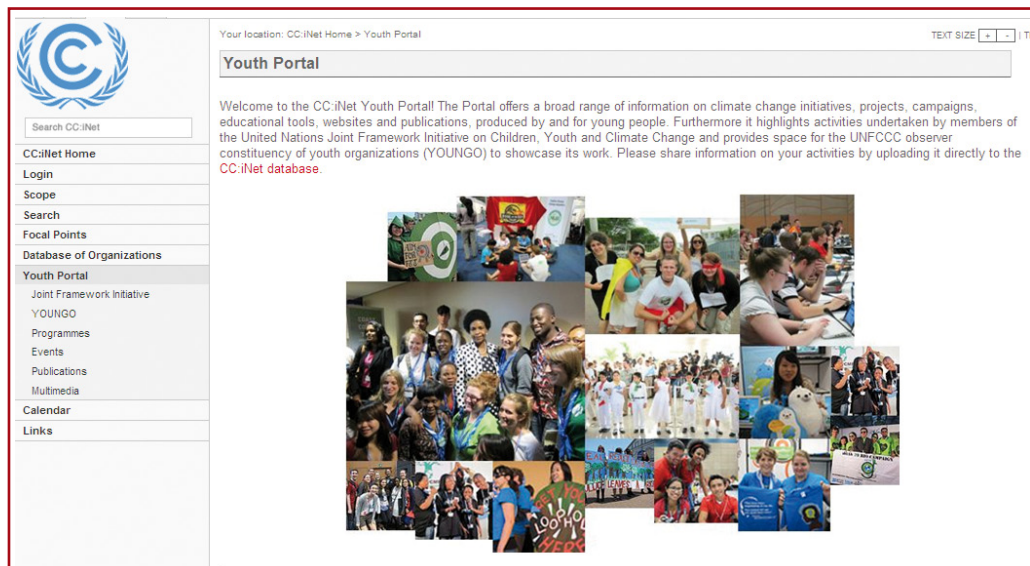
**E-mail:**

education@unicef.org

---

**Website:**

www.voicesofyouth.org



## CC:iNet and the Youth Portal

The Climate Change Information Network (CC:iNet) serves as an online clearinghouse for information and resources on climate change education, training and public awareness, as well as public participation in policy decision-making processes. Maintained and promoted by the UNFCCC secretariat, CC:iNet is designed to help individuals, organizations and governments gain easy access to materials and

contacts that can be used to motivate and empower people to take action on climate change.

CC:iNet is also home to the UNFCCC Youth Portal, which contains a broad range of information on climate change initiatives, projects, campaigns, educational tools, websites and publications, produced by and for young people. It also highlights activities of the United Nations Joint Framework Initiative on Children, Youth and Climate Change and provides space for YOUNGO to showcase its work. During UN climate

change conferences, the Youth Portal serves as a hub of information on youth-related events, exhibits and virtual participation sessions.

### Name of organization:

United Nations Framework Convention on Climate Change secretariat (UNFCCC)

### Names of contact persons:

Alla Metelitsa,  
Moritz Weigel

### E-mail:

ametelitsa@unfccc.int,  
mweigel@unfccc.int

### Website:

www.unfccc.int

## I Vote for Climate

I Vote for Climate is a youth-led campaign conducted from September to November 2011 in three regions of Cameroon, namely Douala, Ngaoundéré and Yaoundé. It was led by Vital Actions for Sustainable Development in partnership with Global Campaign for Climate Action, Jeunes Volontaires pour l'Environnement Cameroon, Young Synergy and Development and African Youth Initiative on Climate Change. The project was funded by the Global Campaign for Climate Action.



The campaign's goal was to encourage all candidates at the 2011 presidential elections in Cameroon to include strong policies on climate change and sustainable development in their proposed plans of action. The objectives were to raise awareness among the candidates on the threat climate change and environmental degradation pose on the life of people and ask them to enforce the implementation of ongoing and new national plans of action addressing these issues. The campaign also encouraged Cameroon, as a part of the African Group at the UNFCCC process, to play an active role in building a common position of all African countries on such issues as the second commitment period of the Kyoto Protocol, the use of innovative sources of finance, and a finance transaction tax that could be linked to the Green Climate Fund.

The activities under this campaign included the recruitment and training of young volunteers along with participating organizations serving as national partners. They acquired necessary skills to play the role of key actors of the campaign

and participated in the development of a common strategy. Then contacts were established with the candidates to engage them in the campaign, followed by a press conference and a launching ceremony supported by the local and online media. A petition was launched in the whole country to seek its endorsement and signature by citizens and by all candidates. This petition with the message *"I encourage all candidates at the presidential election 2011 in Cameroon to consider climate change and sustainable development in their proposed plans of action"* was signed by over six thousands citizens around the country who endorsed the campaign call and pressured all the candidates to listen to them. Signatories came from diverse backgrounds and have different religions, aspirations and concerns, but they all were united by one common objective: the need to address impacts of climate change on their lives.

The campaign was a success. It served as an opportunity to build a civil society movement in Cameroon able to pressure the government



and policy-makers to enforce environmental and climate change policies and advance their implementation. This was the first time the civil society raised the importance of integrating climate change and sustainable development issues in the debates during and around the presidential

election. The campaign was not about trying to influence the outcome of the elections, but about getting the issue of climate change on the agenda and using the opportunity to enhance awareness among citizens and the government. It helped inform, mobilize and sensitize citizens around the whole country.

