International Federation
of Red Cross and Red Crescent Societies

CLIMATE CHANGE
TAKE ACTION NOW!

A guide to supporting the local actions of children and young people,
with special emphasis on girls and young women

unicef

World YWCA

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Foreword

> *"Protect the Earth for children. We must safeguard our natural environment, with its diversity of life, its beauty and its resources, all of which enhance the quality of life, for present and future generations. We will give every assistance to protect children and minimize the impact of natural disasters and environmental degradation on them."*
>
> A World Fit for Children, 2002, paragraph 7, section 10,
> United Nations General Assembly Special Session on Children, 2002

The world's population is young, with some 2.2 billion people under the age of 18. Children and young people have unique insights into solving problems in their communities, and often play a key role in the survival of their families in the event of natural disaster. We believe that by recognizing the rights and capacities of girls and boys, young women and young men, the challenges posed by climate change can be turned into opportunities for sustainable development.

This guide originates from a lively and ongoing programme of cooperation between The Alliance of Youth CEOs[1] and UNICEF. We have joined together with other United Nations and non-governmental (NGO) partners[2] to build on and complement existing initiatives at global, national and local levels. The contributing organizations are committed to supporting children and young people to engage as members of society in ways that acknowledge and respond to gender roles.

Many countries are in the process of developing adaptation plans and disaster risk reduction strategies to help people adapt to changing climatic conditions where they live. We believe that it is critically important for the unique vulnerabilities, rights and capacities of children and young people to be addressed in these emerging projects, plans and policies.

[1] The Alliance of Youth CEOs is composed of the World Organization of the Scout Movement, the World Association of Girl Guides and Girl Scouts, the World Alliance of Young Men's Christian Associations, the World Young Women's Christian Association, the International Award Association and the International Federation of Red Cross and Red Crescent Societies.

[2] United Nations Environment Programme (UNEP); United Nations Development Programme (UNDP); United Nations Programme on Youth, DESA; Food and Agriculture Organization of the United Nations (FAO); The United Nations Framework Convention on Climate Change (UNFCCC); and the Earth Child Institute (ECI).

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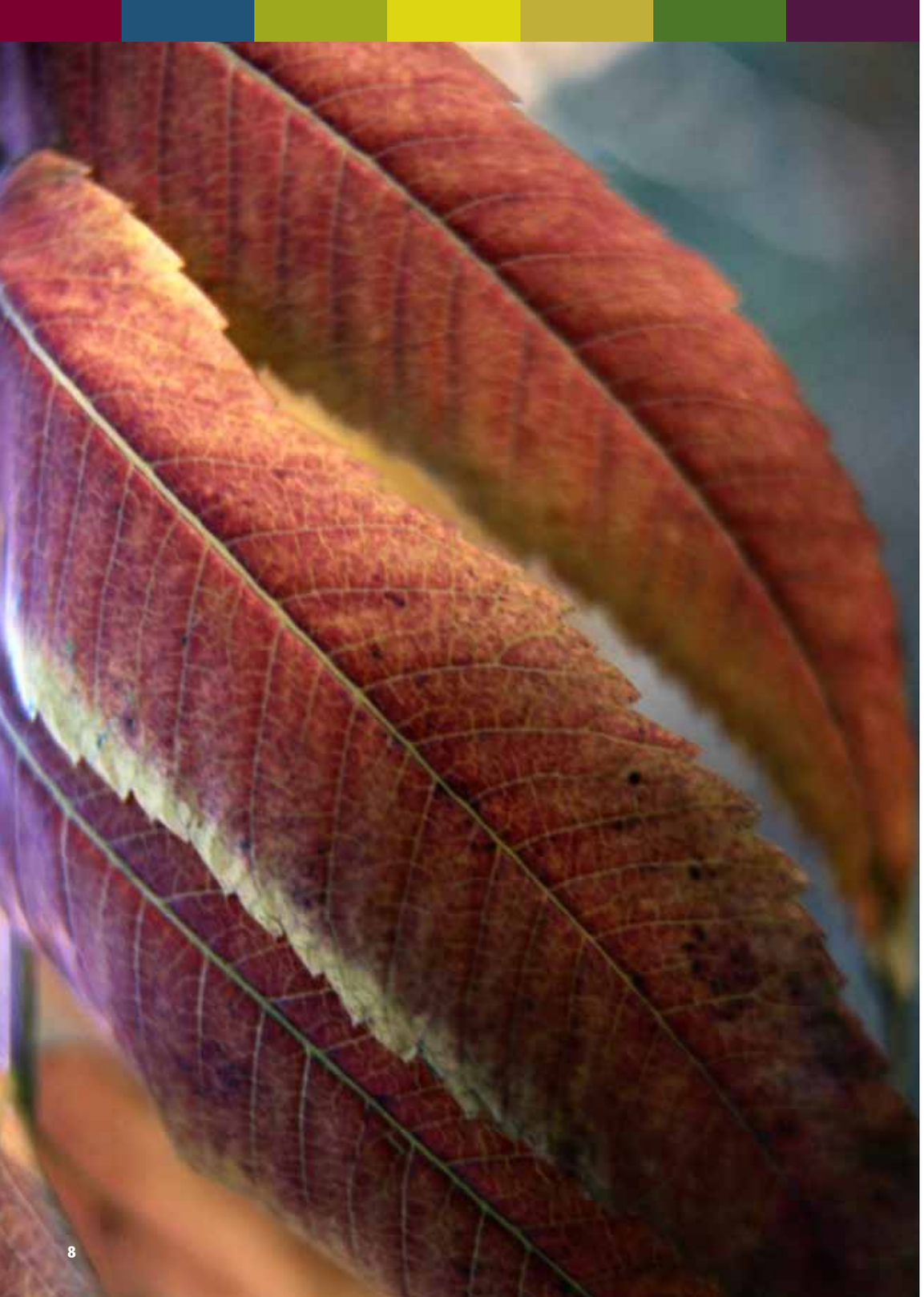
This guide seeks to maximize the effectiveness of our wide-ranging networks, complementary approaches and best practices. With a collective international voice of more than 100 million members, we advocate for the inclusion of young people in climate change plans and policies. We are proud to introduce this guide as a simple example of what can be accomplished by children and young people in practical ways.

The guide is the result of a highly participatory consultative workshop and editorial review process, which involved representatives of all ages from each organization joining together to share experiences and practical approaches from a diverse range of countries and situations.

We hope that this guide will help you in your invaluable work of encouraging children and young people to 'take action now' to address the challenges of climate change.

The Authors.



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Introducing Climate change: Take action now!

> *"The environment is precious and we should protect it like a mother hen protects its chicks. We should prevent deforestation, find solutions through actions that will prevent air pollution, and promote awareness to the people, particularly young people, who are tomorrow's future."*
>
> Sarah Baikame, age 17, Cameroon

Take action now! It's more than a catchy phrase. It is what many children and young people around the world are saying, loud and clear, as the changing global environment puts their communities at risk and threatens their collective and individual futures.

This booklet is a guide on how you, as a facilitator, peer educator, project officer, teacher or youth worker, can support young people in non-formal learning settings, both in and out of school, to take action in addressing the challenges of climate change. It aims to support you to focus the energy and ideas of children and young people into effective activism. This can take a range of forms, from practical projects such as tree planting or making solar cookers, to awareness-raising workshops or performances, community mapping and preparing for natural disasters.

While this guide includes suggestions and sample activities, its aim is to support young people to participate, give them a sense of empowerment, and build their skills and values, through whatever action they choose. The actions you take with your group will be determined by the challenges facing your community, the concerns and ideas of your group members, and the resources available to you.

This resource can be used with any group: large or small, formal or informal, girls, boys or mixed-gender groups. However, ***Climate change: Take action now!*** places special emphasis on the power and potential of girls and young women as catalysts for change in their communities.

How should I use this guide?

Each section of this guide is dedicated to one of seven steps for taking effective action. Supporting your group through these steps should be an empowering process in which young people research, plan, carry out and evaluate their own action against climate change.

The steps are as follows:

1. Getting started
2. Identifying the problem
3. Planning your activity
4. Taking action
5. Spreading the word
6. How did we do?
7. Next steps

We hope that these steps will provide a useful framework for that process. However, they are only intended as a framework. You may find that your group needs to take more time or dedicate more resources to one particular step. While many groups will take the steps in numerical order, others may find they need to do certain actions at an earlier stage, or that they skip some steps entirely.

You can adapt the process to your national and local context and to the impacts of climate change experienced by your community, which will be different from those felt in other communities and other parts of the world.

Each step contains the following:

Activity toolkit

These describe activities that you can use with the young people you work with. They are a 'toolkit' because you can select the tools you need for your group, varying what you do depending on the size of the group, the time, space and resources you have, and what works best for you and your group.

Focus on girls and young women

In each step you will find a box that looks like this one, focusing on the needs of girls and young women. Each box contains questions and information to get you thinking about your gender perceptions, the needs of the girls and young women in your group and community, and what you can do to support them.

The role of the facilitator

In each step you will find a box that looks like this one, focusing on your role as the group facilitator. It includes questions, ideas and information to get you thinking about your role, and what you can do to guide your group on its journey.

Case studies

Each section will contain two or more case studies, in boxes like this, that illustrate real projects carried out by young people around the world. Take ideas from these case studies, or use them to inspire the young people you work with.

The 'Resources' section of the guide includes fact sheets, sample activities and additional information. The 'Facilitator's Code of Conduct' and the fact sheet with details on climate change could be useful starting points. A fact sheet entitled 'Send out a press release' may be useful to the young people in your group when they are ready to involve the media in their project.

The final fact sheet, 'Steps in evaluating your project,' offers guidelines for assessing the outcomes and impacts of your group's actions. You will find references to this fact sheet right from the early stages of the process, because thinking about evaluation from the start will be more effective than waiting until after the activity is finished.

Sample activities, or 'how to' worksheets, provide detailed information on three examples of projects your group might choose to get involved with: tree planting, risk mapping and constructing solar cookers. Many other activities can be accessed through the websites and books listed in the 'Where to find out more' section, which lists resources on climate change and working with young people.

Why take action against climate change?

> *"Today we need a global solidarity on climate change, the defining challenge of our era. Twenty years from now, let our children and grandchildren look back upon this day and say: 'Yes, that is where it began.' A revolution. A turning point. A moment when we turned away from a past that no longer works toward a more equitable and prosperous future."*
>
> — Ban Ki-moon, United Nations Secretary-General
> Opening statement to the High-Level Segment of the United Nations Climate Change Conference
> Poznan, Poland, 11 December 2008

Our planet's climate is changing and this change is already having, and will continue to have, a lasting impact on our environment and our lives.

One of the main factors impacting our climate is the burning of "fossil fuels" such as coal, gas and oil. When burned, these fuels release carbon dioxide, which traps heat in the atmosphere the way the glass of a greenhouse traps heat inside. This is why carbon dioxide is known as a "greenhouse gas." Greenhouse gases act like a blanket around the planet, keeping heat from leaving the atmosphere.

As a result, experts from the Intergovernmental Panel on Climate Change estimate that average global temperatures may rise as much as 4° C in this century. Because weather systems are complicated and inter-linked, climate change may mean that some parts of the world actually experience decreased temperatures, while other parts of the world will see an increase in the intensity and, in some cases, the number of extreme weather events like hurricanes, cyclones and severe storms.

Although wealthy and rapidly growing countries are the major consumers of fossil fuels and other resources, the impacts of climate change are often more severely felt in poor countries, where many people already struggle with food and water scarcities and diseases such as HIV. It is important to recognize that the exacerbation of each of these issues negatively affects the health, development and protection of children. For example:

> **Accessing fresh water** is essential for life, health and livelihoods. Climate change is expected to bring more droughts, floods and rising sea levels, which will make finding clean and fresh water more difficult. Droughts and flooding affect water quality by damaging water pipes, causing human waste to leak into water supply, and increasing the salinity of groundwater. When less fresh water is available, people are likely to save it to drink and use less of it to wash hands and keep clean. Dirty water and poor sanitation can lead to disease. The availability of water has the potential to cause conflicts, as people protect their supply, and increase migration, as people move to places where water is available.
>
> **Food security** is affected by the changing climate, as drought, temperature variations, wild fires, severe weather events, pests, diseases and floods can damage food crops. This adds to an already existing global food crisis, as staple crops such as rice, wheat and corn are affected. Worsening malnutrition severely impacts the health and survival of women and children and puts an added strain on people with HIV who are taking anti-retroviral medication, since solid nutrition is critical to the success of the therapy.

A clear consequence of climate change is the **displacement and migration of families**, which almost always have a negative impact on children. Under these conditions, children face an increased possibility of abuse and trafficking. In the aftermath of disasters children may be pulled out of school and put to work to help their families recover. Their education and health suffer accordingly.

Diseases such as malaria, dengue fever and Lyme disease,[3] which are carried by insects, are also affected by changing temperatures because the insects are able to breed in areas where they were not able to in the past.[4] Pools of stagnant water left by floods and cyclones become breeding grounds for mosquitoes and ticks, which are now found in many northern countries that used to be too cold for them to breed.

Increases in the intensity of extreme weather events linked to climate change — such as droughts, floods, cyclones and tornadoes — also put people in danger, often destroying the places where they live and work and leaving behind damaged crops, contaminated water supplies and separated families.

Smoke and fumes from burning fossil fuels in homes, buses, cars and factories increase greenhouse gas emissions, making climate change worse, while also polluting the air we breathe and causing health problems. Smoke and fumes from cooking stoves that burn things like wood and coal also worsen respiratory health problems and release harmful emissions into the atmosphere.

Weakened by serious and ongoing under-nutrition, and illnesses from a lack of access to safe water and sanitation, polluted air and worsening environments, children can be affected by **severe bouts of diarrhoeal disease**. Many children are therefore less likely to go to school and are less able to learn and develop physically in these conditions.

[3] Akachi, Yoko, Donna Goodman, David Parker, Global Climate Change and Child Health: A review of pathways, impacts and measures to improve the evidence base, Innocenti Discussion Paper No. IDP 2009-03. UNICEF Innocenti Research Centre, Florence, 2009.

[4] International Panel on Climate Change, Vector-Borne Diseases, IPCC, Working Group II, Chapter 11, Section 11.2.5.2. Vector-Borne Diseases.

In 2000, 189 governments agreed to a Millennium Declaration that outlined a series of eight goals called the Millennium Development Goals or MDGs (find out more at un.org/millenniumgoals). The MDGs set targets to be achieved by 2015 and include objectives to: end extreme poverty and hunger; ensure primary schooling for all; reduce child death rates; improve gender equality; improve the health of mothers and children; respond to HIV and AIDS; work towards environmental sustainability; and develop global partnerships for development. Climate change makes each of these goals more difficult to achieve.

