



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

girls worldwide say
“we can save
our planet”



Guidelines for WAGGGS Members to promote non-formal
climate change education to decision-makers

Call to action



This is **your chance** and your WAGGGS Member Organization's chance to engage in advocacy at a national level and influence your government to support climate change education and awareness-raising through traditional Girl Guiding and Girl Scouting method.

National Member Organizations have the opportunity to start or intensify relations with their national ministries for education and climate change. They can also work towards official endorsement and recognition of their non-formal education on climate change and form alliances with other NGOs, educational organizations and government institutes at country level.

At the recent United Nations climate change conference (COP 16), WAGGGS, together with other youth organizations, ensured that the UN member states pledged their support for climate change education (including non-formal education) for young people, and particularly to take girls and young women into account. Now it is up to you to hold your government accountable and make sure they act, as they have promised, and benefit the youth organizations which deliver non-formal education in your country.



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“As a young environmental activist, it was a highlight for me to go to Cancun, Mexico, and lead the WAGGGS youth delegates in lobbying on non-formal climate change education. I have been running environmental activities for many years in my Guiding work and I am excited we achieved higher recognition at a global level. I would like to encourage everybody to take this success and duplicate it at a national level”

KATIE SCALES, WAGGGS YOUTH DELEGATE AT COP15 AND COP16



What is Article 6 of the United Nations Framework Convention on Climate Change?

Article 6 of the United Nations Framework Convention on Climate Change (UNFCCC) deals with climate change education, training and public awareness.

It is just one short paragraph of the Convention document (you can see the original text in Annex 2), but it has great importance for WAGGGS, its Member Organizations, and their educational programmes. Article 6 stresses the importance of countries developing and implementing programmes that educate their population on climate change. Areas that could be covered include: how people can deal with the effects of climate change (adaptation), how they can help prevent climate change (mitigation) and what to do if their community is hit by a climate change-related disaster (disaster relief).

In 2002 countries agreed on a five-year implementation plan for Article 6, the New Delhi Work Programme (NDWP). After reviewing the plan in 2007 in Bali, the parties recognized that it was a good framework for action, and decided to adopt the amended New Delhi Work Programme (aNDWP) for a further five years, so until 2012. The Work Programme emphasizes that it is the responsibility of individual countries to put in place a national action plan. Recommendations include: having a national focal point (an individual who is nominated to be responsible for the progression of Article 6), working with non-governmental organizations (NGOs) and working with relevant stakeholders (groups of people that are affected by climate change, like young people for example).



Why is Climate Change education important?

The most recent World Youth Report on Youth and Climate Change published by the United Nations states that environmental education is a prerequisite for effective youth engagement and participation in efforts to address climate change.

Young people need to be well-informed about climate change science and mitigation options and to be made aware of the consequences of their consumption behaviour so that they can play a strong role in combating climate change and promoting changes in attitudes and behaviours. Education and training in the field of climate change can also prepare young people to take advantage of new employment opportunities arising from the shift to a greener economy.

However, formal education delivered in schools is only one means of creating awareness about climate change and teaching about adaptation and mitigation. Non-formal out-of-school approaches, as delivered through Girl Guiding and Girl Scouting, have a crucial role to play in sensitising youth to the causes and consequences of climate change by providing real-life experiences and the skills needed to adapt to climate change and mitigate its impact.



What was the outcome at COP 16?

The UN Convention on Climate Change was established in 1992 at the UN Climate Change Conference in Rio, and since then the Parties (those countries who signed and ratified the Convention) have been meeting every year in the Conference of Parties (COP) to assess any progress.

At the 16th COP in December 2010 in Cancun, Mexico, the countries undertook an intermediate review on Article 6 to identify any gaps in its implementation and to make recommendations on how to improve any of the actions taken. To prepare for this review, countries and NGOs (including a submission from WAGGGS and the European Youth Forum which you can find in Annex 4), submitted texts of recommendations and the UNFCCC secretariat pulled all recommendations together into a document called the **'Synthesis Report'** (Document code FCCC/SBI/2010/23). In Cancun, the country representatives then drafted and approved a decision text that proposes how countries should best proceed. These recommendations mention some very important points for Girl Guiding and Girl Scouting, like the recognition of non-formal education, the recognition of youth and women as vital stakeholders and the necessity to improve access to funding for Article 6 projects. You can find the full text of the COP16 decision on article 6 in Annex 3 and an explanation of what the different paragraphs mean in Annex 1.

To read the full story, go to:

<http://www.waggsworld.org/en/COP16updates/COP16day8> or: http://unfccc.int/cooperation_and_support/education_and_outreach/items/2529.php





What did WAGGGS do to support Article 6 advocacy?



WAGGGS was part of all advocacy efforts surrounding Article 6.

The international WAGGGS delegation attending COP 16, which included 15 youth delegates and other WAGGGS staff and volunteers, formed a working group to support and drive WAGGGS' Article 6 advocacy work: We submitted recommendations for the Article 6 mid-term review (which were evident in the synthesis report), participated in the youth working group on Article 6, talked to country representatives, worked in alliance with other youth NGOs and official youth delegates, ran side events with UN agencies on the topic, met with negotiators, lobbied and put pressure on the negotiations.