---

**Name of organization:**

Vital Actions for Sustainable Development

---

**Name of contact person:**

Jean Paul Brice Affana

---

**E-mail:**

[jeanpaul@actionsvitales.org](mailto:jeanpaul@actionsvitales.org)

---

**Website:**

[www.actionsvitales.org](http://www.actionsvitales.org)

## 5

# Shaping up the Future Climate Change Regime

Chapter 25 of Agenda 21 established that it is imperative that youth from all parts of the world participate actively in all relevant levels of decision-making processes, because it affects their lives today and has implications for their future. In addition to their intellectual contribution and their ability to mobilize support, they bring unique perspectives that need to be taken into account<sup>12</sup>.



**Youth of today are the decision makers of tomorrow.**

*Awareness raising and education are key to moving the world onto a climate friendly path. For these two reasons both young people and the work programme on Article 6 of the Convention have always been at the centre of my personal attention. And indeed, the team I work with back at home in Poland consists of young, capable and motivated professionals. Young people are the source of passion, creativity and admirable commitment to the cause. They are our hope for tomorrow. As the SBI Chair I extend my strong support towards youth.*



**Tomasz Chruszczow**

Chair, Subsidiary Body for Implementation 2012 - 2013,  
UNFCCC

## Conference of Youth

The Conference of Youth (COY) has been an essential part of the youth delegates' calendar since 2005. Held annually on the weekend prior to the start of the year-end United Nations climate change conference, the COY brings young people from around the world together to build the capacity of the international youth climate movement. Organised and facilitated entirely by members of the movement,

each COY unites hundreds of young climate leaders in order to build their capacity, share skills and collaborate on campaigns and strategies related to the UNFCCC process.

Throughout the three-day conference, the COY prepares youth delegates for the upcoming UN climate change conference and strengthens the effectiveness of YOUNGO. The tools developed and distributed at the COY are then used effectively by dozens of youth delegations, and hundreds

of youth, both at the intergovernmental climate change negotiations and in their home countries. The COY brought together more than 300 young people from more than 50 countries prior to the start of the Doha Climate Change Conference in 2012.

---

**Name of organization:**

Constituency of Youth  
Non-Governmental  
Organizations (YOUNGO)

---

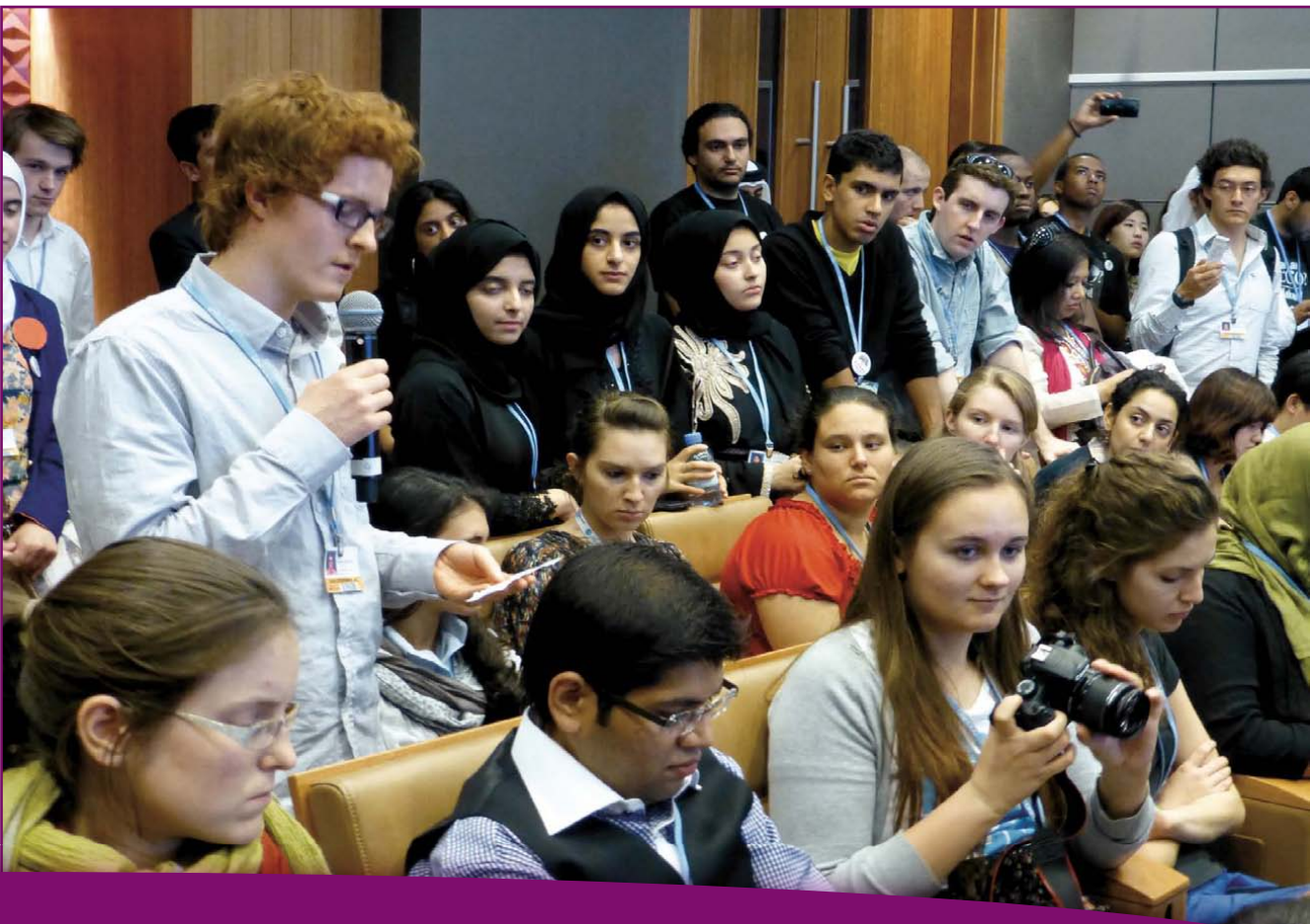
**E-mail:**

[coy@youthclimate.org](mailto:coy@youthclimate.org)

---

**Website:**

[www.youthclimate.org](http://www.youthclimate.org)



## Enhancing Youth Participation in the UNFCCC Process

The UNFCCC secretariat works together with youth organizations and United Nations agencies to create opportunities for young people to participate in United Nations climate change conferences as fully as possible. Young people also play a meaningful role in shaping the focus and content of each of these opportunities.