We may not be able to completely stop the changes to our climate that are already occurring, but we can take action to reduce the extent of its current and future impact by preparing our communities to deal with its consequences. We can take individual and collective action to reduce the amount of energy we use and the amount of carbon dioxide we are responsible for releasing. We can take action to reduce the chances of our communities being affected by shortages in food and water, and the spread of diseases. Some actions have a number of benefits: for example, creating school gardens can help tackle greenhouse gas levels, since vegetables grown there can be used in place of produce driven or flown in from far away. It can also increase food security for the community.

Why children and young people?

> *"Approximately 175 million children will be affected by climate change induced natural disasters every year over the next decade."*
>
> — Legacy of Disasters; Children Bear the Brunt of Climate Warming
> Save the Children UK, 2007

Children and young people have a right, enshrined in the United Nations Convention on the Rights of the Child (www.unicef.org/crc), and supported by other international treaties and agreements, to have their voices heard on matters that affect them. Climate change certainly counts in this category.

About 2.2 billion people in the world are under the age of 18, according to UNICEF, representing nearly one third of the global population. It is estimated that 87 per cent of the world's

[5] The Alliance of Youth CEOs, Children and Young People: Participating in Decision-Making, 2003, p. 3 .

adolescents live in countries affected by poverty, hunger, disease and violence.[5] Children and young people are concerned with the increasing threat posed by rising global carbon emissions and the changing climate. Many are already experiencing the impacts of the changing global environment in their communities. Still more young people are acutely aware of the challenges that they and future generations will need to address, and climate change is a defining issue of their lives and futures. The key to protecting for the future is sustainable development.

Not only do young people have a right and a need to tackle climate change, they also have much to contribute. As they live and play in their communities they often gain unique insights into the local environment, its strengths, weaknesses, and the ways in which it is changing. In addition, young people are often creative and open-minded in their problem solving: they have energy, commitment and initiative to take action to reduce the impact of climate change and to prepare to face emergencies. They can, and often do, play a key role in the survival of their families and communities in the event of disasters, and the actions they take can go a long way in helping communities recover and in mitigating the impacts of natural disasters.

Despite all of this, children and young people have, to date, been relatively absent in the climate change policies and plans being developed by many countries and regions. These policies and frameworks aim to support countries to reduce risk and vulnerability posed by the changing climate, and to educate and mobilize people in their communities to take action. Youth-based organizations must be encouraged to work with local authorities and national governments to establish safe and protective environments for children and young people to carry out their activities.

As a facilitator, you can begin to address this gap by supporting the children and young people you work with to take action on the issues they believe are important, and to come up with solutions they think will work. A successful plan is one that is developed, implemented and 'owned' by children and young people, in partnership with their parents, caregivers and other adults in the community. Through really listening to what young have to say, and encouraging them to participate in planning and taking action, you can help them have their voices heard.

> *"Roots creep underground everywhere and make a firm foundation. Shoots seem very weak, but to reach the light, they can break open brick walls. Imagine that the brick walls are all the problems we have inflicted on our planet. Hundreds of thousands of roots and shoots, hundreds of thousands of young people around the world, can break through these walls. We CAN change the world."*
>
> — Dr. Jane Goodall, Founder, Roots and Shoots, Jane Goodall Institute

Why girls and young women?

Girls and young women are often especially vulnerable to the negative impacts of climate change. In many societies, girls and young women are expected to carry out tasks that are particularly affected by climate change. For example, in times of drought young women and girls may have to walk much further and more frequently to collect safe water, leaving them vulnerable to disease and violent attack along their route, and with little time to go to school, generate income or take care of their families.

Differences in what is expected of and for girls and young women in many societies means that they may lack access to information, education and resources, making it more difficult for them to respond to natural disasters, including those linked to climate change. On top of this, the way authority is structured in some cultures means that girls and young women often do not have their views taken into account by decision makers, making it difficult for them to change things for the better. Boys and men must be made aware of the importance of including girls and young women in community efforts.

However, just because girls and young women are particularly vulnerable to the impacts of climate change does not mean that they are powerless to take action. In fact, their daily interaction with the natural world means that they often hold specialized knowledge that can help us understand the consequences of climate change and develop effective strategies to tackle these problems. The full participation of girls and young women, and their leadership, is critical in taking action against climate change.

CASE STUDY

A Girl Guide explains the importance of giving girls the opportunity to take part in action against climate change

In most villages in my country, women are working inside the home, using firewood to cook on open stoves, and are having health problems because of that. It affects women and children more than men, because they are inside the homes.

Girls are more involved in climate change projects. They are more interested in these things than boys. While I was working in my village with a youth club, there were more girls than boys involved. The guys used to sit and play board games, while the girls were the ones who were active in cleaning up the village. In one place I saw,

young women were renovating old buildings with help from the municipality. They were creating such good changes, and keeping the village clean. But women are not recognized. I don't know why. Maybe because our society treats boys better. But girls do the work.

Girls are the ones who look after the homes, and often don't get sent to school. In my community, there are NGOs that run youth clubs that these girls can get involved in, but that is their only chance to get non-formal education and to get involved in activities. This is why in my community, girls are more involved in climate change projects. But I know that in areas where there aren't such NGOs, girls don't have these opportunities.
- Prerana Shakya, Nepal

CASE STUDY

A young Scout guides his family to safety during Hurricane Katrina

"It still seems like a bad dream," says 14-year-old star scout Ashton Pruitt, whose real-life nightmare began the morning after Hurricane Katrina struck. He and his family weathered the storm through the night only to face a cold reality the next day. Rapidly rising waters poured into the Pruitt's family home, forcing them to seek higher ground. Ashton quickly took control of the situation, using water rescue techniques that he learned a week earlier while on a camping trip to Mississippi with his Scout troop. He instructed his family, including his mother, his uncle, his 72-year-old grandmother and his brother, who is blind and afraid of water, to fashion flotation devices using trousers. Ashton guided his family through deep waters to a neighbouring rooftop and to safety. They were rescued 19 hours later. Ashton received the Honour medal with crossed palms 'for unusual heroism and extraordinary skill or resourcefulness in saving or attempting to save life at extreme risk to self.'

STEP 1
Getting started: Find out more about climate change

> *"We value the crucial function of education in raising global awareness about the reality of climate change and the ways to become more energy efficient. Therefore, we request that the G8 support formal and non-formal education programmes, including youth organizations and mass media."*
>
> — Junior 8 Summit, Wismar Declaration, 2007

Before taking action to tackle the causes or consequences of climate change, it is important for your group to understand more about the greenhouse effect and the impact of a changing climate on their community. This section suggests a number of ways that you and your group can carry out this research, depending on your existing knowledge, priorities and the resources you have available.

ACTIVITY TOOLKIT

- Read the climate change fact sheet in this guide. This fact sheet provides a basic introduction to climate change, briefly explaining the science behind the process and the impact on our planet and lives. You may use this information to answer young people's questions, or it can be distributed to them directly to provide a framework to help young people understand the issues. Keep in mind that information about climate change is continuously being updated so it is critical to consult expert sources in addition to this fact sheet for updated facts.
- Internet research. The 'Where to find out more' section of this guide includes a list of useful websites containing information from expert scientists and professionals who work with those affected by climate change. These websites contain reliable information to help your group understand the process of climate change. Young people may find the questions in the box below, 'Finding out about the impacts of climate change,' useful in guiding their research.

- Thought shower. Once the group understands the process of climate change, they can be tasked with identifying its challenges in the world at large, and in their community specifically. These can either be factors that are causing climate change (such as burning non-renewable fuels like coal and oil), or consequences of climate change (such as drought or flooding). Through a thought shower, in pairs or groups, young people can identify problems they see around them. Be aware that not everything can be blamed on climate change: processes such as pollution and desertification also have a big impact on the environment. Encourage your group to justify and explain the role of climate change in creating the problems they identify.
- Draw the problems. Challenge young people to draw a picture illustrating the problems caused by or contributing to climate change in their community. This is a straightforward activity that works well with young children.
- Survey the community. Ask young people to find out what other members of the community think. What has already changed? What do other people see as the key challenges of climate change? The group could interview members of their families or community to learn about their perspective and the changes they have seen developing over their lifetimes. For example, perhaps water used to be plentiful but now it is scarce, or maybe trees have disappeared in the neighbourhood. Support your group to develop a set of questions to pose in the interviews and help them consider all aspects of community life that could be affected by climate change. Your groups may find the question in the box 'Finding out about the impacts of climate change' useful in developing their own questions.
- Map the community for the causes and consequences of climate change. A community map creates a visual representation of the challenges that your group identifies. You will need to create a basic map that represents the area of the community, divided into a grid. The map should either be as large as possible, or reproduced so that each small group can have their own. If possible, add existing natural features such as rivers and hills, or encourage young people to add these themselves. They can also add key features of the community, including schools, health centres, toilets, water points, etc. You may be able to get an existing map of the area from a local nature centre or community centre.

Next, ask the group to think about how the community is contributing to climate change. Do you have energy in your home or school? Where does it come from? Where are fossil fuels burned in your community? Encourage the group to consider the location of different types of energy use. Where would your group plot these on the map? What symbol or icon would they use to represent each type of energy use?

The group should then be asked to map the potential impacts of climate change on the community. It may be difficult to know in every case which changes and problems in the community are related to climate change, but we suggest you try to map places that are vulnerable to climate change now and in the future. For example, if you live near the ocean, sea level rise and erosion could be causes for concern. The following questions may help the group consider the vulnerabilities of the community: Do you have access to safe (good quality) water in your home or school? If so, where does it come from? Can the water supply be affected by the changing climate (i.e. falling water levels, water quality)? Which people or places are at risk from drought, flood, or other climate-related disasters? Encourage the group to mark each of the challenges or vulnerable places they identify onto the map with a different symbol.

Your group can create their community map from memory. Better still, if it is safe to do so and you have enough time, take your group out into the community to locate problems related to climate change. You can also use this map to promote awareness of both your activities and climate change in general, by posting it in a prominent or public place.

WORKSHEET 1

Finding out more about the impact of climate change

Use the questions below to help guide your research on the impacts of climate change.

› If you are carrying out research in your community, try talking to members of your family or finding resources in your community such as staff at a local nature centre or a science teacher at your school, so you can answer the following questions specifically about your community.
› If you are carrying out research on the Internet, what can you find out about the following questions at a global level? The answers will not be the same for all parts of the world, but can you see any patterns? Can you find more detail and specific facts and figures to illustrate the answers?

How can climate change cause or add to problems with food supplies? How has it done so already?

What damage do floods cause to crops? What about droughts? What impact does this have on supplies of food? And food prices? When children do not get enough to eat, how are their health and education affected?

How can climate change cause or add to problems with water supplies? How has it done so already?

Which people have water supplied to their homes, workplaces and schools? Where do these water supplies come from and how is it delivered? What is the quality of the water used for domestic supply? Is it safe to drink and wash in?

Is there enough water for drinking and adequate hygiene to meet everyone's needs? What impacts do drought, sea level rise and flooding have on groundwater supplies (aquifers and springs) and surface water supplies (ponds, lakes, streams, rivers)? How can extreme weather events contaminate water supplies? How do water levels and water quality respond to rainfall and pumping?

How can climate change cause or add to the impact of disease? What effects has it already had?

Do people get sick from using water for cooking, drinking and washing? How do they get sick? Why have diseases such as malaria, dengue fever and yellow fever become more common in some places? Why have diseases reduced in frequency or disappeared in some areas?

WORKSHEET 1

How are social and health services provided in your community?

Do you know your community health workers? Are all children vaccinated? Are all births registered? How are essential medicines and emergency supplies distributed? Does your school or neighbourhood have an evacuation route?

How has deforestation increased the impacts of climate change?

What relationship do trees have to carbon dioxide in the atmosphere? Where is deforestation occurring? What can happen to the soil when trees no longer shade it, provide it with leaves and bind it together with roots? How can floods and storms cause more damage where there are no trees?

How can climate change damage homes and businesses? What damage has already been caused?

What damage can extreme weather events such as cyclones and tornadoes have on homes, businesses, crops and lives? How are the occurrences and severity of such events changing?

How can climate change cause or add to problems for women?

How are tasks such as collecting water and wood, often carried out by women and girls, affected by climate change? When women and girls have to walk further to collect water, what impact can this have on their safety and the time they have for school or to earn money? Why are women and girls often at greatest risk in natural disasters?

FOCUS ON GIRLS AND YOUNG WOMEN
Including girls

To take action that really makes a difference, everyone needs to be involved: young and old, girls and boys. Often, young girls are left out of planning and decision-making. But if any group is left out, we lose creativity, imagination, energy, vision and values.

Considering the following questions may help you reflect on the inclusion of girls in your group:

- Are there girls in your group?
- Are there as many girls as boys?
- If not, why do you think they are not attending?
- Can anything be done to remove these barriers?
- Do girls take part in planning and making decisions in the group?
- Do girls take part in group discussions?
- In what situations do they find it easier to express their views?

If you have many girls but fewer boys who actively contribute in your group, ask yourself these same questions in relation to boys. Why are boys not attending? What are the barriers to their full participation in the group's activities?

Take a look at the 'Role of the facilitator' box, which contains ideas on how to create an atmosphere that is inclusive for everyone.

ROLE OF THE FACILITATOR
Strategies for involving everyone

- Work in small groups. Young people often feel more comfortable expressing their views to small groups, so where possible work in pairs, threes or fours.
- Start small and 'snowball.' Begin the discussion or activity in pairs, giving each pair time to explore their ideas with just one other person they are comfortable with. When each pair is more confident in their views, invite them to join with another pair to share their ideas. Groups of four can then join to make groups of eight, and so on, until the whole group is sharing their ideas.

- Use a 'talking stick.' In large group discussions, choose an object (the 'talking stick' or 'talking ball') that allows the person holding it, and only that person, to have their say. This can help avoid having only a few participants do all the talking and having participants interrupt or talk over each other.
- Create group guidelines or 'house rules.' Young people feel safe and are more willing to participate when they know what is expected of them and those around them. When your group first meets, brainstorm an acceptable list of guidelines for behaviour that is generated by and for the group, and refer back to the list in case of any behaviour that breaks the guidelines. Remember that as a facilitator you need to abide by these guidelines as well.

Group guidelines: some examples

- Respect yourself
- Respect each other
- Respect different ideas, cultures, languages – no teasing or criticism
- Listen carefully when someone is speaking – looking at them shows you are listening
- One person speaks at a time
- Give everyone a chance to take part
- Talk from your own experience – don't assume that you know what someone else thinks
- Remember there may be more than one 'right' answer
- Don't talk about other people's personal information outside the group
- You don't have to speak if you don't want to

Adapted from Our Right to be Protected From Violence: Activities for Learning and Taking Action for Children and Young People (United Nations Secretary-General's Study on Violence Against Children, 2006).