WAGGGS' main focus was to emphasise what non-formal education can do for climate change education. In our submissions and meetings we demanded decision-makers to:

- Adopt a holistic approach to education that should include non-formal education
- Recognise and financially support the role of NGOs and youth organizations as key providers of non-formal peer education
- Highlight the special role and potential of girls and young women in climate change education as both providers and beneficiaries
- Include young people at all levels of the decision-making process, for example official youth delegates in national delegations that attend the COPs





Why did WAGGGS choose Article 6 specifically as a lobbying focus at the COPs?

- WAGGGS and WAGGGS Member Organizations deliver high-quality non-formal education on climate change for young people, and benefits from any policy recommendations that strengthen climate change education.
- WAGGGS Member Organizations are experts in non-formal education and in educating and empowering girls and young women.
- WAGGGS is part of the youth constituency called YOUNGO and this alliance can be used to join forces and strengthen WAGGGS and YOUNGO's position in the negotiations.
- WAGGGS' members can continue the lobbying efforts at a national level to hold governments accountable.
- WAGGGS' Member Organizations have the opportunity to start or intensify relations with their national ministries for education and climate change.
- WAGGGS' Member Organizations will benefit from the outcomes and recommendations on the national action plans on Article 6 as a greater emphasis is placed on non-formal climate change education with a chance to achieve greater recognition and have budget allocated to national Article 6 work.
- WAGGGS Member Organizations can work towards official endorsement and recognition of their non-formal education on climate change.
- WAGGGS Member Organizations have a basis to form alliances with other NGOs, educational organizations and government institutes at country level to work together on Article 6.

Last year young people changed an area of UN Climate Change policy about education and participation: Article 6. This was a really incredible achievement, but it is not as amazing as the potential it gives young people around the world to join together and transform their education systems and demand inclusion in decision-making on climate change. I'm really excited about trying to change it here in the UK and hearing about people doing the same around the world!

DANNY HUTLEY, INTERNATIONAL POLICY AND STRATEGY OFFICER FOR THE UK YOUTH CLIMATE COALITION



How can Member Organizations (MOs) translate this advocacy success to a national level?

There is a lot of potential for this COP decision to transform the way climate change education happens in your country, so make sure you have a say in your country's decision!

Based on the Article 6 decision, you can focus on either one or several of these **advocacy objectives**...

1 Aim to increase support and recognition for youth-led education on climate change, including non-formal education that is provided by youth organizations

2 Lobby your government to include youth representatives in their official government delegations to UN conferences, like the COPs

3 Include girls and women in national climate change strategies



I would like to thank WAGGGS for all of its efforts in helping to forge such a great outcome on Article 6 at Cancun. I was very happy to award a gold star for such great work!

ROBERT OWEN-JONES, CHAIR,
SUBSIDIARY BODY FOR IMPLEMENTATION, UNFCCC

Recommended steps to carry out a national advocacy project on Article 6...

Decide what you want to focus on. Define your goals. You have to be clear about what you want. Remember advocacy is influencing people to take decisions that improve our lives and the lives of others. Influencing includes speaking out, taking action and educating¹.

Read up on the topic. It is important that you know what you are talking about. The 'closer look at the COP16 decision' below is a good start but make sure you are also familiar with the most important texts, such as the emended New Delhi Work Programme, even if they are a bit difficult to read. A good place to find these is on: www.unfccc.int

Investigate how young people and youth organizations like your WAGGGS Member Organization can get involved in influencing policy-makers. If there is no mechanism, in place in your country already, like for example a National Youth Council, find ways to contact decision-makers directly, for example at public NGO hearings or simply through their website. Many parliamentarians, ministers and other policy-makers used to be Girl Guides, Girl Scouts or Scouts and think it is a very valuable Movement - a good way to open a conversation.

Find Members with experience and expertise on advocacy, lobbying and climate change education and build a task force in your Member Organization to work on Article 6.

Identify your target. Who are the decision-makers you need to target? Is there an Article 6 focal point in your country? Contact your country's Article 6 focal point to find out about the national action plan and how your government intends to amend it based on the recommendations coming from the COP16 decision. You can find the list of article 6 focal points here: http://unfccc.int/cc_inet/cc_inet/information_pool/items/3888.php

If your country does not have an Article 6 focal point or national plan of action – lobby them to get one.

Make sure you are prepared. Do some research first on whether non-formal education is already part of your country's education programme. If you are going to meet an important person and you know you will not have much time to talk, practice a role play. If your Member Organization sent a youth delegate to COP16, use her as spokesperson and source of information.

Educate yourself on advocacy. WAGGGS offers a **toolkit** on how to run advocacy projects and regular advocacy trainings at WAGGGS World Centres and in the WAGGGS regions.

Look out for allies. There are other youth organizations and maybe also a National Youth Council in your country. Find out if they are planning to work on climate change education and see how you can work together.