**Young and Future Generations Day:** Young and Future Generations Day is a non-stop celebration of youth power and participation at United Nations climate change conferences. Youth-led side events, workshops and festivities take place

throughout the day, with a continuous stream of creative actions that prove young people are key players in reaching innovative, ambitious solutions on climate change.

### Intergenerational Inquiry:

This event is a highlight of Young and Future Generations Day. It usually attracts hundreds of youth delegates from around the world, who come together with the UNFCCC Executive Secretary, key negotiators, scientists and other high-level representatives to discuss a variety of issues, including the role and importance of young people in the UNFCCC process.

**High-level briefings for youth:** A series of intimate and interactive briefings geared specifically towards youth takes place during

United Nations climate change conferences. This is a chance for youth delegates to get direct access to high-level representatives – such as the Executive Secretary of the UNFCCC, the Chairs of negotiating bodies and the COP Presidency, just to name a few. Each briefing lasts 30 minutes with most of the time devoted to candid questions from young people.

**Mini side events:** The UNFCCC secretariat organizes four mini side events every day to provide a platform for youth delegates. Mini side events give young people access to a stage, a microphone and a captive audience right in the middle of the exhibition area. Young people use the mini side events to showcase a video they produced, present a report they have written or tell the world about an issue close to their hearts. The mini side events are extremely popular, with each of the four, 20-minute slots filled on a daily basis.

**UN Youth Booth:** This exhibition booth is hosted by the United Nations Joint Framework Initiative on Children, Youth and Climate Change and







allows participating United Nations agencies and youth organizations to showcase their work. Volunteers from the youth constituency are invited to staff the booth and answer questions from delegates. The booth is also a hub for young people, who often use it as a meeting place and to post information on YOUNGO's daily activities.

### **Virtual Participation**

**Room:** The virtual participation room looks like an ordinary meeting room but comes equipped with microphones, a large screen, a projector and

internet access so that youth delegates can connect with their networks back home. The equipment and technical support enables young people inside the conference venue to reach out to young people outside the conference venue through video conferencing, which helps increase their engagement in the UNFCCC process.

### **Funding youth participants from developing countries:**

Since 2009, funding from the governments of Norway and the Netherlands has allowed young people from the Global South to travel to

the United Nations climate change conferences. This helps build the capacity of the international youth climate change movement and increases the impact that youth have at climate change negotiations.

---

#### **Name of organization:**

United Nations Framework Convention on Climate Change secretariat (UNFCCC)

---

#### **Names of contact persons:**

Alla Metelitsa,  
Moritz Weigel

---

#### **E-mail:**

ametelitsa@unfccc.int,  
mweigel@unfccc.int

---

#### **Website:**

www.unfccc.int

## Towards a Stronger Environment Movement in Africa

This project, being implemented by Jeunes Volontaires pour l'Environnement (JVE) takes place in 16 countries in Africa: Benin, Burkina Faso, Burundi, Cameroon, Ghana, Ivory Coast, Kenya, Lesotho, Mauritania, Niger, Nigeria, Senegal, Tanzania, Togo and Zambia. It aims to increase public awareness of climate change by conducting advocacy on climate justice in African countries and to amplify the voices of communities regarding local policies on climate change. Furthermore, its aim is to

increase youth participation in the climate talks and decision-making on climate change.

- Participation in several United Nations climate change conferences;
- Participation in the AMCEN meetings on climate change in Bamako, Mali, and in Arusha, Tanzania;
- Accreditation for more than 3,000 young people around the world;
- Training and capacity-building workshops on climate change and community based adaptation in various countries;
- Studies and publications on community based adaptation in Togo;
- Advocacy on climate justice in Togo;
- Distribution of sustainable solutions such as improved cook stoves and other solar powered appliances to mitigate climate change;
- Awareness raising through radio and TV programs;
- Advocacy on climate finance in Togo and Benin;
- Organization of side events on climate change and community planning Agenda 21 at the COP 17/CMP 7 in Durban;
- Organization of youth camps and forums on climate change in various countries.





### Principal achievements:

- Youth participation and presence in the climate talks has improved, young people's participation in climate negotiations was facilitated;
- Youth are better trained and empowered on climate change issues;
- Young people are able to conduct advocacy campaigns on climate justice in African countries where JVE is represented;
- Decision makers in Benin and Togo are sensitized about the importance of innovative mechanisms, such as technology

transfer and elimination of fuel subsidies, for adaptation to climate change in Africa and international negotiations on climate change;

- JVE held side events on climate change.