CASE STUDY
Helping girls take part in literacy classes

In 2003, girls and young women in the village of Mondwa, Malawi, consistently had to skip their literacy classes at the YWCA because they spent so much time fetching safe water for cooking and washing. Determined to reduce the risk of disease and the burden on girls and young women, members of the YWCA began discussing the problem with village residents. With much persistence, they gained support from the village to pursue the construction of a water well system. Then, through local fundraising efforts and a grant from the World YWCA, the YWCA of Malawi drilled boreholes to provide potable water to the community. To ensure sustainability, the YWCA began providing training to residents on fresh water management. Today, the girls and young women of Mondwa no longer have to wake up before dawn to queue for water, and their water source is no longer plagued by health risks such as cholera. The women have also participated in YWCA literary classes in great numbers.

CASE STUDY
Responding to the impacts of climate change in Australia

Part of the beauty of the state of South Australia comes from its arid and unfathomably empty landscapes. But the climate has begun to change: drought has gripped the state over the last few years, leaving vegetation dry and easily ravaged by forest fires; salinity levels in the River Murray are rapidly increasing; and in areas that were previously cultivated, farming is becoming unsustainable.

In the midst of this, a small local environmental group known as Friends of the Lower Field River (www.fieldriver.org) is working to preserve and revitalize a small portion of land in metropolitan Adelaide, the state's capital. Local residents, finding that the river was often clogged with rubbish and invasive non-indigenous vegetation, joined together in mid-2006 to form the group, which carries out practical activities in the river and lobbies government for change.

David Speirs, 24, a founding member of the group, used his involvement to work towards his Gold Duke of Edinburgh Award, also called the International Award. He explains:

"At a time when environmental problems seem so big in the world, it is comforting to know that we can make a difference if we act locally. I've seen the river and its environs undergo a fantastic transformation in under two years. As we have cleared pest vegetation and restored native plants we have created healthy habitats for native wildlife. We have seen fish and frogs return to the river and this in turn brings native birds to nest in the area. Trees we planted just two years ago are already two or three metres high and the quality of water in the river is much improved."

David is a passionate advocate of youth participation, and has spoken to local schools and held youth forums to inspire involvement of young people in the group. Friends of the Lower Field River has promoted itself to local schools as a group where students can undertake work for their Duke of Edinburgh Award. David hopes to continue to build on this by further engaging schools in the group's practical environmental activities.

STEP 2
Identifying the problem

> *"In February 2007 it was the first time my community also got the flooding. It never happened before. I think the weather is changing"*
>
> — Suvina Nita Yohana, Indonesian Red Cross Youth Volunteer

Once your group understands the science of climate change and has explored its global and local impacts, they can begin to identify and research a single problem in their own community. Understanding this problem in detail is an important foundation for Step 4, 'Taking action.'

ACTIVITY TOOLKIT

- **Identify a single problem.** The group may have already identified the challenge they feel is most important to their community in Step 1. If not, ask the group to recall a few key issues that came out of the discussions and then take a vote to decide which problem they would like to tackle. When making the decision, the group should also consider the extent to which they think they can make a difference (see Step 3).
- **Carry out a more detailed analysis of the chosen problem.** Understanding the issue in more depth and looking at a range of perspectives will help your group consider more fully why the problem exists, who is affected, and how.

  Three possible approaches you might consider are: **situation analysis; PESTLE analysis;** or creation of a **problem tree**. Situation analyses and PESTLE analyses (more details below) use questions to frame the exploration. Problem trees examine the causes and consequences of a problem in a visual way. Any of these tools will help you and your group gain a fuller understanding of the bigger picture.

  - **A situation analysis** is a simple way of examining the problem. You could begin by answering the following questions:
    - What is the problem?
    - Why is it a problem?
    - Who is affected by the problem?
    - What has caused the problem?

  - **A PESTLE analysis** will provide a more in-depth look at a problem by exploring six categories of questions:
    - ***P**olitical:* Is your local or national government now addressing climate change? Are they developing a national or local adaptation plan for action or disaster risk reduction strategy? Are they considering the rights, needs and capacities of children and young people?
    - ***E**conomic:* Are droughts, floods or other extreme weather events costing money in your community? How? Are funds available to support projects that tackle the causes or consequences of climate change? Could there be an economic benefit of reducing the problem you have identified? (For example, if fewer people are getting sick from contaminated water would medical costs be reduced?)
    - ***S**ocial:* Do people come together to solve community problems such as water or food scarcity? Or does the situation cause conflict? Are people cutting trees for household energy because there is no other choice? Do people in the community know how to evacuate in the case of a natural disaster?
    - ***T**echnological:* Is your town or village on an electrical grid? Are there people in the community who understand how to install and maintain renewable energy systems? What is the percentage of renewable power used in your community? Are there vocational training programmes for young people on reforestation? Are community-based water or electric utilities available? Do people know how to treat contaminated water for safe drinking?
    - ***L**egal:* Has your country signed on to the Kyoto Protocol? What can you do to help support future international climate change agreements when the Kyoto Protocol ends? (See www.roadtocopenhagen.org for a 'youth-friendly' website about the process that may result in a new international climate change agreement in Copenhagen in 2009.) Are there other laws relating to the problem you have identified? Are the rights of children addressed in laws that address climate change in your country?
    - ***E**nvironmental:* Is it legal to cut down trees in your country or region? Are there laws against illegal logging? Is the use of natural resources sustainable (will they be available for the future)? What physical or geographical factors have contributed to the problem? How is the environment affected by climate change? What are the linkages to the challenge your group has identified and local plant and animal communities? What are the conditions of the water resources, such as

groundwater, springs and surface waters?
If you live near the ocean, how is the changing climate affecting marine life?

- In a **problem tree**, the identified problem (the trunk of the problem tree) is placed in a box in the centre of a page or flip-chart. The main causes (the roots of the tree) are identified and written below the problem. The consequences (the branches of the tree) are written at the top of the page. You can add further layers (smaller roots and branches) by identifying the underlying issues that create the causes, and indirect or 'knock-on' effects. Finally, your group could add neighbouring trees, buildings, or animals and insects living on the tree to represent other problems or related issues, and indicating the interdependence between all things.

You can read more about these analysis methods in the documents *Project Management Guidelines* (2000) and *Toolkit on Advocacy* (2008) produced by the World Association of Girl Guides and Girl Scouts (for details, see the 'Where to find out more' section).

- **Measure the extent of the problem.** Collect data that describe the extent of the problem. Data could be quantitative (numerical), for example: the number of people with access to energy in their home; the number of people using energy-efficient light bulbs; the number of trees in a community; the number of people who know what to do in the event of a natural disaster; the number of children absent from school each day due to water-related illness. Alternatively, data could be qualitative (what people write or say), from interviews, diaries and other descriptions of the situation. This baseline data will help your group understand the extent of the problem and, if they collect data again after they have taken action, the information will enable them to see how successful their efforts were (see Step 6 and the fact sheet 'Steps in evaluating your project').

FOCUS ON YOUNG GIRLS AND WOMEN
Do girls in my group identify different problems than boys?

You should be aware of the different ways in which young women and young men in your group may experience the consequences of global warming and view the causes.

Girls and young women are often especially vulnerable to the negative impacts of climate change, for a number of reasons. In many societies, girls and young women carry out tasks such as collecting water that put them in close contact with the natural world. In many rural areas of Africa, for example, girls are the ones who are most often responsible for collecting fuel, wood and safe water. Drought and unpredictable rainfall can create more work for them: they may have to spend more hours and walk longer distances to collect these vital necessities. As a result, they may have to miss out on education and other activities, as well as put themselves at risk of disease and violent attack on their journeys.

Women often depend on their harvest from the fields and forests for their livelihoods. When droughts, floods and other natural disasters destroy harvests, women suffer the most because they rarely have access to income from other sources. Lack of access to information, education, resources and technology can make it more difficult for girls and young women to respond quickly in disaster situations, or to improve their situation.

Because they are particularly vulnerable to the impacts of climate change, girls and young women may be uniquely aware of problems related to climate change, and may hold insights and specialized knowledge that can help address these problems.

ROLE OF THE FACILITATOR
Child protection tips

The safety and well-being of children and young people is at the core of what this guide, and all youth work, aims to promote. Though we all have responsibilities to promote the rights of young people, as a facilitator, you also have legal responsibilities. You are responsible for the participants' safety while they are away from their home.

Based on international instruments such as the Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women, all children and young people have the right:

- To have their health, safety and well-being, and their best interests, considered as the top priority;
- To have their welfare and development promoted and safeguarded so that they can achieve their full potential;
- To be valued, respected and understood within the context of their own culture, religion and ethnicity;
- To be listened to, to have their views given careful consideration and to be encouraged and helped to participate in decisions that affect them.

In order to respect the rights of the young people you work with, you should follow the 'Facilitator's code of conduct,' which can be found in the 'Resources section' of this guide.

CASE STUDY
Raising awareness of climate change in Thailand

Today, many people have begun to notice the negative effects of climate change, but almost 20 years ago the Sao Hin YMCA of Chiang Mai, Thailand, saw a need. The association began working to create awareness of the importance of environmentally friendly behaviours and promoted the sensible use of non-renewable energy resources and renewable resources like solar energy.

The YMCA works closely and in partnership with all sectors of society to raise awareness and runs the Environment and Energy Learning Center, where children and adults alike can learn about environmental issues. Training programmes educate people on the value of energy resources and how to use them more efficiently and workshops and seminars on environmental issues are held throughout the year.

Youth camps challenge young people to think about their role in tackling climate change. Many of the youth camps end in public campaigns, such as 'Ride Your Bike Day' in the busy city of Chiang Mai. The YMCA also holds marches and rallies, with participants coming from all sectors to help raise public awareness. Popular events have included concerts where music fans first hear about how they can change their lifestyle to better serve the planet and then hear songs by Thai music artists.

Not everyone is available to attend events and visit the centre, so the YMCA goes to them. One programme goes to rural mountain areas, where villagers are shown how to reduce global warming and save money by using alternative energy methods. The Sao Hin YMCA donates and installs biogas systems in schools that can be used to cook the school lunches. The villagers can then visit the school and learn how to implement the system in their homes.

Since 2001, 90,000 people have visited the centre and participated in YMCA activities.

Creating connections and tackling climate change in the Solomon Islands
In the Solomon Islands, young people have long faced challenges in trying to voice their concerns as power and decision-making in society are traditionally based on age. As a young person, George Baragumu felt these pressures. Taking the initiative to find opportunities to connect with other people, George started as a volunteer with the Solomon Islands Red Cross in 2006. He went on to become the Climate Change and Disaster Risk Reduction Officer, and in this role has created an active network of young volunteers.

George believes that engaging young people in climate change and awareness-raising activities empowers them and makes them feel as though they can make a difference. Through a range of activities, the Red Cross climate change programme has been able to make use of the energy and enthusiasm of young people as well as help them create connections and networks amongst themselves. Because young people are active in workplaces, families, sport, churches and

schools, their participation has been a great way to expand the reach of the programme. Young people have been trained on the concepts of climate change so that they can work as peer educators in schools and communities. Activities include:

- To mark World Environment Day 2007, students in the capital city of Honiara were invited to submit poster representations of the impacts of climate change in the Pacific region.
- An assessment of vulnerability and capacity was undertaken in the isolated North Malaita artificial islands where changing weather patterns are making it difficult for islanders to collect fresh water from the mainland. One of the Red Cross facilitators was a young person who actively engaged other young people in the community so that their voices could also be heard and integrated into the development of the Solomon Islands National Adaptation Programme of Action.
- For World Disaster Reduction Day, the Red Cross worked with the national disaster management office to design a radio quiz programme for schools on how to reduce disaster risk and impact. The programme was broadcast in the afternoon, when students were home from school, and reached young people in the capital and well beyond.
- Youth for Change and the Red Cross joined together to coordinate Clean Up The World Day in 2007, working with young people to clean up garbage and weeds around town and along main roads.

  Clean up the World is an international environmental campaign held in partnership with the United Nations Environment Programme (www.cleanuptheworld.org).

STEP 3
Planning your activity

"Try to leave this world a little better than you found it…"

— Lord Baden-Powell, Founder of the World Organization of the Scout Movement

Once your group has identified and researched a problem, you can begin to plan your activity and set some goals and then form a plan of how to reach those goals. A successful plan of action is one that is developed, implemented and 'owned' by young people in partnership with you and other adults in the community. First, your group will need to consider the range of actions they could take and which is likely to be the most effective. Having chosen a specific action, the group will need to develop a plan to implement it.

ACTIVITY TOOLKIT

Part 1: What action should we take?

- Listing alternatives. Help your group create a list of possible actions they could take to tackle the problem they have identified. What needs to happen to reach their vision? The more options you have, the more likely you will find one that gets around any obstacles (for some ideas, see Step 4).
- Build on your situation analysis (Step 2) as you explore the following questions:
  - o What changes need to take place to find a solution to the problem?
  - o What can young people do to solve the problem?
  - o Are there any obstacles to making a change? What/why?
  - o How can the obstacles be overcome?
- Identify existing projects. It is critical to know what the community has done and is doing to address the problem so that the actions of your group are in line with, and gain the support of, the local community. The following questions may help your group explore this important element of choosing an action:
  - o Do you know of any actions that have been taken in the past to tackle the problem you have identified?
  - o What about current projects?
  - o Do your family or friends know of any projects?

  - o Was the project successful? Why/why not?
  - o Can you interview any of the people involved to learn more?
- Identify the most effective action for your group. To do this, you will need to consider your strengths and weaknesses. A SWOT analysis is one possible tool (SWOT stands for Strengths, Weaknesses, Opportunities and Threats). Strengths and weaknesses refer to the situation within your group and the resources your group already has, while opportunities and threats are things that are happening outside your group that might support or get in the way of your project.

Your group's SWOT analysis might look like this:

STRENGTHS
- **Parents and community leaders are committed to listening to our suggestions.**
- **We have identified three simple steps that we want to promote.**
- **Our three steps are appealing to young people.**

WEAKNESSES
- **We have funding for only one activity.**
- **No one in our group has experience in running public events.**

OPPORTUNITIES
- **We have a partnership with another organization.**
- **World Environment Day is coming up and the town wants NGOs to participate on this day.**

THREATS
- **We may be competing against other groups or events for attention.**
- **People don't want to hear unpleasant facts.**

Part 2: How can we plan to make our chosen action effective?