Be part of the solution. When you are trying to influence decisions, and requesting your government to live up to their promise, take this opportunity to show how your Girl Guide or Girl Scout association would be a valuable partner when putting the decision on Article 6 into action. Bring along project descriptions, facts and figures about the impact you have had, photos, or even participants, proving that you are already putting your own suggestions on climate change education into practise.

Plan a wide range of advocacy actions. Your actions should include direct lobbying such as meetings with decision-makers, participating in conferences and NGO working groups, producing recommendations, writing commentaries and sharing best-practise.

In addition you could: engage your Member Organization to raise awareness in a fun way, invite decision-makers to experience your work first-hand, work with the media to alert them on the issues, and much more. To find out how best to plan your advocacy actions check out the easy to follow steps in the WAGGGS advocacy tool kit (see link below).

Be patient as change happens but it sometimes happens very slowly. It might require a lot of persistence to reach your aim but it will be worth it!

¹ WAGGGS advocacy definition



Tools for your advocacy action



The WAGGGS advocacy toolkit (you can find it in the resource section on www.waggggs.org) contains tools and exercises to help you build advocacy strategies, and to ensure you are communicating effective messages about your strategy.

Some particular parts of the toolkit that might be useful when constructing your advocacy for climate change education are:

Defining your advocacy goal:

TOOL: WAGGGS advocacy definition tool
Page 9

TOOL: Checklist: are you advocating?
Page 19

TOOL: Checklist: is your goal fit for advocacy?
Page 26

Creating a powerful message:

TOOL: How to make your message more compelling and powerful
Page 35

TOOL: One minute message exercise
Page 35

Delivering your message:

TOOL: Questions to decide on how to deliver your message
Page 40

TOOL: Exercise to identify your allies
Page 44

TOOL: Key to lobby effectively
Page 47



What supporting material has WAGGGS got to offer?

The WAGGGS / European Youth Forum (YFJ) submission on Article 6

You can find it in Appendix 3 of this document.

The submission outlines the arguments we used at the COPs to get non-formal education and official youth representatives included in the Article 6 decision. Since the UNFCCC secretariat included them in their synthesis report, these arguments might be a good basis to put together your set of recommendations when approaching your national decision-makers.

Position statements

WAGGGS is producing a set of position statements which can be found in the resources section of the website: <http://www.waggggs.org/en/resources>. The position statement on sustainable development will be published in 2011.

WAGGGS Advocacy Toolkit

The WAGGGS advocacy toolkit provides you with everything you need to plan and implement your advocacy project on Article 6. You will find tools for short and long, big and small, national and local advocacy projects.

www.waggggs.org/en/grab/3384/1/1advocacyENG.pdf

Climate Change and Food Security Challenge Badge

This WAGGGS badge was produced together with the UN Food and Agriculture Organization (FAO) and is available for different age groups. Soon WAGGGS will also release a complementary biodiversity badge curriculum. They are both ideal examples for non-formal educational resources on climate change and have been very popular with Girl Guides and Girl Scouts around the world.

www.waggggs.org/en/resources/document/view/3833

Climate Change – Take Action Now

This guide to climate change and climate change projects, implemented by young people and youth organizations, was published by the Alliance of Youth Chief Executives (AYCEOs) together with UNICEF. The guide contains relevant background information on Climate Change and has a special focus on how to ensure girls and young women are included equally when working on environmental projects.

<http://www.waggggs.org/en/grab/21431/1/climate-change-take-action-now.pdf>

MDG Programmes

On the WAGGGS website you can find WAGGGS' present and past campaigns, major events, non-formal educational material, useful documents and information about partnership projects and Member Organization projects which are related to the following Millennium Development Goals: MDG 1 - hunger and poverty, MDG 6 - HIV, AIDS and other diseases and MDG 7 - environmental sustainability. Every World Thinking Day until 2015 we will add a further MDG programme starting with MDG 3 - gender equality in 2011.

www.waggggs.org/en/take_action/MDGprogrammes



Other useful publications

Sunshine Report on non-formal education (European Youth Forum)

As a member of the European Youth Forum, WAGGGS' work is highlighted as a best practise case study in this valuable report, which aims to raise the profile of non-formal education.

www.youthforum.org/fr/system/files/yfj_public/other_reports/en/NFE.pdf

World Youth Report on climate change (UN Programme on Youth)

The UN Programme on Youth publishes reports on issues that affect global youth, the most recent focussing on Climate Change. The chapter on education of this UN report (page 53-57), which also contains WAGGGS as a best practise example, is very useful for lobbying.

www.un.org/esa/socdev/unyin/documents/WYR2010Final%20online%20version.pdf

Guide for Youth NGOs at UN Meetings (European Youth Forum)

This Guide is aimed at youth representatives attending UN meetings, but also gives a very good overview of the history of youth involvement at the UN.

www.youthforum.org/en/system/files/yfj_public/other_reports/en/UN_guide_web.pdf

The Education of Young People and Girls and Young Women in the 21st Century

Published by the Alliance of Youth CEOs, both publications make a very strong case for integrating non-formal education in policies and programmes and give higher recognition to the youth organizations providing them.

www.waggs.org/en/grab/1313/1/educationyoungpeopleEN.pdf

www.waggs.org/en/grab/762/1/brochureGirlsandYoungWomeninthe21stCentury.pdf



Why is WAGGGS getting involved in UN advocacy?