### Name of organization:

Jeunes Volontaires pour l'Environnement

### Names of contact persons:

Sena Alouka,  
Severin Koffi Apedjagbo

### E-mail:

yvetogo@hotmail.com,  
sevekoff@gmail.com

### Website:

[www.jve-international.org](http://www.jve-international.org)





## CliMates

CliMates is an international, student-led think-and-do-tank dedicated to the elaboration and implementation of innovative solutions to climate change. The organization gathers over a hundred students from more than 30 countries, collaborating to conduct research and action projects in partnership with many influential climate actors. After a year of collaborative research on various climate-related issues (towards low-carbon agriculture, adaptation policies and economic development), CliMates members gathered in Paris for the first CliMates International Summit along with youth and students from partner

organizations as well as high-level experts from academic institutions, NGOs and think-tanks.

Over the course of the week, participants elaborated the “Call for Action”, an outcome document reflecting the perspectives and expertise of youth and students on climate issues. The document details some recommendations to decision-makers at all levels, for instance on the legal status of environmentally-displaced persons, or a stronger inclusion of climate issues at all stages of education. It also lists the research and action projects that students committed to undertake - from the promotion of energy efficiency

and renewables within academic institutions to the development of innovative proposals to attribute responsibility for climate change at UNFCCC level, and the analysis of societal trends affecting climate policy. CliMates seeks to help foster ambition around the conclusion of a global agreement at COP 21 in France and to develop innovative solutions to climate change at the local level.

---

**Name of organization:**  
CliMates

---

**Names of contact persons:**  
Sabrina Marquant

---

**E-mail:**  
sabrina.marquant@  
climates.fr

---

**Website:**  
www.climates.fr

**“ We need to develop a common understanding about climate change and how to address it! We cannot wait – we should take action now! We are working to achieve an effective implementation of the Climate Change Convention to join efforts in education, training and public awareness because the world needs a cultural change with new lifestyles, consumption and production patterns, low emissions and climate resilience. Let’s work together. ”**

*Juan Diego Valenzuela from Colombia*

## CO<sub>2</sub>.CR, Costa Rica

CO<sub>2</sub>.CR is a group of citizens, led by young people who want to help Costa Rica become a low carbon and climate resilient economy. Since 2011, CO<sub>2</sub>.CR has been organizing roundtables about climate change in order to raise awareness, educate and empower youth to fight against climate change. In 2011, CO<sub>2</sub>.CR organized a roundtable about the climate change negotiations. At this event

the young leaders wrote Costa Rica’s first Youth Position for COP 17 and a document called “Vision of Costa Rican Youth about a Central American Position in Climate Change”. Another roundtable was organized about green economy and sustainable development, where young people presented proposals on agriculture, forests, climate change, cities, buildings, education, energy, industry, fishing, water, waste, transport and tourism. The final roundtable discussed the young people’s perspective

on how to build a low carbon and climate resilient Costa Rica. CO<sub>2</sub>.CR members support other low emission initiatives in the country, for example Coopedota, R.L., a small cooperative of rural coffee producers in the process of attaining the first carbon neutral certification for coffee in the world.

**Name of organization:**

CO<sub>2</sub>.CR

**Name of contact person:**

Alejandra Granados Solís

**E-mail:**

alejandragranados@co2.cr

**Website:**

www.CO<sub>2</sub>.cr



## My Little COP Pocketbook

When training the Kenyan youth who were to attend the UNFCCC COP18 negotiations in Doha, Qatar, I found it very difficult to get material on the talks that was easy to understand. This inspired me to write a series of short blog posts, twice a week, on the website for the organization I work with, African Youth Initiative on Climate Change. After releasing the first post late last year, I got overwhelming response from youth – and also veteran negotiators – that they were indeed finding the posts very useful. I then went ahead and co-wrote nine more articles, with Reuben Makomere, a fellow youth from Kenya.

In order to make the articles easily accessible, we compiled them into a booklet titled My Little COP Pocketbook and released it to various youth networks. Shortly after releasing the book, we got numerous requests from youth from different parts of the world, who wanted to translate it into several languages. Currently the book is available in ten



languages, namely English, Myanmar, Swahili, Pakistani Urdu, Cambodia, French, Bangladesh, Macedonian, Vietnamese and Chinese. Youth volunteers have undertaken all these translations, with many other translations still being worked on. The book is also being used to train youth in various parts of the world on climate, environmental governance and how to influence it. In the Democratic Republic of Congo, a journalist with the magazine Info-Environment is using the book to train youth in climate policy. Challenge to Change in Vietnam is also using the

book for this purpose. The main aim of My Little COP Pocketbook is to lower the barrier to youth engagement in climate policy.

---

#### **Names of contact persons:**

Kennedy Liti Mbeva

---

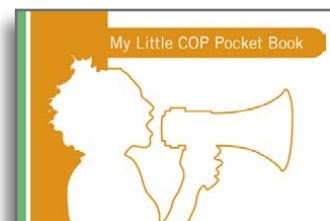
#### **E-mail:**

mbevaki@gmail.com

---

#### **Website:**

[www.greenbits.herokuapp.com](http://www.greenbits.herokuapp.com)





## WAGGGS at COP 18/CMP 8

In November and December 2012, 10 youth delegates from 9 countries represented WAGGGS at the annual United Nations climate change conference in Doha, Qatar. Youth delegates were carefully selected based on their experience of delivering non-formal education projects on climate change. They attended weekly Skype calls in the months prior to the conference, attended pre-training in Qatar and took part in the Conference of Youth. In Doha, WAGGGS encouraged Parties to empower girls and young women as powerful agents of change,

adequately resource and monitor climate change education and skill-building for youth, and called for world leaders to make immediate, legally binding long-lasting changes.