- Use the '5 W's' (Who, What, When, Where and Why) as a simple planning activity.

What do you want to achieve?
Identify the goals of your action, generally and specifically, for the short and long term. Use the SMART tool to make goals Specific, Measurable, Achievable, Realistic and Timed. This will make your project easier to achieve and evaluate. Keep a record of these goals, as they will help you when you come to evaluate your action (see the fact sheet entitled 'Steps to evaluating a project').

Who do you want to target?
Decide whom you are going to target directly and see if there are others who will also benefit indirectly.

Where is the best place to run your project?
Identify where there is the biggest need and the biggest chance of success.

When will you run your project and for how long?
Having a realistic timeline will make your project more achievable.

Why is your project important and why are you the best group to tackle this problem?

Clearly communicating this to others will help make your project more effective, and will help you target your objectives and activities to achieve them. Make sure your project is relevant to your community.

Adapted from *Toolkit on Advocacy*, World Association of Girl Guides and Girl Scouts, 2008.

- **Identify key people, resources and skills needed.** Your group will need to consider:
  - Who can implement the identified action?
  - If this is not you, how can you work with the identified person to carry out the action? Find out more about this person: In what position are they working? What is their background? How might they profit from taking this action? Who can they influence and who is influencing them? Who could influence them – anyone whose support you can count on?
  - What resources will be required (think about money, technology and other materials)?

  - What skills are needed?
  - Who has the relevant skills and how can we get them involved?
  - If you need funding, how can you get it? Find out if there are funds available from civil society or your government. Alternatively, carry out your own fundraising. Strategies might include:
    - Selling cakes, seedlings, recycled crafts, vegetables, raffle tickets or services such as car cleaning;
    - Organizing a concert, exhibition, song contest or sports event, and charging an entry fee or asking for donations;
    - Taking part in a sponsored walk or football tournament.
  - Spread the word about your fundraising activities – see Step 5.

- **Get others involved and enthused.** Communicating and involving other members of the community is an important component of making your activity a success. The more people involved, including all genders, ages, and ethnic groups, the greater the project's impact will be. If people feel involved in a project, they will be more supportive and may even provide your group with resources and new ideas and help the group get the message out through other networks. You may also be providing members of the community with an opportunity to be heard and to take part.

Ask the members of your group who they think should be involved. Have they thought about partnering with other youth groups and community organizations? This guide was created through a partnership between members of the Alliance of Youth CEOs, and we would encourage you to build such relationships at a local level. What about other schools? Bear in mind that partnerships with the government and other organizations can sometimes provide a source of funding and resources. For more ideas on communicating your message, see Step 5.

- **Set a time frame.** The aims, objectives, target audiences, financial resources and types of actions chosen will determine your group's timeline. The timeline may be organized according to the various phases of the project: What do we do first, second, third? What do we do then? Help your group develop a realistic time frame for their activities so that they know what has to happen when.

FOCUS ON GIRLS AND YOUNG WOMEN

Wear "gender glasses" and learn more about yourself and your community

Try the following with members of your group:

- Observe how people around you talk to men and women, and the different roles society gives to men and women.
- Think about your own behaviour towards baby boys and baby girls, teenage girls and teenage boys, and adult women and adult men. Do you feel or behave differently? Why? Talk to friends and colleagues about gender roles and about how you can support the involvement of girls and young women in your work.
- Be aware of your own opinion on situations you see in your community and any beliefs you have about the different abilities of boys and girls. Question them regularly.
- Put on your gender glasses while reading your newspaper. How are people portrayed in photos and described in the text? Who has been asked to comment in the articles you read? Where do you see women in the paper and where do you see men?
- Find out what the laws in your country say about gender equality.

ROLE OF THE FACILITATOR
Empowerment

As the facilitator, your job is to guide young people through the process of participatory planning. It is not to dictate or control the plan, but rather to make sure that the resulting plan is the group's plan. You are there to pose questions rather than provide answers. Through ownership of the planning, young people will develop a sense of empowerment. The tricky part is the balance: giving young people the lead, while ensuring that their plan is sound, well considered and sufficiently detailed. If you are successful in empowering the young people in your group, they may become facilitators themselves.

CASE STUDY
SWOT analysis in action

The Kenyan Girl Guides Association (KGGA) identified an urgent need for reforestation in their country, but by evaluating their strengths, weaknesses, opportunities and threats, they decided that they did not have the capacity to lead a large-scale reforestation project on their own.

The association heard that the Kenyan government was launching a national tree planting campaign, so they partnered with the Ministry of Youth Affairs to strengthen their project and help achieve their goal. Of the 50 million trees the Ministry will plant, KGGA has pledged to plant five million.

To launch the project, KGGA held a press conference and tree planting ceremony, which was attended by important government officials. Not only did this garner widespread publicity for the project, but it has given the group experience as advocates for environmental sustainability.

CASE STUDY
Local community and government involvement in a tree-planting project

The YMCA in Ghana discovered that there had been a rapid increase in deforestation, resulting in a threat to farming and wood supply in many areas of the country. The group decided to start a tree-planting project aimed at reducing environmental damage and improving the economic life of the people. Local farmers, women and young people were involved in the strategy. YMCA members were taught all the stages of tree planting — from how to nurse the seeds of tree saplings to planting. Seminars and workshops were organized for school teachers, community leaders and chiefs to prepare them to give the appropriate support to tree growers in the community.

This activity was a good fit with the government's agenda of forest and environmental conservation and therefore it was easy to win the support of the government. The District Assemblies in the project areas provided free transportation for groups that needed to travel between towns and villages. They also linked young people with the Ministry of Agriculture so that they could have easy access to agricultural tools. As a result of the project's success, the initiative won a 'Presidential Award' from the President of Ghana.

STEP 4
Taking Action

"You must be the change you wish to see in the world."

— Mahatma Gandhi, Indian political and spiritual leader

Once the young people in your group have defined their goals, planned their strategy and enlisted the necessary funding and support from the community to carry out their project, the next step is implementation.

ACTIVITY TOOLKIT

There are a huge range of actions your group can take, depending on your aim and the resources available to you. Some ideas include:

Raise awareness about climate change

- Write an article for the school or local newspaper.
- Teach the public about the impacts of climate change and how different groups (women and men, rich and poor, young and old) are affected in different ways. Think about holding a workshop or offering to conduct teaching sessions at existing meetings and events.
- Produce a poster, leaflet or video highlighting the problem you have identified.
- Run a workshop on climate change for other youth groups in your area.
- Give an assembly to your class or school.
- Arrange for speakers to come to your community to share their knowledge and skills.
- Organize a special event, conference, concert or sports event. It could coincide with worldwide events such as World Environment Day (5 June), Earth Day (22 April), Disaster Reduction Day (second Wednesday of October) or World Water Day (22 March), International Youth Day (12 August).
- Write to your local and national environmental ministries and/or your government negotiator to the United Nations Framework Convention on Climate Change. Use your voice and knowledge to lobby.

Actions to reduce carbon dioxide emissions

- Plant trees or organize a tree-planting event.
- Use public transportation more often and encourage others to do so too.
- Make solar cookers.
- Buy products that have been made or grown locally rather than shipped or flown from far away. Learn how to grow your own food and help others to learn as well.
- Refrain from getting a new mobile phone every year.
- Persuade family and community members to save energy in the home.
- Organize a play for your local community, acting out the devastating effects of climate change and the actions individuals can take to reduce harm to the environment.
- Plan a public event or a 'media event' that attracts attention to your action: invite local officials to a tree-planting; build a solar cooker in front of a public place and cook a local specialty.
- In school, work with other students and school leaders to develop and implement an energy-saving plan.

Actions to prepare for the impacts of climate change

- Learn about home water treatment technologies and safe storage of water in the home. Demonstrate these techniques to your school or community.
- Measure and record water levels and water quality information in your community. Compare the information with past rainfall and pumping events. Find out what sustainable water supplies have been set up for domestic use now and into the future.
- Set up a scheme to encourage boys and men in the community to help share the burden of domestic work such as fetching water.
- Map the community, identifying people and places that are vulnerable to natural disaster and forming plans of action for an emergency.
- Record the ways that your community is coping with and adapting to the changing climate, and share strategies within your community and beyond.
- Work with your local community health workers to promote vaccination — ensuring children are fully immunized. Think about promoting othe messages related to health and nutrition, such as hand washing with soap, exclusive breastfeeding, preparation of oral rehydration solutions and the use of long-lasting insecticide impregnated nets in malaria endemic areas.

- Take action to reduce the impact of disasters before they happen: establish places for people to move to in the event of a flood; identify ways to secure safe drinking water supply to protect children; clear drains in flood prone areas; make sure rubbish is cleared before the cyclone season; educate people about understanding early warnings; make sure children know how to swim as a precaution against flooding.

Persuade those with power to make a change (lobby)

- Collect data and information to support your position and approach.
- Organize a petition to show public support for the change your group wants to see made and present it to decision makers.
- Write a letter to, or meet with, a local elected representative.
- Develop alliances with other groups and organizations with similar goals and join together to put pressure on people in power.
- Broadcast radio messages calling for a new law on climate change.
- Be an advocate: take any of these actions on behalf of someone else or another group who cannot get their voice heard.

FOCUS ON GIRLS AND YOUNG WOMEN
Thinking more about gender: gender research

Gender is a well-researched area. Many universities have special institutes of gender studies. Feminist theory is a popular discourse, and local and international NGOs and institutions conduct in-depth studies on gender equality and gender-based violence.

As an example, the Norwegian social psychologist Berit Ås developed a list of ways in which any group of people, including women, can be oppressed. His list included making them invisible (ignoring what they say); not giving them the same information given to other groups; making them feel guilty or ashamed of their actions; insulting or laughing at them; treating them like objects rather than people; and threatening them with violence.

STEP 4

Can you see any of these types of oppression in your life or the lives of those around you? What about in the group of young people you work with? How involved are girls in the action your group is taking? Could any of these types of oppression be preventing them taking part? Being aware of oppressive situations is an important first step — you may not have considered the implications of what you or others do or say. What steps can you take to reduce oppression, in any form, in your group, and in your own life?

ROLE OF THE FACILITATOR
During the action

Your main role at this stage is to support your group, helping out practically where you can, offering guidance and advice when you are asked for it. You should be aware of the safety of your group: inform participants' parents of what they will be doing, and highlight to the groups any dangers they may not have seen.

Encourage your group to keep a record of the project as it develops using diaries, journals, drawings, photographs, audiotapes or videotapes. These are very useful when the group comes to reflect on their actions, and can be a great way of communicating about the project to the school, the community and the media.

When things are not going as well as planned, remind your group that it takes time and persistence to get some projects off the ground. They will need to follow up, keep trying, and not be disheartened.

CASE STUDY
Young women respond to a natural disaster in Guyana

In 2005, Guyana experienced severe flooding due to torrential rainfall. One third of the country was affected; hundreds of thousands of people lost their livestock, their homes and their personal belongings. Drinking water became contaminated and food sources were scarce.

In the West Coast Berbice region, over 45 per cent of farmland was destroyed, and many families had to flee their homes, leaving everything behind and losing their animals in the process. After assessing the needs of the community, the young women of the YWCA West Coast Berbice put their heads together to initiate a response to the crisis.

The young women began a project that aimed to provide food and sustainable income generation for more than a hundred families. With a grant from the World YWCA, they purchased chickens and ducks with feed and distributed them among local households. They also set out to rebuild chicken, duck and sheep pens that had been destroyed in the disaster.

The young women of the YWCA recognized the powerful impact they could have on their community. "The project has helped the young women to improve their self-esteem. It has given them the impetus to try new things and even lead events without being afraid," says Glynis Alonzo-Beaton, General Secretary of the YWCA of Guyana. These are essential qualities for the next leaders of our world.

CASE STUDY
Portuguese youth get involved to restore the landscape

The Cascais Natura Agency and the Prémio Infante D. Henrique (a member of the Duke of Edinburgh's International Award Association) work to preserve the beautiful Portuguese landscape, stretching from the western coastal cliffs above Guincho to the southern slopes of the Sintra Mountains, to the farmlands near the village of Cascais.

The organizations joined together to restore and maintain the natural habitat as well as promote youth volunteerism and environmental responsibility. Cascais Natura launched a project called Oxygen, which encouraged people to "get involved," "dedicate," and "compromise."

The project began with the adoption of one hectare of land. Sixty young people came from across Portugal to plant 1,100 trees and create the Pisão de Baixo woodland. They planted several varieties of trees, including: Portuguese Oak (Quercus faginea), Stone Pine (Pinus pinea), Mexican Cypress (Cupressus lusitanica) and Evergreen Oak (Quercus rotundifolia).

A participant, Lúcia Silva, said that being involved in the project was, "a unique and totally new experience." She said she enjoyed the team spirit that was created through working together to plant the trees, and she learned the importance of restoring and preserving the woodland.

STEP 5
Spreading the word

"Children can speak that kind of a truth. Without any kind of ulterior motives or any kind of complex understandings that tie our tongues when we're older, children can ask adults: 'Why are you destroying the planet? Why are you compromising my future?' As an adult, I can't ask those questions in the same kind of way. We need children to be able to cut through all of these kinds of life complications that we get as we grow older – to actually remind us of what is really important."

— Severn Cullis-Suzuki, Environmental Activist
UNICEF radio interview, July 2008

Good communication is an important part of making your project successful. Raising awareness about climate change issues through the media can be an important action in itself, but gaining publicity this way can also help you win support for your project. You may want to get members of the local community involved in your action, let them know what is going on, or secure funding for the project. You may also inspire individuals, other groups and communities to follow your lead.

ACTIVITY TOOLKIT
Getting the media interested

- When your group has planned its action and is ready to go, invite a reporter from your local newspaper to meet your group. Make him or her feel welcome and ask advice on how to promote your project.
- Send a press release to local newspapers, radio and television stations. This is more likely to be read if it is addressed to an individual – find out the name and address of a contact person in every newspaper or radio station in your area. Take a look at the fact sheet, 'Send out a press release,' in the 'Resources' section.
- Identify a media team within your group whose job it will be to establish links with the local and national media. It is empowering for young people to take responsibility for all aspects of the project – but young voices may also be more appealing than adults.
- Identify a chief spokesperson or people in the group who will speak to journalists. These young people should make sure they are very familiar with the topic and are comfortable talking about it.
- Identify media organizations that may be particularly interested in your story, and target them. Think about: any government-supported youth radio or television stations in your country; an environment column in a local paper; the school or community newsletter; youth websites such as UNICEF Voices of Youth (www.unicef.org/voy) or TakingITGlobal (www.takingitglobal.org), which are run by youth staff.
- Tailor your message to the interests and target audience of each media channel.
- Get someone prominent to endorse your message: teachers, religious leaders, politicians and celebrities can all be influential.