Civil Society, especially NGOs, play a vital role in UN processes.

The UN recognizes that they have a right to 'be at the table' when global decisions are being made and global recommendations are issued. NGOs issue alternative reports and research, give their opinion and advice, provide input and new ideas, carry out actions and interventions to speak out on behalf of their constituency and hold governments accountable for their commitments. The United Nations and the UN member countries really do listen to these voices and take these opinions on board, so it is a good way to influence decision-making at a global level.

WAGGGS is one of only 140 NGOs worldwide that have obtained a general consultative status with the UN, meaning we can appoint representatives, like the youth delegates at UN conferences, and the permanent UN representatives² of WAGGGS in six cities where the UN has headquarters. WAGGGS is also in the position to submit statements that express our opinion, and has the right to make interventions in the plenary during negotiations. As the voice of girls and young women, WAGGGS steps up to this responsibility and identifies opportunities for young women to speak out on issues that are relevant to them, like the environment, or more concretely climate change.



What has all of this got to do with Girl Guiding and Girl Scouting?

Non-formal education that focuses on caring for and protecting our environment is part of the core business of Girl Guiding and Girl Scouting. 'Sustainability' and 'environmentally conscious' are two of WAGGGS' core values³ and 'learning by doing' is the key phrase that sums up the Guiding method.

Guiding programmes and activities aim to bring nature closer to young people. Through this education style, they learn how to protect our environment and adopt a sustainable lifestyle.

It is also a Guiding principle to enable girls and young women to become responsible citizens of the world, as outlined in WAGGGS' mission. If Girl Guides and Girl Scouts are to become such responsible citizens, they must be prepared to take part in the decision-making structures which exist at a national, regional and global level.

² To find out more about WAGGGS' UN teams in Geneva, Nairobi, New York, Paris, Rome and Vienna please have a look at: <http://www.waggsworld.org/en/about/WAGGGSpartnerships/unitednations/UNteams>

³ WAGGGS' 29th World Conference, Canada, 1996

WAGGGS projects on non-formal climate change education...

Working in partnership to develop non-formal education resources

WAGGGS is a founding member of the Youth and United Nations Global Alliance (YUNGA), a mutual partnership that coordinates efforts to achieve common goals such as eliminating hunger and poverty, ensuring gender equality, respecting the environment and providing better education for all. YUNGA develops publications, activity packs and other resources for children and young people such as the Food and Agriculture Organization (FAO)/WAGGGS Food Security and Climate Change badge as well as promoting activities such as the 1billionhungry campaign.

The Food Security Climate Change badge has already been distributed to over 20,000 young people in schools and youth groups and has been downloaded more than 4,000 times from the WAGGGS website in 2010. The publication includes a range of activities for young people to make them aware of the issues of environmental protection and food security and inspire them to take an active role in solving the problems.

“While there are global challenges, the task or issue is often different within each country. The key is therefore to build the capacity of youth to identify and address their own issues in their individual communities. This is

why organizations like WAGGGS are so important they have a global perspective but their roots are in local communities.” Reuben Sessa, FAO

To celebrate the International Year of Youth and the International Year of Biodiversity in 2010, WAGGGS, the FAO and the Secretariat of the Convention of Biological Diversity (CBD), with the support of numerous other partners, have also developed a set of educational resources on biodiversity, which will help teachers and youth leaders develop a programme of learning, participation and action.

Through our global partnership with organizations such as the FAO, WAGGGS has produced materials and programmes that mobilize our 10 million-strong network of girls and young women to take action against climate change.

“Working with the World Association of Girl Guides and Girl Scouts has enabled the United Nations Food and Agriculture Organization to reach young people with its messages on food security, hunger and the environment. Through our successful joint initiatives, Girl Guides and Girl Scouts worldwide have taken positive action in the fight against hunger.” Alexander Mueller, Assistant Director-General, FAO.

Cleaner cooking in Mexico

Girl Guides from Mexico and Wales have been working together on an anti-poverty project which supported the marginalized Mazahua community in Mexico. Participants delivered a community service project to the Mazahua community, where houses are made of wood and cardboard, and families collect water from a well. The project also educates the Girl Guides about the lives of people living in poverty using non-formal education methods, and fostered a sense of solidarity and mutual support in the community.

Members of the community normally cook on open wood fires, which cause respiration disease, air pollution and consume unsustainable energy sources. The Girl Guides built ‘Patsari’ stoves for 50 families in the community. Patsari stoves are a new type of off-the-floor stove that uses wood in a much more sustainable way, are much safer than cooking on open fires, and are designed to reduce air pollution by 70 per cent. This project will prevent respiratory problems and burns from cooking, and will mean girls and women carry lighter loads of wood.

Any questions?

Get in contact with Bernadette Fischler, WAGGGS Advocacy Coordinator, on bernadette@waggsworld.org

You can also keep yourself updated on the WAGGGS' Climate Change programme on:

http://www.wagggs.org/en/take_action/MDGprogrammes

Clean Up Australia

Each year, Girl Guides Australia encourages all its Guide units to participate in Clean Up Australia, the largest community-based environmental event in the country.