WAGGGS lobbying, actions and media work in the first week focused on Article 6 of the UNFCCC, which deals with education, training and public awareness. WAGGGS were pleased to engage with the secretariat and Parties, including the Dominican Republic, the European Union and Japan in the creation of a new work programme on Article 6. One of our youth delegates, Chathushka Amarsinghe from Sri Lanka spoke on behalf of FAO at a UN side event on the importance

of non-formal education in tackling climate change. WAGGGS is keen to support implementation of the Doha work programme on Article 6 and to work with the newly formed United Nations Alliance on Education, Training and Public Awareness.

WAGGGS worked closely with YOUNGO to help coordinate and moderate the Intergenerational Inquiry event during the Young and Future Generations Day. WAGGGS also worked with other youth representatives to reiterate the importance of the role of girls and young women in all climate change policies and programmes and to bring gender into the foreground of the talks. The WAGGGS delegates gained a lot from the conference and will use their confidence and experience to implement projects to speak out and take action on climate change in each of their countries at the local or national levels.

---

**Name of organization:**

World Association of Girl Guides and Girl Scouts (WAGGGS)

---

**Name of contact person:**

Harriet Thew

---

**E-mail:**

Harriet@wagggsworld.org

---

**Website:**

www.wagggsworld.org



## Greenbits Initiative

Greenbits Initiative is a project aiming to leverage active youth participation in policy making by developing their capacity. As a result, young people are empowered to not only relate climate change, environment and sustainable development policies to their adaptation initiatives, but also engage in such policies from the grassroots level.

Greenbits Initiative aims to build a critical mass of the public pressure to influence formulation of ambitious climate change

policies through increased awareness and enhanced involvement of young people.

Greenbits Initiative builds capacity of young people either individually or through the various local youth networks involved in climate change and sustainable development activities.

Greenbits Initiative works to reduce the barrier to policy engagement through the production of easy, fun to read publications, translated into various languages by volunteers and utilized by youth groups at the grassroots level.

Youth from more than 10 countries from different regions of the world have been involved in Greenbits Initiative, and the number of participants is growing.

---

**Names of organization:**  
GreenBits Initiative

---

**Names of contact persons:**  
Reuben Makomere,  
Kennedy Liti Mbeva

---

**E-mail:**  
rbinmakomere@gmail.com,  
mbevaki@gmail.com

---

**Website:**  
[www.greenbits.herokuapp.com](http://www.greenbits.herokuapp.com)





## **YOU(th) CAN MAKE A DIFFERENCE**

Air pollution and climate change, primarily caused by burning fossil fuels, will not be solved unless bold efforts are made by governments, businesses, and individuals acting as civil society. As equal partners and the beneficiaries or victims of decisions made, you(th) play a crucial role in tackling atmospheric issues.

### **1. REDUCE YOUR CARBON FOOTPRINT TO SUSTAINABLE LEVELS**

Your carbon footprint is the effect that your daily activities have on climate change, in terms of CO<sub>2</sub> equivalent units. Governments can sign policies to reduce GHGs, but reduction targets cannot be reached unless action is taken individually. Currently, average individual carbon footprint is being exceeded in most regions and globally. Keep track of yours, using a carbon footprint calculator. A number of general and country-specific calculators are available online. After all, to manage you need to measure.

### **2. OPT FOR ETHICAL AND SUSTAINABLE CONSUMPTION**

Consume only what you need and avoid any form of waste. Also, use your consumer power to favor environment-friendly products and eat less meat. If people do not purchase a product, manufacturers will stop producing it.

### **3. BE ENERGY-EFFICIENT**

Energy efficiency adds up to an additional source of fuel. It can help businesses save on overhead costs in heating, air conditioning, refrigeration, transportation, etc. and saves you money at home. So, whether at your house, school, or office, use energy efficient appliances and unplug all electronics when not in use.

### **4. EDUCATE OTHERS ON CLIMATE CHANGE AND AIR POLLUTION**

Saving the world requires well-informed citizens. Use figures, facts, and a hands-on approach to educate your family, friends, and communities about the climate crisis. Maybe even write for the local newspaper. Knowledge is power.

### **5. LOBBY GOVERNMENTS AND CORPORATIONS**

Young people around the world, just like you, are standing up to politicians and polluters. Demand that governments pursue positive policies on climate change. Ask them to include young people in such decision-making processes. Similarly, ask corporations to publish their carbon footprints and to reduce their contribution to environmental threats, especially climate change.

# Useful Publications and Materials for Youth

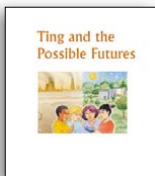
---



## Food Security and Climate Change Challenge Badge

The badge curriculum is part of the “Our Climate, Our Food, Our World” initiative of FAO, WAGGGS, YUNGA and other partners. It is designed to help educate children and young people about climate change and food security while encouraging them to take action against global warming, environmental degradation and hunger in the world.

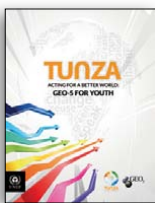
<http://www.fao.org/climatechange/18820-04f5d6f7e9296cb1b2ced188e8824cb52.pdf>



## Children Environmental Series

A series of seven children’s environmental storybooks, published by UNEP, include two books on climate change and how children can mitigate its effects.

[http://unep.org/tunza/children/story\\_time.aspx](http://unep.org/tunza/children/story_time.aspx)



## GEO5 for Youth “Tunza Acting for a Better World”

GEO5 is written by youth for youth. It examines a variety of trends related to the Earth’s system, equips youth with cutting edge knowledge on environmental challenges, and explores whether internationally agreed environmental goals are being achieved.