FOCUS ON GIRLS AND YOUNG WOMEN
Be aware of the message you deliver

Think about the image you want to convey about your group and your project. The spokespeople you select, the case studies and photographs you choose to accompany your story and the language you use, all convey information about you, your group and your project. Make conscious decisions about how you want to be seen by others and avoid reinforcing stereotypes. Do you have a balance of girls and boys amongst your spokespeople? Do the photographs you send to the press include girls and boys? Think carefully about the language you use and avoid sexist terms: replace 'mankind' with 'human beings' or 'humanity,' 'manpower' with 'human resources' or 'labour force,' 'spokesman' and 'chairman' with 'spokesperson' and 'chairperson.' Take control of your media portrayal and you can send a positive gender message.

ROLE OF THE FACILITATOR
Prepare young people to speak up, and prepare the community to listen

Help the media spokespeople in your group feel confident about speaking publicly. They need to be very familiar with the topic and the details of the project. Help them identify key messages: these should be brief and be composed of the two to three most important points they want to make. Encourage the spokespeople to think about what they would say if they had just three minutes? What about in two minutes? And if they only had one minute? Encourage them to choose positive, proactive phrases such as 'calling for' and 'taking action on.' Provide as much pre-briefing as you can and make sure everyone has opportunities to rehearse.

Not only should the young people feel comfortable with their role, but their parents should also be aware of it and know that their children may be in the public eye. In areas of conflict, or where the media is politically motivated, be aware of the possible dangers of activism and discuss these challenges with the young people and their families.

Your other job as facilitator is to be an advocate for what your group is trying to achieve. There may be some people who will resist the idea of children and young people participating in social activism. They may feel that the role of youth should be to wait patiently on the sidelines, learning what they can and waiting their turn to engage in the 'real' business of society — as the old saying goes, some people feel that children should be "seen and not heard." You should be ready to respectfully challenge that assumption and pave the way for your group if the need arises.

CASE STUDY
Malawi Red Cross and risk communication

The village of Mphunga lies in the southeast of Salima, in central Malawi. The region is heavily affected by both floods and drought. Almost every year, floods damage crops and displace local residents. Many people actually choose to live in inexpensive houses made from reeds rather than constructing mud or brick houses only to see them be destroyed.

The Malawi Red Cross is implementing a pilot project that aims to help local farmers adapt to and cope with the impacts of climate change. In collaboration with partners (Met-Malawi and Malawi Institute of Management Audiovisual Unit) the Red Cross produced a documentary video as a learning tool.

The process of making the documentary was highly participatory. From the beginning, the community was engaged in dialogue to gain a deeper understanding of how they viewed climate change. Twenty youth volunteers from the Red Cross were trained in participatory methods and involved the community in shaping, creating and filming their own production, from storyboarding to interviewing to camera operation.

The resulting video, which can be seen at www.ifrc.org/youth/videos, includes interviews with Red Cross staff and community members and explores the impact of climate change, as well as steps that can be taken to adapt to a changing climate.

CASE STUDY
Volvo Adventure: UNEP and Scouts spread the word

Scouting recognizes the benefit of working in partnership with other organizations to open up opportunities for young people, who can then share their environmental projects and link with other young people throughout the world. Scouts have partnered with UNEP and Volvo Adventure to encourage youth-led environment projects that make a difference.

The Volvo Adventure award (www.volvoadventure.org), supported by UNEP, recognizes and supports groups of young people who are making a difference to their environment through their own commitment, energy and initiative, and condenses their stories into free activity guides that can help inspire new projects.

In 2007, the award was given to two 15-year-old students from Surabaya, Indonesia. Their project, 'Useful Waste for a Better Future' involved collecting waste and recycling it into sustainable souvenirs and fertilizer. They went on to replace more than 4,000 bulbs with low-energy variants reducing energy consumption by about 1,584,000 kWh and planted trees to increase carbon dioxide absorption.

STEP 6
How did we do?

"We can't solve problems by using the same kind of thinking we used when we created them."

— Albert Einstein, Nobel Prize in Physics

Reflecting on the success of an action can allow more effective action in the future. Evaluation, or assessing the strengths and weaknesses of a project, might come after a short-term action has been completed. If you are working on a longer project, it is important to monitor progress while the activities are ongoing so that ideas for improvement can be incorporated as you go along. Either way, evaluation is not something you should start thinking about at the end of a project; it should be incorporated into your planning right from the start. You will have already seen references to evaluation through the different steps of this guide, and the fact sheet 'Steps in evaluating your action' will help you think about how evaluation fits into the process of taking action. The toolkit below include activities you may want to use with your group once they have completed their project or action.

ACTIVITY TOOLKIT

- Questions for reflection. The following questions may help the young people in your group think about the success of their project and what could have gone better. Remember, even if you think the project didn't go very well, it is good to take some time to reflect, debrief and learn lessons for next time. Ask the group to give their answers in writing, or as part of a group discussion.
- How do you feel about taking part in the project? Was it fun? Why or why not?
- What was successful about the project? Did it achieve its goals? Did it create any lasting changes? Were there any unexpected outcomes?
- How many people heard about our project? Who did we tell? How did they find out? How many people heard through the media?
- What surprised you? What do you think you have learned? Do you think the project has changed your views on anything or will have an effect on your actions in the future?
- Are the adults in the community taking your advice or appreciating your contribution more now? How does that feel?

- Did your project have an impact on any of the other problems that were identified in Step 2? For example: if you mapped your community for risks, did that help to identify places where trees need to be planted or water is stagnant and where mosquitoes are breeding?
- Was there anything about the project that was not successful? Did the project create any new problems?
- If you repeated this project what would you do differently?
- How effectively did the group work together? Did everyone have a sense of participation? Were decisions and responsibilities truly shared by the group?
- Collect evaluation data. Is there any information your group can collect that will illustrate the success of the project? What indicators (or pieces of information) would show whether you achieved your goals? The group could collect numerical data, for example the number of people who say they will now take public transport more often than they did in the past. Data can also be in the form of what people say or write. This is called qualitative data, and could include the views of people in the local community who were targeted by your project. Data can be collected through surveys or questionnaires, interviews, focus groups (where a group of people are interviewed together), or observation. If your group collected data before taking action (baseline data), they can now compare the two sets of information and see if their action has made a difference.
- Let people know about your success. If your project was a success, are there groups of people who might be interested in knowing about it? Would the media be interested? What about the people who supported your group or provided funding? Your group could write a short report explaining the project and how it went, and including any data that was collected showing the impact of the project. What about people who were inspired by the group's actions? What support and advice could you offer to other groups wanting to carry out a similar project?

FOCUS ON GIRLS AND YOUNG WOMEN
The impact on girls and women

Your reflection and evaluation should include a specific focus on the impact of the project on girls and young women. Did the project lead to benefits for both women and men? Did the project impact the genders differently? How? Why? How many people were involved with developing your project? How many girls? How many boys? Did boys and girls have equal opportunities to participate and to lead the group? Do you think the project affected the views, perceptions and expectations of men and women held by members of the group or members of the community?

ROLE OF THE FACILITATOR
Reflect on your own role

As well as supporting your group to evaluate what they have done, you, as the facilitator, should also reflect on your role and the part you played. You could ask the young people in your group to give you feedback too.

The following questions might help you:

- Was I open-minded towards young people's opinions, attitudes and behaviours?
- Was I honest?
- Did I foster trust within the group? How?
- Was I observant? Did I respond to needs I saw in individuals and the group?
- Was I sensitive?
- Did I communicate effectively? Did I get across to the group any necessary information? Did I also listen?
- Was I flexible?
- Was I firm in the face of any unacceptable behaviour, such as aggression?

CASE STUDY
The Colombian Red Cross raises awareness about climate change

Eight years ago, before climate change was widely discussed at an international level, members of the Colombian Red Cross saw that the changing climate would present a serious problem in the near future. They carried out a survey to better understand what people knew and thought about climate change and what their practices were in this regard. Taking into account the findings of this survey, the Red Cross launched a strategy to raise awareness about climate change and help communities prepare for and adapt to risks.

Young people played a very active role, creating drawings, dances, songs and performances to communicate with other young people about issues such as contamination and pollution. The group developed a puppet and music show entitled 'The Show of Nature: The history of the friends of the earth,' which was performed in various different communities. Children, young people and adults enjoyed the show and began to understand more about climate change. The show was also transformed into a storybook and shared with young people in schools and the rest of the community.

The young volunteers later trained community members to be able to perform the show themselves, and created costumes for children, who now take part in the performances. Follow up surveys indicated that the projects increased awareness and understanding of the issues.

CASE STUDY
Motivating youth environmental leaders in Singapore

To empower young people to take interest in and ownership of caring for the environment and the community, HSBC, an international bank, initiated and developed a Youth Environmental Award along with the National Youth Achievement Award Council (NYAA). Winners of the award, which has been given since 2004, have the opportunity to participate in an Earthwatch Institute study trip. Through this programme, youth leaders exchange ideas, generate commitment and build on each other's energy to develop and spearhead more projects for environmental conservation.

STEP 6

Over the past five years, 33 young leaders have travelled to the forests, mountains and reefs of Australia, China and Vietnam to gain first-hand insights into our evolving climate and the dedicated efforts required to conserve the environment for the future. For example, as part of the 'Butterflies of Vietnam' expedition, volunteers worked to count, catch, identify and record information on declining butterfly populations. The findings of the project were recorded in a report that will contribute to the conservation plan being developed by the National Park of Vietnam to protect butterflies and their forest habitat.

Evaluation of the Youth Environmental Award takes place in two main ways. Upon their return from the study trip, the award winners are required to submit a write-up on their experience, what they have learned and how they would apply that new knowledge to tackle environmental issues in the local context. In the medium- to long-term, HSBC and NYAA maintain contact with the young people to monitor their continued involvement in environmental projects. To date, half of the award winners have carried on to assist in initiatives with long-term impact, such as the National Youth Environment Conference held in July 2008, the Promise to Act against Climate Threat project, which educates young children about climate change, and a number of other projects initiated by HSBC.

STEP 7
Next steps

"If you want to build a ship, don't drum up people together to collect wood and don't assign them tasks and work, but rather teach them to long for the endless immensity of the sea"

— Antoine de Saint-Exupery, The Wisdom of the Sands

Now that you know much more about climate change and about the needs of your community, we hope that you will want to continue on with your interests, to learn more, to take further action and to inspire others to act. Your project may be the start of something that becomes much bigger. It only takes a drop of water to create a wave of change — the ripples of change that your group created can go far and wide if you are open to the possibilities.

ACTIVITY TOOLKIT

- **Following through on your project.** The project your group undertook may have been self-contained and short-term. But more likely, you might need to continue to take actions to sustain what you have started. Support the group to think about what needs to be done. For example, if trees have been planted, who will water them? The group might want to think about organizing a rotation schedule. Also, the group might want to think about how to protect the young trees from severe weather or from being chopped down for fuel in the future.
- **Developing your action.** If your project was successful, how can your group build on it? Help the young people you work with to consider the next steps they could take to develop their project. For example, if your group made solar cookers, they might next want to organize a community cooking demonstration to encourage others to follow their lead. If they planted a community garden they could organize a harvest meal with the food they have grown. If they ran educational workshops, what about follow-up sessions for those who could not attend the first time around? If your group took political or legal action, is there a 'next step' to build on their success? For example, if they were able to meet the mayor or another political leader and had success with a proposal, is there another plan you could propose? It is a good idea to talk to members of the community about any plans for 'scaling up' or expanding your project. Reach out to neighbouring youth groups, schools, government ministries, websites or development organizations and share your success and ideas for development. What advice and suggestions do they have?
- **Tackle another issue.** Another option is to go back to the list of challenges your group developed in Step 2. Now that you've made a difference on one of these problems, you could consider choosing another challenge to work on. This time around, the group will have much more experience with each of the steps needed to make the process a success.
- **Inspire others.** The experience, motivation and passion for change your group has created could inspire other young people to take action. Challenge your group to consider other individuals, organizations or groups they could target. What would be the most effective way of passing on this knowledge and enthusiasm? Take a look back at the tips for media communication in Step 5, 'Spreading the word.'

FOCUS ON GIRLS AND YOUNG WOMEN
Keep gender aware

In supporting your group through the steps in this guide, you have become more aware of the gender roles of girls and young women in your community and the importance of the involvement of all girls and boys, young women and young men to the success of your activities. Don't take off those gender glasses just yet. Just as your group should see their accomplishments as a beginning rather than an end, your understanding of gender is just the beginning of a learning process. As you continue to work with young people, keep asking yourself the kinds of questions you have tackled throughout this guide.

Are girls and boys equally represented in your group? If not, why are girls or boys not attending? What are the barriers to their full participation in the activities of the group? How can you create an atmosphere that is inclusive for everyone? What are the different expectations and perceptions of girls and boys in your community? How do you and those around you behave differently towards women and men? What gender messages are you giving to your group, the media and others with whom you communicate? How can gender research inform your reflection?

ROLE OF THE FACILITATOR
Bring a role model

As a facilitator you are a role model for the young people you work with and you provide an example to others of how to behave. Think about how you act, what you say and what messages your actions and language send. Leading by example is the best, most effective way to raise awareness in young people and change their behaviour on a whole range of issues, including gender and climate change. For example, using gender-neutral language yourself is as important as talking to young people about avoiding sexist language. If your group sees you riding a bicycle around the community, they will be more likely to take action on reducing their own contribution to carbon emissions. You need to be an example of the change you want to see.

CASE STUDY
Teaching farming skills in Madagascar

Madagascar is faced with growing poverty as changes in climate have an impact on agriculture. People in rural areas are particularly vulnerable because they lack access to education and resources. In an effort to empower young women and improve the standard of living in rural areas, the Girl Guides of Madagascar began training local women on fish farming, bee keeping, rice production and other forms of agriculture, as well as encouraging them to set up local income-generating projects. After the training, the women are supported by a mentor and have access to materials and resources provided by the Guides.

To further support the women, the Guides have arranged funding partnerships like the World Bank's Rural Development Support Project. The Guides also run camps on agriculture for youth members, where they are trained to be peer educators and are put in contact with rural women around the country. This has led to the formation of a number of new Guide groups and rural women's groups.

The project has been an resounding success so far, with 1,641 people and 124 families trained during 72 training sessions, resulting in over 17,000 people in rural communities benefiting from the project. Both Guides and vulnerable women have been empowered and mobilized to lead, take action and make a difference in their lives in the face of climate change.