Members take part by cleaning up and clearing rubbish in their local areas in registered sites. Clean Up Australia provides Clean Up Kits, bags and gloves and access to online resources and publicity.

The partnership evolved out of an informal relationship with Clean Up Australia. Many Guide Units were cleaning up their own site in their own time which meant they were not registering with Clean Up Australia and therefore not being recognised or receiving support.

Miriam Holmes, Assistant Chief Commissioner, says, "This is a simple but practical and effective way that

girls and young women can care for their environment — something that they rated extremely highly in a Girl Guides Australia survey. It gives them opportunities to speak out about reducing our impact on the environment. It also assists Guides and Leaders to implement the MDGs and GAT at a level which they are interested in and can understand."

Over the last four years, increasing numbers of Girl Guides across Australia have participated in the initiative and have also inspired other countries to join the project. Girl Guides Australia has received great media coverage and is associated with an organization that has a high profile within the Australian community. The Clean Up Australia partnership has now been extended to include the recycling of mobile phones, which will provide an additional source of income for both organizations.

Glossary

WAGGGS – World Association of Girl Guides and Girl Scouts: with 10 million members in 145 countries, WAGGGS is the world's largest voluntary organization.

MOs – Member Organizations: WAGGGS has only one Member Organization per country. If there are several Girl Guiding and Girl Scouting Associations in one country they form an umbrella organization which represents them at WAGGGS.

UNFCCC – UN Framework Convention on Climate Change: Over a decade ago, most countries joined an international treaty - the United Nations Framework Convention on Climate Change (UNFCCC) - to begin to consider what can be done to reduce global warming and to cope with whatever temperature increases are inevitable. The Convention on Climate Change sets an overall framework for intergovernmental efforts to tackle the challenge posed by climate change. It recognises that the climate system is a shared resource whose stability can be affected by industrial and other emissions of carbon dioxide and other greenhouse gases.

Article 6 – Is the 6th article in the convention. It talks about Climate Change education, training and awareness-raising. You can find the text in the Annex.

COP – Conference of Parties: the Parties, i.e. UN member countries, who signed up to the UN Framework Convention on Climate Change meet once a year to hold a conference of the Parties. The COP is the supreme body of the Convention. It currently meets once a year to review the Convention's progress.

Parties (as in Conference of Parties) – UN member states who signed up or 'ratified' the convention. Currently, there are 195 Parties (194 States and 1 regional economic integration organization) to the United Nations Framework Convention on Climate Change.

YOUNGO – Youth NGOs: one of the official constituencies of UNFCCC. A constituency is an officially recognised stakeholder group. The constituencies are made up of NGO representatives and WAGGGS is a member of YOUNGO. Other constituencies include ENGO (Environment NGOs), BINGO (Business NGOs), etc.

SBI – Subsidiary Body for Implementation: One of the subsidiary bodies of the Convention. This is the group that negotiates and decides the Article 6 implementation.

Formal/informal/non-formal – UNESCO definition

Formal education is the hierarchically structured, chronologically graded, educational system running from primary through to tertiary institutions.

Non-formal education is organized educational activity outside the established formal system that is intended to serve an identifiable learning clientele with identifiable learning objectives.

Informal education is the process whereby every individual acquires attitudes, values, skills and knowledge from daily experience, such as from family, friends, peer groups, the media and other influences and factors in the person's environment.

You can also refer to this guide prepared by the New Zealand youth delegation for any additional acronyms and abbreviations:

<http://youthdelegation.org.nz/youth/wp-content/uploads/2010/11/NAL-BEP-final.pdf>



Annex 1:

Deciphering COP16 decision on Article 6⁴

Note: to be read in conjunction with Annex 3 - COP 16 decision on Article 6

The decision explained

The Article 6 decision is attached in Appendix 3. It is called "Progress in, and ways to enhance, the implementation of the amended New Delhi Work Programme on Article 6 of the Convention". Article 6 was part of the original United Nations Convention on Climate Change (1992) and addressed education, training and public-awareness. In 2002, the New Delhi Work Programme (NDWP) was adopted for five years in order to encourage countries to enhance their work on Article 6. In 2007, this was extended for a further five years as the amended NDWP (aNDWP). In Cancun, Mexico in 2010 the aNDWP was due for a mid-term review. Many countries and civil society groups, including many youth groups submitted recommendations, and rather unexpectedly, these conclusions pushed it to the top of the agenda to become a COP (Conference of the Parties) decision. This COP decision gives Article 6 more weight. In 2012 the aNDWP will be up for a complete review, and we will be working to influence this decision.

The decision is divided into a preamble or chapeau (introduction) and then eight separate points. These all start with some key words: recognises / invites / urges / encourages / requests.

Preamble

"The Conference of the Parties" means the negotiating teams from all of the UN countries. This will include your country, so they have already agreed to everything that is stated in the COP 16 decision on Article 6 document.

Recalling and reaffirming... Refers to past decisions (e.g. 9/CP.13 is the aNDWP decision), and also to the importance of the aNDWP.