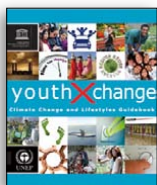
[http://www.unep.org/pdf/GEO\\_for\\_youth.pdf](http://www.unep.org/pdf/GEO_for_youth.pdf)



## Tunza Magazine

The magazine is produced by UNEP quarterly in three languages – English, French and Spanish. It is distributed to young people around the world. Several issues in the past have focussed on climate change and related issues.

<http://www.unep.org/Publications/contents/Tunza.asp>



### YouthXchange Guidebook on Climate Change and Lifestyles

UNEP, in collaboration with UNESCO, launched a guidebook on climate change and lifestyles targeting young people aged 15-24 as part of the YouthXchange Initiative. The guidebook is a training kit seeking to promote sustainable lifestyles through education, dialogue, awareness raising and capacity-building.

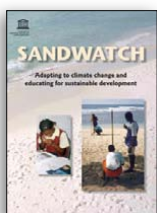
<http://www.youthxchange.net>



### Climate Change Education Starter's Guidebook

UNESCO together with UNEP developed a Climate Change Starter's Guidebook, which provides an introduction and overview for education planners and practitioners on the wide range of issues relating to climate change and climate change education, including causes, impacts, mitigation and adaptation strategies, as well as selected broad political and economic principles.

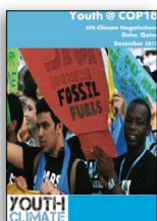
<http://unesdoc.unesco.org/images/0021/002111/211136E.pdf>



### Sandwatch: Adapting to Climate Change and Educating for Sustainable Development

This publication is a guide for introducing Sandwatch methodology: for monitoring, analyzing, sharing and taking action to address climate change at the school level.

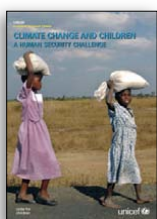
<http://unesdoc.unesco.org/images/0018/001894/189418e.pdf>



### Youth @ COP18

This report explains the instrumental role YOUNGO plays at the UNFCCC process. It details youth participation in the recent climate change conference through policy development, interventions, actions and lobbying.

[http://unfccc.int/cc\\_inet/cc\\_inet/six\\_elements/public\\_participation/items/3530.php?displayPool=1553](http://unfccc.int/cc_inet/cc_inet/six_elements/public_participation/items/3530.php?displayPool=1553)



### Climate Change and Children, A Human Security Challenge

The study reviews the implications of climate change for children and future generations, drawing on experiences of promoting child rights and well-being in different sectors and countries.

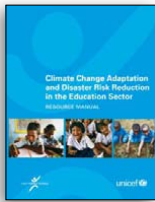
[http://www.unicef-irc.org/publications/pdf/climate\\_change.pdf](http://www.unicef-irc.org/publications/pdf/climate_change.pdf)



### Climate Change and Environmental Education – A companion to the Child Friendly Schools Manual

The purpose of this module is to provide in-depth information on how climate change and environmental education can be integrated into the design, implementation and practice of child-friendly schools.

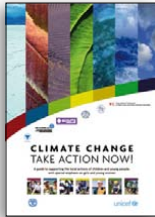
[http://62.225.2.57/files/cc\\_inet/application/x-httpd-php/ccinet\\_getfile.php?file=104](http://62.225.2.57/files/cc_inet/application/x-httpd-php/ccinet_getfile.php?file=104)



### Climate Change Adaptation and Disaster Risk Reduction in the Education Sector Resource Manual

UNICEF has developed this resource manual to assist governments and education practitioners in scaling up and mainstreaming climate change adaptation and disaster risk reduction in the education sector.

<http://www.unicef.org/cfs/files/UNICEF-ClimateChange-ResourceManual-lores-c.pdf>



### Climate Change Take Action Now

This is a guide for supporting local actions of children and young people, with special emphasis on girls and young women, for addressing climate change. It provides guidance regarding seven steps for working as a change agent.

[http://www.ifrc.org/Global/Publications/youth/AYCEOs\\_climate-change\\_take-action-now\\_EN.pdf](http://www.ifrc.org/Global/Publications/youth/AYCEOs_climate-change_take-action-now_EN.pdf)



### Guidelines for WAGGGS Members to Promote Non-formal Climate Change Education to Decision-makers

A toolkit on how to engage in Article 6 of the UNFCCC advocacy at the national level to promote non-formal climate change education and training to national decision-makers.

[http://unfccc.int/files/cc\\_inet/application/x-httpd-php/ccinet\\_getfile.php?file=92](http://unfccc.int/files/cc_inet/application/x-httpd-php/ccinet_getfile.php?file=92)



### World Thinking Day 2012 Activity Pack

This material presents actions that children and young people can lead at the local and national levels on sustainability and climate change issues. The activity pack includes recommendations on how to organize public awareness campaigns and celebrate the World Thinking Day.

[http://unfccc.int/files/cc\\_inet/application/x-httpd-php/ccinet\\_getfile.php?file=93](http://unfccc.int/files/cc_inet/application/x-httpd-php/ccinet_getfile.php?file=93)



### Youth Portal @ UNFCCC Climate Change Information Network Clearinghouse CC:iNet

The UNFCCC Youth Portal offers a broad range of information on climate change initiatives, projects, campaigns, educational tools, websites and publications, produced by and for young people. It also highlights activities undertaken by members of the United Nations Joint Framework Initiative on Children, Youth and Climate Change and provides space for the UNFCCC observer constituency of youth non-governmental organizations – YOUNGO - to showcase its work.

[http://unfccc.int/cc\\_inet/cc\\_inet/items/3514.php](http://unfccc.int/cc_inet/cc_inet/items/3514.php)



### Tunza Website

UNEP maintains an online website and social networking platform that engages over 30,000 children and youth globally.