CASE STUDY
Gambian youth develop a community farm

In the Gambia, one of the poorest countries in the world, agriculture plays a significant role in the economy and is the main source of income for over 75 per cent of the population. However, low levels of technology, poor cropping patterns and inadequate supplies of seeds and fertilizer mean that crop yields can be unreliable.

Against this backdrop, the Gambia YMCA began a programme to preserve the environment and create a sustainable source of income for young people and women. This began with the cultivation of a 12-acre youth farm about 30 minutes from the capital city. Vegetables and fruits are grown for the local community of Kabakel, and trees have also been planted.

Every weekend, the YMCA's Kabakel branch mobilizes over 300 young people to work on the farm. As the farm has developed, the YMCA has been able to meet the growing needs of the community.

Fact Sheet: Climate change

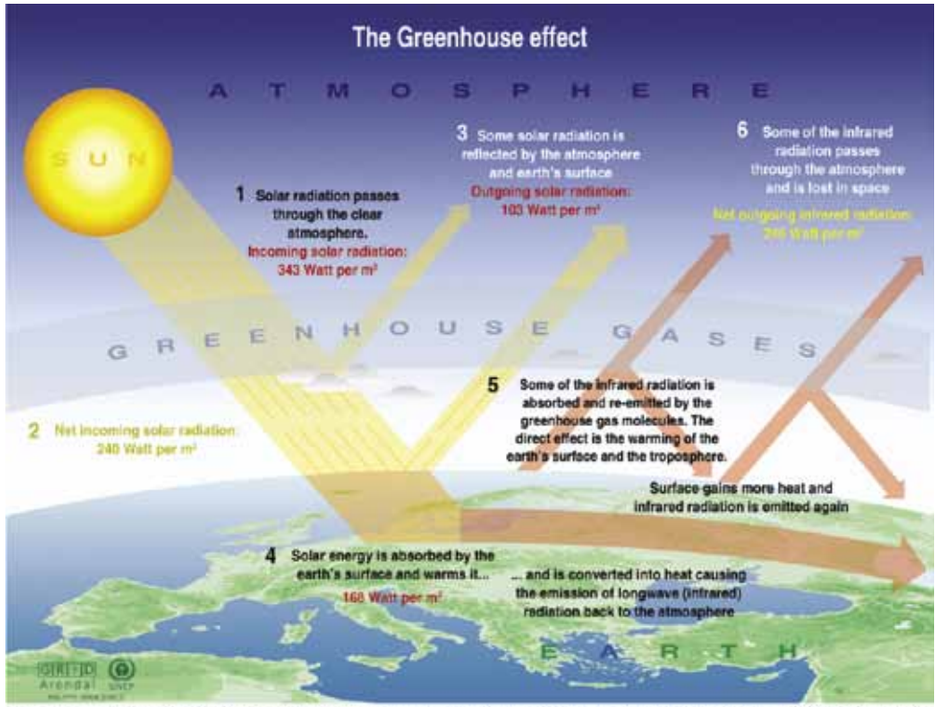
What is climate change?

Climate is the pattern of weather, including seasons, average and extreme temperatures, the timing and location of clouds, rain and snow, and extreme weather events such as blizzards, tornadoes, hurricanes and typhoons. Our climate is changing as a result of a process known as the 'enhanced greenhouse effect.'

Life on earth is made possible by energy from the sun, which arrives mainly in the form of visible light. About 30 per cent of sunlight is scattered back into space by the outer atmosphere, but the rest reaches the earth's surface. The earth reflects it back in the form of a more slow-moving type of energy called infrared radiation, which is carried slowly upwards by air currents and eventually escapes into space. However, gases in the atmosphere, such as water vapour, carbon dioxide, ozone and methane, slow this process down. Collectively these gases are known as 'greenhouse gases' because they trap heat on earth just like a gardener's greenhouse is used to keep heat inside to grow vegetables.

Some amount of these gases is necessary for us to exist — without them the average temperature on earth would be -19° C. But human activities are making the blanket of greenhouse gases thicker and worsening the greenhouse effect. The natural levels of greenhouse gases are being increased by the methane and nitrous oxide gases that are produced by some farming activities, by changes in land use (such as deforestation), and by industrial gases that do not occur naturally. Most significantly, carbon dioxide emissions are responsible for 60 per cent of the 'enhanced greenhouse effect.' People burn coal, oil and natural gas at rates that are much faster than the speed at which these fossil fuels were created. This is releasing the carbon stored in the fuels into the atmosphere and upsetting the carbon cycle, the millennia-old, precisely balanced system by which carbon is exchanged between the air, the oceans, and land vegetation. Currently, atmospheric levels of carbon dioxide are rising by over 10 per cent every 20 years.

The 'best case' computer climate models estimate that the average global temperature will rise by 1.8° C to 4.0° C by the year 2100. A rise in temperature will be accompanied by changes in cloud cover, precipitation, wind patterns and the duration of seasons — some of these changes are already being seen. The Intergovernmental Panel on Climate Change, which is made up of a large number of scientists who review all available scientific data to understand the effects we have on our climate, predicts that the numbers of heat waves and heavy precipitation events are very likely to increase in this century.



Sources: Okanagan university college in Canada, Department of geography; University of Oxford, school of geography; United States Environmental Protection Agency (EPA), Washington; Climate change 1995, The science of climate change, contribution of working group 1 to the second assessment report of the intergovernmental panel on climate change, UNEP and WMO, Cambridge university press, 1996.

What are the consequences of climate change?

Although wealthy and rapidly growing countries are the major consumers of fossil fuels and other resources, the impacts of climate change are often more severely felt in poor countries, where many people already struggle with food and water scarcities and diseases such as HIV. It is important to recognize that the exacerbation of each of these issues negatively affects the health, development and protection of children. For example:

Accessing fresh water is essential for life, health and livelihoods. Climate change is expected to bring more droughts, floods and rising sea levels, which will make finding clean and fresh water more difficult. Droughts and flooding affect water quality by damaging water pipes, causing human waste to leak into water supply, and increasing the salinity of groundwater. When less fresh water is available, people are likely to save it to drink and use less of it to wash hands and keep clean. Dirty water and poor sanitation can lead to disease. The availability of water has the potential to cause conflicts, as people protect their supply, and increase migration, as people move to places where water is available.

Food security is affected by the changing climate, as drought, temperature variations, wild fires, severe weather events, pests, diseases and floods can damage food crops. This adds to an already existing global food crisis, as staple crops such as rice, wheat and corn are affected. Worsening malnutrition severely impacts the health and survival of women and children and puts an added strain on people with HIV who are taking anti-retroviral medication, as solid nutrition is critical to the success of the therapy.

A clear consequence of climate change is the **displacement and migration of families**, which almost always have a negative impact on children. Under these conditions, children face an increased possibility of abuse and trafficking. In the aftermath of disasters children may be pulled out of school and put to work to help their families recover. Their education and health suffer accordingly.

Diseases such as malaria, dengue fever and Lyme disease[6], which are carried by insects, are also affected by changing temperatures because the insects are able to breed in areas where they were not able to in the past[7]. Pools of stagnant water left by floods and cyclones become breeding grounds for mosquitoes and ticks, which are now found in many northern countries that used to be too cold for them to breed.

Increases in the intensity of extreme weather events linked to climate change — such as droughts, floods, cyclones and tornadoes — also put people in danger, often destroying the places where they live and work and leaving behind damaged crops, contaminated water supplies and separated families.

Smoke and fumes from burning fossil fuels in homes, buses, cars and factories increase greenhouse gas emissions, making climate change worse, while also polluting the air we breathe and causing health problems. Smoke and fumes from cooking stoves that burn things like wood and coal also worsen respiratory health problems and release harmful emissions into the atmosphere.

[6] Akachi, Yoko, Donna Goodman, David Parker, (2009), Global Climate Change and Child Health: A review of pathways, impacts and measures to improve the evidence base. , Innocenti Discussion Paper No. IDP 2009-03. Florence: UNICEF Innocenti Research Centre, Florence, 2009

[7] International Panel on Climate Change, Vector-Borne Diseases, IPCC, Working Group II, Chapter 11, Section 11.2.5.2. Vector-Borne Diseases

Weakened by serious and ongoing under-nutrition, and illnesses from a lack of access to safe water and sanitation, polluted air and worsening environments, children can be affected by **severe bouts of diarrhoeal disease**. Many children are therefore less likely to go to school and are less able to learn and develop physically in these conditions.

Fact Sheet: Facilitator's code of conduct

As a facilitator you should always:

- Treat young people with respect and recognize them as individuals with a contribution to make;
- Take the views of young people seriously and work to build a sense of mutual trust. Young people should feel able to raise any concerns with you;
- Support young people to develop their natural capacities and capabilities;
- Do your best to understand participants within the context in which they live;
- Be aware of situations that may present risks and take appropriate action;
- Make sure that other adults working with the group understand the code of conduct.

As a facilitator you must never:

- Hit or otherwise physically assault any young person;
- Develop sexual relationships with any participant;
- Develop relationships with any young person that could be seen as exploitative or abusive in any way;
- Use language, make suggestions or offer advice that is inappropriate, offensive or abusive;
- Do things of a personal nature that the participant is capable of doing for themselves;
- Permit, or participate in, behaviour that is illegal, unsafe or abusive;
- Act in ways meant to shame, humiliate, belittle or degrade any young person;
- Discriminate against, show differential treatment to, or favour a particular young person;
- Spend excessive time alone with young people away from other people, or take a young person to a place where you will be alone together.

Fact Sheet: Send out a press release

A press release is a document that lets the media know important information about what you are doing in a form that is easy for them to read and use in their reporting.

When you write your press release, think about the following:

- Make the heading bold and the opening interesting.
- Focus on the most important points of the activity, project or event. The Who? What? Why? Where? and When? should be covered in the first paragraph.
- Explain a little more about your project in subsequent paragraphs, including: the aims and benefits of your project; who it will target; why it is unique and important; a brief explanation about your group; if possible a quote from someone who is taking part in or affected by the event.
- Keep it short and clear: no longer than 500 words.
- Tailor your press release to the person you are sending it to. What angle would their audience be most interested in? Contact them and ask what format they would like the press release to be in.
- Put a date on your release.
- Include the name and details of a designated contact in your group.

Send out your release at least one day before the event takes place. Whenever possible, follow up by calling the person you sent it to a few hours later. Ask them if they received the press release, if they were the right person to receive it (and if not, who else do they recommend you send it to), and if they have any questions about the content of the release. In places that may be limited by technology, think about hand delivering the press release and talking to the journalist in person.

Fact Sheet: Steps in evaluating your action

During the planning stages:

1. Decide on the aims of your project — these are the overarching goals, or outcomes, you would like to see.

   For example: The aim of an education project might be 'to raise awareness amongst young people about climate change.'

2. For each of your aims, develop several 'indicators.' These are pieces of information that can be collected to give a simple and reliable measure of whether your goals have been met.

   For example: An indicator may be the number of people who attended a presentation given on climate change or the number of young people who, after being exposed to your project, can list at least two ways the community may be affected by climate change.

3. Collect baseline data. For each of your indicators, find out what the situation is before you take action. Data can be quantitative (numerical) or qualitative (what people write or say) and can be collected through surveys or questionnaires, interviews, focus groups (where a group of people are interviewed together) or observation.

   For example: Ask 50 randomly selected young people whether they feel they understand how carbon dioxide emissions are resulting in changes to the climate. How many say they do? How many say they do not? This gives you numerical data. An example of qualitative data might be the answers you get if you ask 'In your opinion, what is the biggest threat from climate change to your community? Why?' You can count up the number of people who choose each type of threat, but the rich explanations they give to explain their choice cannot be reduced to a number, and may give you important information.

As you implement your action:

4. Collect information for case studies. These are detailed stories about real people, and they bring to life the data you collect, adding detail and colour. Record the experiences of real individuals before you took action and afterwards. If you can, take pictures to illustrate your case studies.

After taking action:

5. Collect data again. Repeat the process described above to collect data for each of your indicators.

   For example: Ask the same 50 young people whether they now feel they understand how carbon dioxide emissions are resulting in climate change.

6. Compare baseline data with the data collected after you took action. This comparison will give you an indication of the impact of your action and the extent to which you achieved your goals.

   For example: How many more young people say they understand the process of climate change now, compared with before? How many of these people say that this is a direct result of your educational workshops?

7. Think about what helped to contribute to your success.

   For example: What did you do well? What could you do better next time to get closer to reaching your aims? How could your educational workshops be improved to teach young people better?

Sample Activity: How to make a solar cooker

Why make a solar cooker?

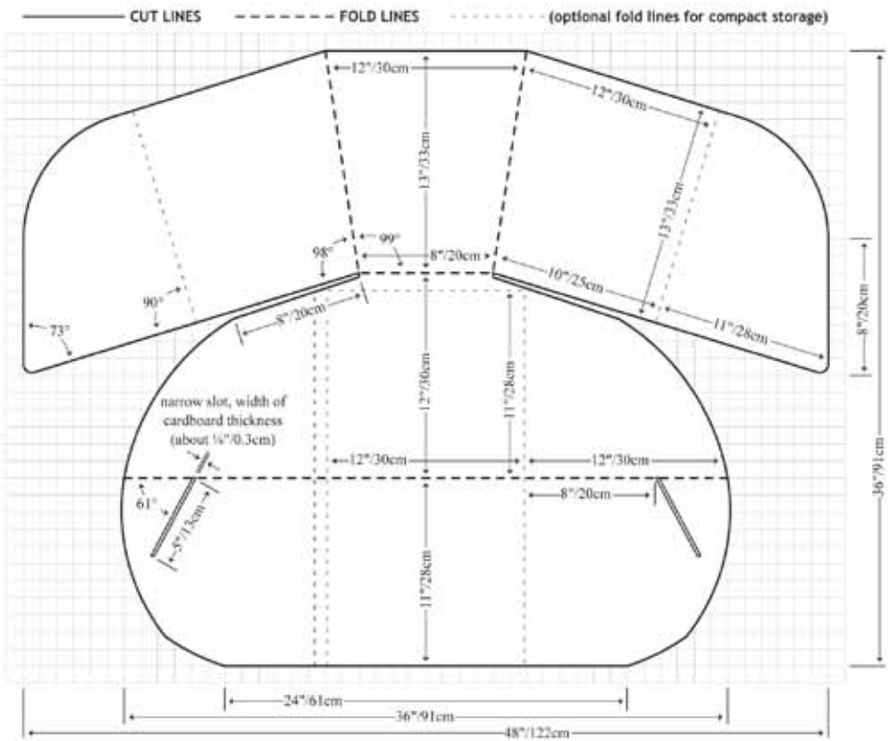
- A solar cooker can be used to cook food and to make water safe to drink.
- A homemade solar cooker has an estimated two-year lifespan. In that time, it can save two tonnes of wood and the carbon dioxide emissions that would be released if this wood had been burned.
- Making and selling solar cookers can generate income.
- Solar cookers are easy to make.