Acknowledging... This sentence means that most countries are already making some effort towards implementing the aNDWP.

Recognising... Means money is limited, especially in developing countries.

Reaffirming... Regional workshops are where country representatives from regions (e.g. Europe, Africa, Small Island States) get together with the UN Secretariat to showcase what they are doing on Article 6 and think about how they can improve. They led to a lot of good ideas for improving Article 6 implementation from all around the world. Young people were also allowed to be present at all of the workshops.

Welcoming... Some of these countries funded workshops in their own regions. In June the UN Secretariat ran out of money for workshops in Africa and Small Islands and youth (YOUNGO) pressured to help secure these.

Reaffirming... CC:iNet is the UN's online information portal for Article 6 implementation with resources for governments. Some countries are not happy with CC:iNet's accessibility or translation into other languages. This was not addressed in 2010 and is likely to be addressed in 2012.

Having considered... This refers to the submissions that countries and civil society made in summer 2010 (YOUNGO/UK Youth Climate Coalition, European Youth Forum/World Association of Girl Guides and Girl Scouts, International Federation of Medical Student Associations/Medsin-UK) and also to the report that the UN made based on these submissions.

1. Recognises that...

This paragraph just sets the scene. It says that (a) progress has been made, (b) lots of organizations and people are involved and (c) challenges remain.

2. Invites Parties...

- a. This means that all countries (Parties) should have a person designated as the contact person for Article 6 (focal point). Lots of countries currently do not have them which make it hard for the UN Secretariat to get information.
- b. Here, "relevant stakeholders" (those affected by climate change), includes young people. This means that countries should foster networking / coordination / information exchange between you and other organizations involved in climate change education and participation.
- c. Means that countries should improve their national strategies for Article 6 implementation and climate change communication. They should show evidence that they have taken into account female and male needs in these strategies. This makes it easier for you to argue for equal education for girls and boys.
- d. Means that countries should involve young people and children in climate change communication and education. They should also create training opportunities for young people and children. Interestingly, the text also includes teachers, journalists and community leaders, which could be used for our benefit.

⁴ Provided by Danny Hutley (UKYCC), coordinator of the Article 6 working group in YOUNGO before and during COP16

- e. Means that countries should include young people in national decisions on climate change. They should also foster the involvement of youth at UNFCCC meetings. This could be interpreted as official youth delegates. Also includes women, indigenous peoples, civil society groups and relevant stakeholders.
- f. Means countries should communicate with the UN Secretariat better on this issue.
- g. Means countries should ensure that information on adaptation and mitigation is available to you.
- h. Probably the most important part of (h) is the support for non-formal education. Non-formal education means an organized educational activity outside the established formal system that makes a significant contribution to the full personal and social development of an individual. For example, maybe your youth group organizes climate change education in your community? Maybe you run leadership and life skills or peer education?

This decision means you can argue for governments to increase support for this type of education. Additionally, it asks for countries to support formal education in schools and institutions and develop educational and awareness materials.

3. Also invites all Parties...

This point asks countries and other organizations to support the Article 6 focal points of developing countries. If you are interested, maybe you could provide them with information, training or materials that might be useful to them?

4. Further invites Parties...

This is asking countries with more money or resources are asked to support further workshops and development of CC:iNet.

5. Urges the Global Environment Facility...

The Global Environment Facility is the funding mechanism of the UNFCCC. This clause could mean that more money will be available for climate change education and participation.

6. Encourages Intergovernmental and non-governmental organizations...

They should also do more for the aNDWP and share things on CC:iNet

7. Requests the Secretariat...

These are things that countries are mandating (obliging) the UN Secretariat to do:

- a. Facilitate networking between Article 6 country focal points
- b. Collaborate with us, young people, to catalyse action on education, information exchange, training and public awareness.
- c. Work on CC:iNet and increase its translation into other languages

8. Requests the Subsidiary Body for Implementation (SBI)...

The SBI sets the rules for Article 6 and calls Article 6 negotiating meetings. This decision means that at a UN meeting (probably in June 2011), countries will decide how to conduct the 2012 review of Article 6. We want to influence this and make sure our views are taken on board.





Annex 2:

Article 6: Education, Training and Public Awareness



In carrying out their commitments under Article 4, paragraph 1(i), the Parties shall:

- a. Promote and facilitate at the national and, as appropriate, subregional and regional levels, and in accordance with national laws and regulations, and within their respective capacities:
 - i. The development and implementation of educational and public awareness programmes on climate change and its effects;
 - ii. Public access to information on climate change and its effects;
 - iii. Public participation in addressing climate change and its effects and developing adequate responses; and
 - iv. Training of scientific, technical and managerial personnel.
- b. Cooperate in and promote, at the international level, and, where appropriate, using existing bodies:
 - i. The development and exchange of educational and public awareness material on climate change and its effects; and
 - ii. The development and implementation of education and training programmes, including the strengthening of national institutions and the exchange or secondment of personnel to train experts in this field, in particular for developing countries.