<http://www.unep.org/tunza>



### Clearinghouse on Climate Change Education

UNESCO's 'Clearinghouse on Climate Change Education' website provides an easy access to hundreds of teaching and learning materials on climate change through a new database, complementing UN clearinghouse platforms in support of Article 6 of the UNFCCC, such as CC:iNet and UN CC:Learn.

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/climate-change-education/cce-clearinghouse/>



### Learning to Address Climate Change

This video, produced by UNESCO, demonstrates in four minutes why climate change education is important to shape sustainable development and how it works in practice. Available in English, French and Spanish.

[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&id\\_page=33&id\\_film=2569](http://www.unesco.org/archives/multimedia/index.php?s=films_details&id_page=33&id_film=2569)



### Education for Disaster Preparedness

This short UNESCO-video illustrates the vital role that Education for disaster preparedness plays in building disaster resilient societies and saving lives. Available in English, French and Spanish.

[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&pg=33&id=2795](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=2795)



### UN CC:Learn

UN CC:Learn prepared a Resource Guide on "Integrating Climate Change in Education at Primary and Secondary Level" so that existing learning materials on climate change produced by UN organizations can be made as widely available as possible. Learning topics include Strategies and Policies for Climate Change Education; Integration of Climate Change in Curricula; Training and Teaching Materials for Teachers and Educators; and Safe and Sustainable School Campuses.

<http://www.uncclearn.org>

# References

---

1. UNESCO. Opening Speech addressed by Irina Bokova, Director-General of UNESCO, on the occasion of the Educating for a sustainable future, Rio+20 side-event; RioCentro, Rio de Janeiro, Brazil, 21 June 2012 Publ: 2012; 5 p.; DG/2012/099.
2. UNFCCC. Essential Background. [http://unfccc.int/essential\\_background/convention/background/items/2536.php](http://unfccc.int/essential_background/convention/background/items/2536.php)
3. Fact Sheet: Youth and Climate Change. This Fact Sheet was prepared by the United Nations Joint Framework Initiative on Children, Youth and Climate Change and the United Nations Programme on Youth. It is part of a series of Fact Sheets developed under the coordination of the United Nations Programme on Youth.
4. UNEP. 2013. Tunza Acting for a Better World: GEO-5 for Youth. Nairobi, Kenya. [http://www.unep.org/pdf/geo\\_for\\_youth.pdf](http://www.unep.org/pdf/geo_for_youth.pdf)
5. UNFCCC. Fact sheet: The need for mitigation, [http://unfccc.int/press/fact\\_sheets/items/4988.php](http://unfccc.int/press/fact_sheets/items/4988.php)
6. WMO Information Note, A summary of current climate change findings and figures <http://www.wmo.int/pages/mediacentre/factsheet/documents/ClimateChangeInfoSheet2013-03final.pdf>
7. WMO Information Note, A summary of current climate change findings and figures <http://www.wmo.int/pages/mediacentre/factsheet/documents/ClimateChangeInfoSheet2013-03final.pdf>
8. FAO Food Security and Climate Change Challenge Badge.
9. UNFCCC. Doha work programme on Article 6 of the Convention. Decision 15/CP.18.
10. [http://www.guardian.co.uk/environment/2013/apr/17/british-children-deeply-concerned-climate-change?CMP=tw\\_tfd](http://www.guardian.co.uk/environment/2013/apr/17/british-children-deeply-concerned-climate-change?CMP=tw_tfd)
11. Source CCADRR Resource Manual, Brazil case study, (p173)
12. United Nations, Agenda 21, Chapter 25. <http://www.un-documents.net/a21-25.htm>

# Pictures copyright

- Cover Page:** (clockwise from top) Sarah Marchildon; Sarah Marchildon; WAGGGS; Sarah Marchildon; Sarah Marchildon; Sarah Marchildon; Sarah Marchildon; WAGGGS; Sarah Marchildon; Sarah Marchildon
- page 6:** Enrica Melandri
- page 7:** UNFCCC
- page 8:** collage pictures by Enrica Melandri, Sarah Marchildon
- page 10:** European Union; (bottom left) Enrica Melandri; (bottom right) Sarah Marchildon
- page 11:** UNEP; UNESCO/Michel Ravassard; (bottom left) Enrica Melandri; (bottom right) Sarah Marchildon
- page 12:** Sarah Marchildon
- page 13:** Sarah Marchildon
- page 14:** Sarah Marchildon
- page 15:** (clockwise from top left) YOUNGO; Sarah Marchildon; Sarah Marchildon; Enrica Melandri; Sarah Marchildon
- page 19:** copyright free picture
- page 20:** all pictures by SGP Ghana
- page 21:** UNICEF/NYHQ2012-0613/Ose
- page 22:** SGP Barbados
- page 23:** SGP Barbados
- page 24:** ChepeCletas
- page 25:** all pictures by Jeunes Volontaires De Grandslacs Pour L'environnement
- page 26:** copyright free picture
- page 29:** Immersia/Wikimedia Commons
- page 31:** UNICEF/ROSA2009-00009/Rajat Madhok
- page 32:** UNEP
- page 33:** UNICEF/NYHQ2012-1717/Estey
- page 34:** Anne-France Wittmann /UNDP-GEF CBA
- page 35:** UNICEF UK/2011/Hannah Barrett
- page 36:** copyright free picture
- page 37:** all pictures by Sarah Marchildon
- page 38:** UNESCO
- page 39:** Gianluca Serra
- page 40:** Paul Diamond at Beau Vallon Beach, the Seychelles
- page 41:** (left) Candace Key, Hope Town, Abaco, Bahamas; (right) Pascale Gabriel in Mayotte
- page 42:** UNESCO
- page 43:** UN CC:Learn
- page 46:** all pictures by Grupo Tayrona
- page 47:** all pictures by Trailblazer Initiatives Nigeria
- page 48:** all pictures by Earth Child Institute
- page 49:** Taiwan Youth Climate Coalition
- page 50:** UNICEF Germany/Hyou Vielz
- page 51:** UNEP
- page 52:** UNEP
- page 54:** UKYCC
- page 56:** (top) FAO/Alessia Pierdomenico; (bottom) WAGGGS
- page 57:** WAGGGS
- page 58:** all pictures by SGP China
- page 59:** all pictures by WAGGGS
- page 61:** (left) UNICEF/ZAMA2010-0029/Christine Nesbitt; (right) UNICEF/ZAMA2010-0031/Christine Nesbitt
- page 62:** UKYCC
- page 66:** Jean Paul Brice Affana
- page 67:** Jean Paul Brice Affana
- page 68:** copyright free picture
- page 69:** Enrica Melandri
- page 70:** Sarah Marchildon
- page 71:** copyright free picture
- page 72:** all pictures by Jeunes Volontaires pour l'Environnement
- page 73:** all pictures by Jeunes Volontaires pour l'Environnement
- page 74:** CliMates
- page 75:** Thomas Hofer, CO2.CR
- page 76:** copyright free picture
- page 77:** all pictures by WAGGGS
- page 78:** GreenBits Initiative