Construction materials

- Corrugated cardboard (carton board) — 0.9x1.2 meters
- Aluminium foil — 0.3x3 meters, cut into strips as needed
- Glue (diluted 1:1 with water)
- Paintbrush (or other spreading device)
- Utility knife or similar cutting device
- Pencil, pen or other marking device

Construction steps

1. Draw the pattern below on the cardboard:
2. Cut out the shape. Be sure to make the two 60° angled slots in the front panel narrow so



the 76° angled corners from the back panel fit snugly to hold up the front panel.

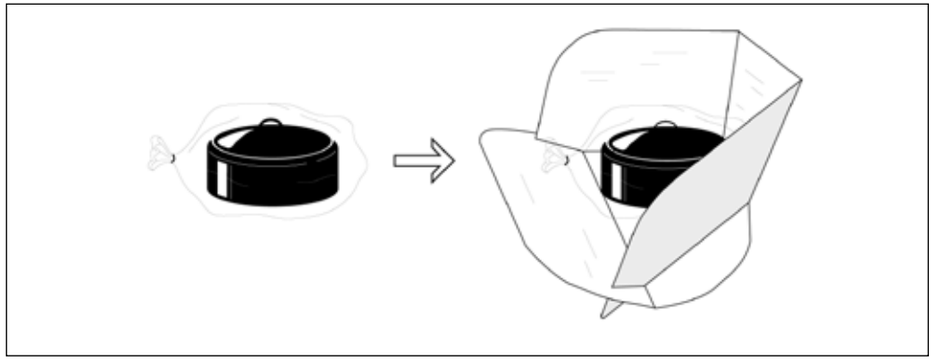
3. Score the fold lines using a blunt edge, such as a spoon handle. Make straight folds by folding against a firm straight edge. Only score the optional fold lines if you intend to fold the cooker for compact storage.

4. Using a paintbrush or other spreading device, spread the glue/water mixture on the dull side of aluminium foil and press the glued sheets of aluminium foil tightly and smoothly to the side that will be the inside of the cooker. A few wrinkles won't hurt.

5. Leave flat until dry. Trim any excess foil. Optional: bind the edges neatly using strips of masking tape.

For detailed instructions on making and using solar cookers see:

www.solarcooking.org and http://images3.wikia.nocookie.net/solarcooking/images/5/57/CooKit_plans_detailed.pdf



Sample Activity: Tree planting campaign

1. What tree to plant?

- Choose trees that are adapted to the local climate and soil conditions — preferably trees that have been growing in your region for a very long time — so they have a better chance of growing and thriving.
- Think about what you want the tree to provide. Erosion prevention? Shade? Fruit? Fuel wood? Beauty? Different trees can be used for different purposes and some trees can. The Moringa tree, for example, grows throughout the tropics and sub-tropics and can serve several purposes: its leaves are very nutritious and can feed both people and livestock; leaves can also be used for water purification; and the seeds provide oil for cooking or fuel.
- Get advice from someone with local knowledge about trees: contact your government forestry service, or agriculture, parks or environment departments, local nature centres, local tree farmers, extension offices or research centres. In some countries, government environment ministries have programmes to encourage tree planting and will provide saplings for planting on school grounds or in the community.

2. When to plant?

- The best time to plant a tree in the tropics and sub-tropics is during the rainy season or the dormant season. In temperate zones, the best time is in late autumn, after trees drop their leaves, or early spring, before they begin to bud. However, strong, healthy young trees can be planted throughout the growing season.

3. Where to plant?

- This will depend, in part, on the type of tree you plant and how you want to use the tree. In general, the best soils are loose and moist but never sopping wet. If possible, young seedlings should be protected from livestock, strong winds and the blazing sun, though they should not be planted in complete shade. Consider planting near a water source to make it easier for you to water your tree. Think about whether the trees will need to be accessed from home or school.

4. **How to plant?**

   Trees can be planted either as seeds, cuttings (not for all tree types), seedlings, or saplings. Saplings are the strongest and therefore most likely to survive. To plant a sapling:

   - Dig a hole at least twice the width of the root ball to allow the roots to spread out. Remove the tree from its container, carefully cut off broken roots and slightly loosen the root ball.
   - Place the tree in the planting hole. Always lift the tree by the root ball rather than by the trunk. Spread periphery roots outwards. Avoid planting the tree too deep.
   - Shovel some soil into the planting hole. Check the planting depth and adjust if needed. Confirm that the tree is straight. Fill the hole gently but firmly. Pat the soil around the base of the root ball.
   - Water the seedling thoroughly with a slow stream of water to settle the soil. Do not stake the tree. The sooner the tree can stand alone, the sooner it will become strong.
   - Provide follow up care. Protect the tree from pests and diseases by removing plants nearby that are likely to affect it. Remove weeds, as they will compete with tree roots for moisture and nutrients. Protect the tree from destruction by livestock.
   - If possible, space trees to avoid competition for air and soil nutrients and to encourage the growth of branches. Watch out for drought conditions and provide water if needed, especially during the first few months. Watch out for yellowing of leaves. Always maintain good air circulation in the tree by pruning to avoid pests and other diseases.

5. Register your planted tree at UNEP's Billion Tree Campaign (www.unep.org/billiontreecampaign) and watch your tree grow and blossom.

Find out more:

For specific information on tree uses and planting instructions by tree species see: www.worldagroforestrycentre.org/sites/TreeDBS/aft.asp

For more information on how to plant and care for tree nurseries: www.worldagroforestrycentre.org/NurseryManuals/Nursery.htm and school gardens: www.fao.org/docrep/009/a0218e/A0218E00.htm

For more information on planting trees from seeds, seedlings, or cuttings: www.worldagroforestrycentre.org/downloads/publications/PDFS/B15299.PDF

For a directory of tree seed suppliers: www.worldagroforestrycentre.org/sites/treedbs/TSSD/treessd.htm

Adapted from UNEP Billion Tree Campaign website: www.unep.org/billiontreecampaign

Sample activity: Community risk mapping

What is risk mapping?

Risk mapping is a way of setting out in visual form the resources, services, vulnerabilities and risks in your community. Your map should indicate the location of health centres, schools, housing and shelters as well as natural features like rivers, lakes, and high and low-lying areas. You can then use your map to see which parts of your communities are most vulnerable.

Your map can be used to stimulate discussion and also to communicate with the broader community. Using a map can give people a better picture of the current risks, and how a changing environment could affect them. You can also use your map to identify the resources you already have and to prioritize your activities.

Skills and items needed

Previous experience by the facilitator is not needed to draw a risk map, because the activity relies on visual input from the participants. To draw your map you will need:

- Large poster-size sheets of paper
- Markers and pens of different colours
- Local knowledge
- Patience

It could be helpful to have a pre-drawn outline of your community for participants to fill in themselves. If you have a pre-drawn outline, make sure you keep a blank copy.

Benefits of making a map

A map will give you a broad overview of the community, its areas at risk as well as resources, and can also give you an idea of how things have changed over time, and may continue to change in the future. It can also allow your group to quickly see and analyze the linkages between the risks that they face, hazard location or distribution of resources and services.

Gender

Community mapping allows young men and women to illustrate their own experience and knowledge of where they live. Very often, maps drawn by groups of women illustrate different resources, priorities and problems than those drawn by groups of men. You could consider splitting your group by gender and asking both groups to draw a map. Afterwards, compare any differences between the maps.

How to go about it

1. Explain in advance what you plan to do and ask participants to spend some time noticing the physical features of the community and looking out for risk areas. Encourage them to speak with locals who have lived in the community for some time, asking them about past incidents like flooding or landslides, for example. If time allows, the group could split up and walk through the community, noting physical features and speaking to others in the community about known physical hazards.
2. Split the group into smaller teams to give everyone the opportunity to provide input.
3. Ensure that each group has the materials they will need and enough space to work in. Make sure everyone understands the task at hand.
4. Give plenty of time for each group to complete their map (make sure that the group understands at the start of the session that mapping can be time-consuming).
5. Have all the smaller groups join together in a main group. Take a large, blank outline map and pin it up where everyone can see it. Have a representative from each group explain their map and the features they included. Do not worry about total accuracy – the map is not supposed to be an exact replication.
6. When the time comes to indicate areas of risk, use the opportunity to open a discussion. Does everyone agree on the risks? Consider both past events and events that are likely to occur in the future. Pay particular attention to the basic needs of the community, such as food, shelter and water.
7. When you are happy with your map, see if you can have it displayed in a prominent public location such as a community centre or government office in order to ensure continued involvement of the whole community in the project. It is a good idea to take photographs or make copies of your map, in case something happens to the original.

The groups should have the chance to discuss what they have learned from the exercise. The map can then be used to plan activities related to mitigating the risks of climate change. Remember to be sensitive when speaking to those who are living in risk-prone areas. Ensure that you use facts for the basis of your discussions.

Items to include on your map

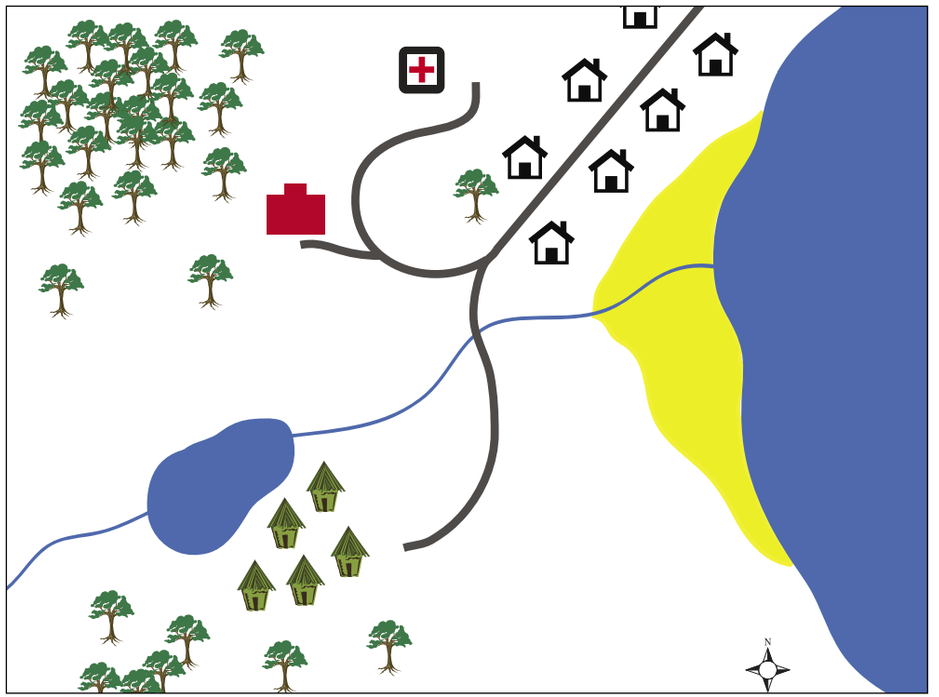
Things that you should consider illustrating on your map include:

- Housing areas
- Schools
- Rivers
- Lakes

- Sea shore and breakwaters
- Flood planes
- Forestry
- Wells
- Roads
- Low-lying areas
- High ground
- Areas prone to landslides
- Hospitals and health centres

Example map

Local knowledge should be used to fill in the risk areas.



Your map should be as clear and uncluttered as possible. You could consider using symbols or different colours for each of the elements. Don't forget to include a legend to clarify what each symbol means.

Next steps

Use your map to prioritize and plan your group's next activities. Things to consider include:

- What can be changed in the community?
- How can the community influence change in the medium term, with the support of others?
- What must the community transform that requires long-term support and technical and/or financial means?

After carrying out your activities, you can use the initial map to judge the impact of your actions. What has changed? Are certain areas now better protected from risks such as flooding? Have steps been taken to minimize erosion? Each time your project has a success you should update your map to reflect the changes.

Where to find out more:

Working with young people

World Association of Girl Guides and Girl Scouts (WAGGGS), *Project Management Guidelines,* 2000. Available online at www.wagggsworld.org/en/resources/documents/2068.

This document includes information on the role of projects in Girl Guiding/Girl Scouting, as well as information and ideas to help you plan, implement and evaluate projects.

WAGGGS, *Toolkit on Advocacy*, 2008.
Available online at www.wagggsworld.org/en/resources/documents/3384.

This guide sets out the organization's understanding of advocacy and aims to increase the reader's capacity to speak out and take action on issues concerning young people. It offers assistance in developing advocacy projects with groups of young people.

UNICEF: Convention on the Rights of the Child. Available online at www.unicef.org/crc.

This website provides the full text of the Convention on the Rights of the Child and offers related information and resources on using the Convention to promote and protect children's rights.

Unite for Climate. Available online at www.uniteforclimate.org.

A resource that offers "an entry point into the world of youth action on climate change." The site invites visitors to join a community, find out how young people are responding to climate change, learn about their experiences and join campaigns from around the world.

UNICEF: Guide to Action.

Available online at www.unicef.org/knowyourrights/files/guide-to-action.pdf.

This downloadable document outlines a basic strategy to help focus an idea, identify an action plan and follow through on an activity to promote and protect children's rights.

Media Activities and Good Ideas by, with and for Children (MAGIC).
Available online at www.unicef.org/magic.

The media can play an important role in the development and promotion of children's rights. The MAGIC website shares ideas and information to help young people benefit from the media.

Voices of Youth. Available online at www.unicef.org/voy.

Voices of Youth is a UNICEF site that offers young people a safe and supportive global online community within which they can explore issues related to human rights and social change. See the 'Take Action' section for ideas and advice on getting involved.

United Nations Food and Agriculture Organization: Web portal on climate change, children and youth. Available online at http://www.fao.org/climatechange/54458/en.

This site offers activities and resources being developed in cooperation with a number of United Nations agencies and civil society organizations. The initiatives are undertaken in consultation with the United Nations Programme on Youth Programme, and many are being undertaken under the United Nations Interagency Committee in light of the designated decade of 'Education for Sustainable Development.'

The Earth Child Institute. Available online at www.earthchildinstitute.org.

This international non-governmental organization is dedicated to all matters related to children and the environment, with a special focus on climate change and water-related issues. A 'fun and games' section offers many child-friendly activities and initiatives (earthchildinstitute.com/fun.shtml).

The Secretariat of the United Nations Secretary-General's Study on Violence against Children, *Our Right to be Protected From Violence: Activities for Learning and Taking Action for Children and Young People, 2006*. Available online at: www.unviolencestudy.org.