Annex 3:

COP16 decision on Article 6

Progress in, and ways to enhance, the implementation of the amended New Delhi work programme on Article 6 of the Convention

The Conference of the Parties,

Recalling Article 6 of the Convention,

Also recalling decision 9/CP.13,

Reaffirming the importance of Article 6 of the Convention and the continued relevance of the amended New Delhi work programme on Article 6 of the Convention,

Acknowledging the progress made by Parties in planning, coordinating and implementing education, training and public awareness activities,

Recognizing that ensuring the availability of sufficient financial and technical resources continues to be a challenge for the adequate implementation of Article 6 of the Convention for all Parties, in particular developing countries,

Reaffirming that national, regional and subregional workshops are valuable forums for sharing experiences and lessons learned and for advancing the implementation of Article 6 of the Convention,

Welcoming the contributions of the Governments of Australia, Belgium, New Zealand, Norway, Spain, Sweden, Switzerland and the United States of America in support of the regional and subregional workshops organized by the secretariat in 2009 and 2010,⁵

Reaffirming that the information network clearing house CC:iNet is a useful tool for promoting the implementation of Article 6 of the Convention,

Having considered submissions from Parties and relevant intergovernmental and non-governmental organizations⁶ and documents prepared by the secretariat to support the intermediate review of the amended New Delhi work programme⁷,

1. *Recognises* that:
 - a. Parties have continued to progress and gain experience in implementing Article 6 of the Convention, including through the wide range of educational and outreach activities that they have undertaken;
 - b. Article 6 related activities have been a component of a significant number of projects developed by intergovernmental, nongovernmental and community-based organizations, and private- private sector and public-sector actors;
 - c. Notwithstanding the progress made with respect to the implementation of the amended New Delhi work programme on Article 6 of the Convention, many challenges remain;
2. *Invites* Parties, with a view to enhancing the implementation of the amended New Delhi work programme:
 - a. To designate a national focal point on Article 6, if Parties have not already done so, and to inform the secretariat accordingly;
 - b. To foster networking, coordination and exchange of information between relevant stakeholders at the national, regional and international levels;
 - c. To enhance efforts to elaborate national strategies and action plans on Article 6 of the Convention, including climate change communication strategies, taking into account, inter alia, the gender perspective;
 - d. To enhance the involvement of, and create training opportunities for, groups with a key role in climate change communication and education, including journalists, teachers, youth, children and community leaders;
 - e. To foster the participation of women, youth, indigenous peoples, civil society groups and relevant stakeholders in decision-making on climate change at the national level and their attendance at intergovernmental meetings, including sessions of the Conference of the Parties, the Conference of the Parties serving as the meeting of the Parties to the Kyoto Protocol and the subsidiary bodies;
 - f. To improve reporting on education, training and public

- awareness activities through national communications;
- g. To improve public access to information on, and public awareness of, adaptation and mitigation;
 - h. To support formal education in schools and institutions at all levels, non-formal and informal education on climate change and the development of educational and public awareness materials according to national circumstances and cultural context;
3. Also invites all Parties and international organizations to enhance support to the national focal points on Article 6 of developing countries, in particular the least developed countries and small island developing States, through the provision of information, materials, training of trainers programmes and regional and national projects on topics relating to education, training and public awareness;
 4. Further invites Parties in a position to do so and international organizations and bilateral and multilateral agencies to continue to support the convening of regional, subregional and national workshops focusing on specific elements of Article 6 of the Convention, and the maintenance and further development of the information network clearing house CC:iNet;
 5. Urges the Global Environment Facility, as an operating entity of the financial mechanism of the Convention, to increase access to funding for Article 6 related activities;
 6. Encourages intergovernmental and non-governmental organizations to enhance their efforts to respond to the amended New Delhi work programme and to share information on their respective activities through the information network clearing house CC:iNet and other information sources;
7. Requests the secretariat:
 - a. To initiate and facilitate networking and exchange of information and good practices between national focal points on Article 6, including through the information network clearing house CC:iNet;
 - b. To continue collaborating with international organizations, convention secretariats and the private sector with a view to catalysing action on education, information exchange, training and public awareness;
 - c. To continue, subject to the availability of financial resources, its work on maintaining, developing and promoting the information network clearing house CC:iNet, by improving its functionality and accessibility and increasing the content in the official languages of the United Nations;
 8. Requests the Subsidiary Body for Implementation to develop, at its thirty-fourth session, terms of reference for a review of the implementation of the amended New Delhi work programme, with a view to launching the review at its thirty-sixth session.

⁵ The European regional workshop on Article 6 of the Convention, 18–20 May 2009, Stockholm, Sweden; the regional workshop on the implementation of Article 6 in Asia and the Pacific, 14–16 October 2009, Bali, Indonesia; the regional workshop on the implementation of Article 6 in Latin America and the Caribbean, 27–30 April 2010, Bavaro, the Dominican Republic; the regional workshop on the implementation of Article 6 in Africa, 13–16 September 2010, Banjul, the Gambia; and the regional workshop on the implementation of Article 6 in small island developing States, 2–4 November 2010, Mahé, Seychelles.

⁶ FCCC/SBI/2010/MISC.7.