# Members of the United Nations Joint Framework Initiative on Children, Youth and Climate Change

---



---

**Food and Agriculture Organization of the United Nations**  
[www.fao.org](http://www.fao.org)

---



---

**United Nations Children's Fund**  
[www.unicef.org](http://www.unicef.org)

---



---

**United Nations Convention on Biological Diversity**  
[www.cbd.int](http://www.cbd.int)

---



---

**United Nations Convention to Combat Desertification**  
[www.unccd.int](http://www.unccd.int)

---



---

**United Nations Department of Economic and Social Affairs**  
[www.un.org/desa](http://www.un.org/desa)

---



---

**United Nations Development Programme**  
[www.undp.org](http://www.undp.org)

---



United Nations  
Educational, Scientific and  
Cultural Organization

---

**United Nations Educational, Scientific and Cultural Organization**  
[www.unesco.org](http://www.unesco.org)

---






---

**United Nations Environment Programme**

[www.unep.org](http://www.unep.org)

---




---

**United Nations Framework Convention on Climate Change**

[www.unfccc.int](http://www.unfccc.int)

---




---

**United Nations Human Settlements Programme**

[www.unhabitat.org](http://www.unhabitat.org)

---




---

**United Nations Institute for Training and Research**

[www.unitar.org](http://www.unitar.org)

---




---

**United Nations Non-Governmental Liaison Service**

[www.un-ngls.org](http://www.un-ngls.org)

---




---

**United Nations Population Fund**

[www.unfpa.org](http://www.unfpa.org)

---




---

**United Nations Programme on Youth**

[www.social.un.org/index/youth](http://www.social.un.org/index/youth)

---




---

**United Nations Volunteers**

[www.unv.org](http://www.unv.org)

---




---

**The World Bank**

[www.worldbank.org](http://www.worldbank.org)

---

**THE PUBLICATION  
IS AVAILABLE ALSO ON  
THE INTERNET**

[http://unfccc.int/cc\\_inet/cc\\_inet/youth\\_portal](http://unfccc.int/cc_inet/cc_inet/youth_portal)



Printed by  
**Imprimerie Centrale, Luxembourg**  
2013

**DESIGN**

Pietro Bartoleschi

**LAYOUT**

Pietro Bartoleschi  
Elisabetta Cremona  
Cristina Sanna  
Sabrina Varani  
(studio@bartoleschi.com)

**© ALL RIGHTS RESERVED.**

Only reference citations are allowed.

**BIBLIOGRAPHY:**

*Youth in Action on Climate Change:  
Inspirations from around the World,  
United Nations Joint Framework Initiative on  
Children, Youth and Climate Change,  
May 2013,  
Bonn, Germany*


ISBN: 92-9219-111-x



The objective of this new publication by the United Nations Joint Framework Initiative on Children, Youth and Climate Change is to **highlight concrete work young people do to incite their governments and the international community to scale up action on climate change and raise ambition towards a post-2020 climate change regime.** It is designed as a tool and a source of inspiration for developing and carrying out projects, initiatives and campaigns to increase awareness of the causes and impacts of climate change, promote sustainable lifestyles and advance green low-carbon development.

---

For more information on this and other materials contact:

 United Nations Joint Framework Initiative on  
Children, Youth and Climate Change  
United Nations Framework Convention on  
Climate Change secretariat  
P.O. Box 260124 - 53153 Bonn - Germany

 youth@unfccc.int

 [http://unfccc.int/cc\\_inet/cc\\_inet/youth\\_portal/items/6519.php](http://unfccc.int/cc_inet/cc_inet/youth_portal/items/6519.php)

 [www.facebook.com/UNclimatechange](http://www.facebook.com/UNclimatechange)

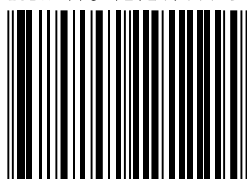
 [www.twitter.com/UN\\_ClimateTalks](http://www.twitter.com/UN_ClimateTalks)

---



Publication coordinated by the United Nations Framework  
Convention on Climate Change secretariat

ISBN 978-929219111-5



9 789292 191115