This guide for youth leaders, peer educators and teachers who work with young people includes information about the study, activities that help teach about these issues and ideas for taking action against violence.

Foster, J. and K. Naidoo, eds. *Young People at the Centre: Participation and Social Change,* Commonwealth Secretariat, London, 2001. Available for purchase at: publications.thecommonwealth.org/young-people-at-the-centre-267-p.aspx.

The overarching message of this book is that although youth participation can be practiced in any setting and on any scale, it rarely is. It draws together a host of experiences and views on the subject from agencies and individuals in diverse fields, and includes a number of case studies of youth participation.

Office of the High Commissioner for Human Rights.
Available online at *www2.ohchr.org/english/law/cedaw.htm.*

This website explains in detail the Convention on the Elimination of All Forms of Discrimination against Women.

Commonwealth Secretariat: Youth Participation Toolkits. Available online at www.thecommonwealth.org/Document/152816/154211/162033/youth_participation_toolkits.

From this webpage, you can download a set of four guides on promoting adolescent participation in decision-making, including information on: what participation is and why it is important; the roles adults can play in creating an environment that enables meaningful youth participation; fitting participation into the life-cycle of a project; and, tools for making participation happen.

Supporting young people to take action on climate change

Scouts Canada: Climate Change. Available online at www.scouts.ca/dnn/ProgramResources/PackageResources/ClimateChange/tabid/253/Default.aspx

This webpage details the Jumpstart programme of Scouts Canada, which fosters attitudes and behaviours that care for the environment and use resources wisely.

World Organization of the Scout Movement: Environment Youth Programme. Available online at www.scout.org/en/about_scouting/the_youth_programme/environment/environment_programme.

A website that offers tools, resources and initiatives to help Scouts and other young people work together for the good of the local and global environment.

Climate Change - Children and Youth. Available online at www.fao.org/climatechange/youth/en.

This website, developed by the Food and Agriculture Organization (FAO) in collaboration with WAGGGS, promotes the participation of children and young people in a range of environmental, social and sustainable development issues, including climate change.

WAGGGS/FAO, *The Right to Food: A Window on the World,* 2007.
Available online at: www.feedingminds.org/info/info_cartoon.htm.
This cartoon book for young people is about the right of every human to have enough food. It tells eight stories, set in different countries, that illustrate how people in every country can work together to overcome shared problems, such as food shortage due to climate change. An accompanying activity guide for teachers and youth leaders is also available at this website.

It's Getting Hot in Here. Available online at itsgettinghotinhere.org
This global community media project, with over 200 contributors from around the world, features student and youth leaders from the movement to stop global warming.

Tunza. Available online at www.unep.org/tunza.
Tunza means 'to treat with care or affection,' in Kiswahili. It is the name given by the United Nations Environment Programme (UNEP) to the strategy for engaging young people in environmental activities.

The Volvo Adventure competition. Available online at www.volvoadventure.org.
This award, supported by UNEP, recognizes and supports groups of young people who are making a difference to their environment through their own commitment, energy and initiative. The site condenses their stories into free activity guides that can help inspire new projects.

TakingITGlobal. Available online at www.tigweb.org.
This site aims to "enable a collaborative learning community" providing youth with access to "global opportunities, cross-cultural connections and meaningful participation in decision-making." The site offers activities, lessons, and games on a wide range of subjects.

How can you control climate change? Available online at
ec.europa.eu/environment/climat/campaign/index_en.htm.
This campaign from the European Commission provides tips and suggestions on what each of us can do to help prevent greenhouse gas emissions.

Brown, K., *How Green Is Your Class? Over 50 ways students can make a difference.* Continuum Publishing, London, 2008.
This guide for teachers on how to support students who want to make a difference outlines more than 50 actions with the potential to bring about change on any issues young people choose, including climate change.

Driscoll, M. and D. Driscoll, *A Child's Introduction to the Environment: The Air, Earth and Sea Around Us – Plus Experiments, Projects and Activities YOU Can Do to Help Our Planet!,* Black Dog & Leventhal Publishers, New York, 2008.
An illustrated introduction to climate change and the changing global environment with practical activities for taking action.

About climate change

Red Cross/Red Crescent, Climate Guide, International Federation of Red Cross and Red Crescent Societies, 2007. Available online at http://www.climatecentre.org/site/publications/85.
This document is primarily a guide for Red Cross and Red Crescent Societies on how to address climate change. However, it begins with a useful section about climate change itself, including the scientific consensus and the humanitarian consequences.

UNICEF, Climate Change and Children, 2007.
Available online at www.unicef.org/publications/index_42166.html.
This booklet examines the effects of climate change on children, and highlights children's experiences of natural disasters, disease, water scarcity, food security issues, deforestation and more in their own words.

UNICEF Innocenti Research Centre and Programme Division, ***Climate Change and Children: A Human Security Challenge,*** 2008.
Available for purchase at http://www.unicef-irc.org/cgi-bin/unicef/Lunga.sql?ProductID=509.
The study reviews the implications of climate change for children and future generations and explores in detail the way changes in temperature and rainfall impact child survival, development and protection goals. The role of children as vital participants and agents of change emerges as a key theme.

Akachi, Yoko, Donna Goodman, David Parker, *Global Climate Change and Child Health: A review of pathways, impacts and measures to improve the evidence base.* UNICEF Innocenti Research Centre, Florence, Italy, 2009. Available online at http://www.unicef-irc.org/cgi-bin/unicef/Lunga.sql?ProductID=560

Recognizing that most of the work to date on climate change and health lacks a clear focus on the children's dimension, this paper reviews the published evidence of pathways and impacts of global climate change on child health. Proposals are made for governments to integrate environmental health indicators into data collection in order to accurately assess the state of child health in relation to other age groups and its sensitivity to climate change.

Create a New Climate for Action. Available online at www.epa.gov/climateforaction/index.htm.

This site from the United States Environmental Protection Agency encourages young people to 'learn,' 'act,' and 'lead,' on issues related to the environment. It includes resources to calculate an individual's impact on the planet, to learn about climate change and children's health and to inspire others to get involved.

Two degrees of separation between hope and despair. Available online at http://hdr.undp.org/en/reports/publications/title,12016,en.html.

This booklet from the United Nations Development Programme is a summary of the 2007/2008 Human Development Report, created by young people for young people. It includes a clear and easy-to-understand explanation of climate change, its impacts, and some of the actions young people are taking to make a difference.

We Care for Our Climate, World Meteorological Organization, 2004. Available as a downloadable PDF document at www.wmo.int/pages/publications/showcase/documents/WMO975_E.pdf

This simple cartoon from the World Meteorological Organisation explores the causes of climate change and its consequences for the inhabitants of the fictional island of Esidarap.

Red Cross/Red Crescent Climate Centre. Available online at www.climatecentre.org.

This site features articles, reports, films and the answers to frequently asked questions about climate change.

Intergovernmental Panel on Climate Change. Available online at www.ipcc.ch.

The Intergovernmental Panel on Climate Change was created to provide decision-makers and others interested in climate change with an objective source of information.

Pew Center On Global Climate Change.
Available online at www.pewclimate.org/global-warming-basics/kidspage.cfm.

The Center is a research institute that provides information on many aspects of climate change, including information directed at young people.

Gateway to the UN System"s Work on Climate Change. Available online at www.un.org/climatechange/youth.shtml.

The youth section of this gateway provides information and resources for young people from a range of United Nations agencies.

Climate Change: What it is. Available online at www.epa.gov/climatechange/kids/cc.html.

This site from the United States Environmental Protection Agency contains clear and accessible information on the science of climate change and what we can do to make a difference.

Members of the Alliance of CEOs

The International Award (www.intaward.org)
International Federation of Red Cross and Red Crescent Societies (www.ifrc.org)
World Alliance of YMCAs (www.ymca.int)
World YWCA (www.worldywca.org)
World Association of Girl Guides and Girl Scouts (www.wagggsworld.org)
World Organization of the Scout Movement (www.scout.org)

Glossary of Key Terms

Adaptation plan	provides a process for some of the world's poorest countries to identify priority activities that respond to their urgent and immediate needs to adapt to climate change
Advocacy	supporting a cause or a proposal; getting a message out to the public or targeted audience
Activism	taking action on an issue you believe in
AIDS	Acquired Immune Deficiency Syndrome, occurs when the immune system becomes so damaged by HIV that it is no longer able to fight off infection
Aquifer	an underground store of fresh water
Atmosphere	the mixture of gases, mostly oxygen and nitrogen, that surround the earth
Awareness	being conscious of and sensitive to what is going on around you
AYCEOs	short for the 'Alliance of Youth Chief Executives', a partnership of six of the largest international youth organizations which collaborate on policy issues affecting young people, and documents such as this one
Baseline data	information that others should be able to check, describing the situation before a project begins and against which progress can later be assessed or compared
Carbon dioxide	a naturally occurring gas that is also created through human activity such as when we burn trees, coal, or petrol
Climate Change	a change in global climatic patterns, including shifts in global temperatures and in the occurrence and intensity of extreme weather events
Community	a group of people interacting and living together in one place or united by common interests; for example a village, school or faith-based group
Community map	a map created by members of the community, showing key places, problems, strengths and solutions
Conflict	when people, groups, or countries have different ideas and fight over them
Convention	an agreement in international law
Contaminated	dirtied, polluted, poisoned
Cyclone	a body of moving air characterized by inward spiralling winds, often bringing stormy and destructive weather with it
Deforestation	when trees are cut down so that people can use the wood for fires or to use the land for farming
Disaster risk reduction strategy	a plan of how, at a local or national level, the severity of natural disasters can be reduced, and how governments and communities can prepare
Disaster preparedness	preparing for natural disasters before they occur to reduce damage to lives, homes, crops and businesses
Degradation	to reduce something in quality or break it down
Desertification	the degradation of land in dry areas resulting from changes in climate or human activities
Dengue	a severe fever spread by mosquitoes
Discrimination	the process of choosing one thing or person over another; it often refers to treating a certain group of people unfairly because of race, gender, or age

Drought	a period of abnormally dry weather long enough to cause serious shortages of water for farming and drinking
Empower	to make someone aware of their own power to take action; to give trust and confidence to someone
Energy	the ability to do work or the ability to move an object
Environment	the natural world
Equality	treating all forms of life equally
Evaluation	the process of assessing the strengths, weaknesses, impact and effectiveness of a person, action or programme, with the aim of making improvements for the future
Facilitator	someone who helps bring about an outcome by providing guidance, indirect assistance or supervision of an activity
Fossil fuels	carbon-based sources of energy such as coal, oil, and natural gas that release carbon dioxide when burned
Freshwater	water with almost no salt in it, such as the water in most lakes, rivers, streams and underground aquifers
Gender	the learned social differences between females and males – what is expected of males and female babies, children and adults
Gender equality	treating males and females equally – different from gender equity which means being fair to men and women, but not necessarily treating them the same
Global warming	the rise in average temperatures of the Earth, caused, at least in part, by human actions

Greenhouse gases	gases such as methane, nitrous oxide and particularly carbon dioxide that are emitted by human activities like driving a car and making electricity
HIV	Human Immunodeficiency Virus, a virus that damages the immune system of the body
Hurricane	a huge storm which can be up to 600 miles across and have strong winds spiralling inward and upward at speeds of 75 to 200 mph. Each hurricane usually lasts for over a week
Inclusion	the process of taking necessary steps to ensure that everyone is given the opportunity to be involved
Kyoto Protocol	An agreement between countries to reduce the amount of greenhouse gases their countries produce. The wording of this agreement was written and voted on in Kyoto, Japan on 11 December 1997. It came into full force on February 16 2005 when Russia joined, bringing the percentage of greenhouse gases for which those countries involved are responsible for up to 55 per cent. Each country has a different target based on their level of industrialisation and economic health. Each country's target is not totally rigid, because there are plans to allow countries who are well within their target to sell their 'carbon credits' to countries who were struggling to meet their targets. This is called 'emission trading'. The Kyoto Protocol expires in 2012. If we are to have a new global agreement in place by the end of 2012 we need to reach agreement by 2009 at the latest to allow time for governments to sign and implement it. Important conferences on the road to agreement have taken place in Bali, Indonesia, in December 2007 and Poznan, Poland in 2008. The world will meet again in Copenhagen, Denmark, in 2009 with hope for agreement on a post-2012 agreement. The organizations that have prepared this publication are working to ensure that the voices of children and young people will be heard in Copenhagen.

Lyme disease	an infection caught through bites from certain kinds of infected ticks in the northern hemisphere
Media	all the ways of communicating with a large number of people: radio, television, newspaper, magazines, Internet, etc.
Indicator	a piece of information that is a simple and reliable measure of whether or not a project has been successful
Malaria	a disease spread by a breed of mosquitoes; can cause death if untreated
Millennium Development Goals	eight goals, adopted by 189 governments, to be achieved by 2015 including eradication of extreme poverty and hunger, primary school for all, improvement of the health of mothers and children
Mitigation	to lower or reduce the amount of something; to reduce greenhouse gas emissions in order to slow global climate change
Natural disasters	events like earthquakes, floods, or droughts that are caused by nature and have serious consequences for people
Outcome	the result of the short-term and medium-term effects of a project, event, or problem
Participatory	in which everyone can take part
Perspective	someone's view of a situation
PESTLE analysis	a way of structuring research and thinking about a situation or problem to understand it more fully
Pollution	anything that people throw away or put into the air that is bad for the environment
Press release	a document that lets the media know everything they might want to know about what you are doing, in a form that is helpful to them

Problem tree	a way of structuring research and thinking about a situation or problem to understand it more fully
Recycling	reusing waste to save energy and objects from being thrown away
Reforestation	planting trees in a place that used to have them
Renewable	energy from sources that can be reused and will not run out (e.g. wind)
Respiratory	related to the body's system of supplying our blood with oxygen, through the air we breathe in and gas exchange in our lungs
Respect	to treat others with high esteem and to listen to their opinions with openness and sincerity
Salinity	the amount of salt dissolved in water
Sea level	the height of the oceans
Solar energy	energy from the sun
Situation analysis	a way of structuring research and thinking about a situation or problem to understand it more fully
Sustainable	when something is made or done in a way that can be continued forever with out using up or destroying a resource
SWOT analysis	Strengths, Weaknesses, Opportunities, and Threats; a tool for considering the strengths and weaknesses of an organization or group
Thought shower	a process for stimulating creative thinking and generating a number of alternatives
Vision	a perception or idea about something you cannot actually see or know about – often used positively to mean an ideal future situation
Vulnerable	open and susceptible to being hurt by something