⁷ FCCC/SBI/2010/2, FCCC/SBI/2010/3, FCCC/SBI/2010/19, FCCC/SBI/2010/22, FCCC/SBI/2010/23 and FCCC/SBI/2010/24. by Danny Hutley (UKYCC), coordinator of the Article 6 working group in YOUNGO before and during COP16



Annex 4:

Submission by WAGGGS and European Youth Forum

Submission on Article 6 of the Convention August 2010

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

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

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

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

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

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

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

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

As a complement to formal education, non-formal education serves to provide unique learning opportunities that are not found in formal education or that cannot be obtained through informal learning. NFE provides leadership and life skills including project management, team work, stewardship, disaster response and emergency intervention. NFE is based on values like global citizenship and environmental awareness. This set of basic principles helps young people establish their own positive attitudes and values and gives them the skills to act on these. The involvement of the peer group, for example, is a powerful determinant of positive personal value systems for young people.⁸

What distinguishes non-formal education is the participants are actively involved in the educational process. The process of non-formal learning is shared and designed in such a way that it creates an environment in which the learner

is the architect of the skills development.⁹ This needs-based participatory approach ensures that young people, especially girls and young women, can take responsibility for all matters affecting their lives and can live and work on a basis gender and inter-generational equality.¹⁰ NFE methods include learning by doing, leading by example and peer education and uses creative techniques in a non-formal setting.

NFE is often the method of choice to strengthen and empower civil society from within and to bring about a stronger awareness of global realities, including the causes and effects of climate change and actions to counter dangerous anthropogenic climate change.¹¹ The use of non-formal methods and peer education can bring an abstract, complex and multi-faceted issue such as climate change to an interpersonal level. NFE participants will thus be empowered to transform the challenge of climate change and its consequences into relevant perspectives, concrete actions and behavioural change.

In addition to youth organizations, non-formal education is being provided by development NGOs, trade unions, socio-cultural organizations, and social media. These organizations have several characteristics in common: they are often run by volunteers, use experiential learning, provide progressive programmes, involve peer groups, encourage intergenerational relationships, develop leadership and develop a value system.¹²

Youth organizations are some of the main providers of non-formal education as well as important contributors to the development of its theoretical and political frameworks and can provide extensive experience and expertise to other NFE providers to enhance their educational programmes. Most youth organizations are active in the field of education for sustainable development and climate change and have been running both educational programmes for their members and youth in their communities, municipalities, regions or countries or have also been running wider public awareness campaigns. In order to recognise this positive role, **youth organization should benefit from an enabling environment which recognises their contribution through Non-Formal Education and that provides them with adequate resources, including financial resources, and includes them in national and international education and awareness raising strategies.**¹³

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

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

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

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

Several United Nations resolutions have urged Member States **to include youth representatives in their delegations to General Assemblies and other fora** such as the meetings of the framework convention¹⁴ and the ‘World Programme of Action For Youth’ adopted in 1995, which provided a framework for youth participation in political processes at the global level. There are currently a dozen countries which include official youth delegates in their delegations to the UN General Assembly, half a dozen to the UN Commission on Sustainable Development and approximately 20 countries did so as well at the last UNFCCC Conference of Parties. A number of these countries have programmes for the youth delegates which extend beyond

attendance to the meetings and conferences and design them as comprehensive educational and participatory programmes.

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

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

Both programmes represent excellent ways of educating and engaging youth and motivating them to take action at international level and in their country and in turn to increase education and awareness among youth and others.¹⁵ We believe both approaches are equally important because they ensure that young people, as potent agents for change, are included in the implementation of, and directly reached by, national action plans on Article 6. After all, the young and future generations will be affected by the consequences of climate change and the measures that will be put in place to combat it.

⁸ For more information benefits of non-formal education for girls and young women 'Girls and Young Women on the 21st Century, A call to action'. Chief Executives of the YMCA, YWCA, WOSM, WAGGGS, IFRC, IAA.

⁹ For more information '071-05 Policy Paper on the Recognition of Non-Formal Education', European Youth Forum, 2005.

¹⁰ 'Girls and Young Women on the 21st Century, A call to action'. Chief Executives of the YMCA, YWCA, WOSM, WAGGGS, IFRC, IAA.

¹¹ On NFE and global education '007-08 Policy Paper on Global Education', European Youth Forum, 2008.

¹² For policy recommendations on non-formal education 'The education of youth people - a statement at the dawn of the 21st Century', Alliance of Youth CEOs.

¹³ For some good practice of youth organizations and non-formal education 'Sunshine Report on Non-Formal Education', European Youth Forum, 2008.

¹⁴ For instance, 'Resolution on Communication Between the United Nations and Youth and Youth Organizations' A/36/17'.

¹⁵ For more information for youth at the United Nations, 'European Youth Forum, Guide for Youth NGOs at UN Meetings', 2008.



World Association
of Girl Guides
and Girl Scouts

Association mondiale
des Guides et des
Eclaireuses

Asociación
Mundial de las
Guías Scouts

World Bureau, Olave Centre, 12c Lyndhurst Road, London NW3 5PQ, England

telephone: +44 (0)20 7794 1181 facsimilie: +44 (0)20 7431 3764

email: waggs@waggsworld.org

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