

# **AMBASSADORS ALMANAC:**

## **Summary of Skills and Trainings from the Children's Climate Forum- Copenhagen 2009**

### **Introduction**

#### **Background**

The children of today will face the consequences of climate change, thanks to the unfortunate legacy of their elders. Yet children and young people are also well placed to contribute to the fight even now. They are more adaptable to new coping strategies in at-risk countries, and they can quickly make low-carbon lifestyles (and career choices) a part of their daily lives in the industrialized world. Children should therefore be given a chance to take an active part in the decision-making of local, national, and global levels. And they can actively support initiatives that will lead the passage of far-reaching legislation. As stated in article 12 in the Child Rights' Convention, every child has the right to express itself and be heard on issues of importance to the child. In a world affected by climate change, UNICEF is dedicated to giving children an opportunity to speak out. As host city of the COP15, the City of Copenhagen is actively supporting the initiative to involve children in the global climate debate.

#### **Introduction to Children's Climate Change Forum- Copenhagen 2009**

The decisions taken by the COP15 will affect children and young people's lives today and shape their world of tomorrow. For this reason UNICEF and the City of Copenhagen has taken action to give children and young people of the world a chance to be heard in the debate by arranging a children and youth forum in the week prior to the COP15.

164 youth Delegates from 44 countries will be representing the young people of the world at the Children's Climate Forum. They will express their thoughts, ideas and calls for action on how to create a sustainable world for them and future generations, which is a matter of securing the rights of children in a world affected by climate change. The forum will result in the adoption of a final resolution with recommendations for world action on climate change.

"We must not accept the way things are. We must stay and fight, even if the forces we are fighting are so great that they have powers to affect the winds, the waters, and the seasons. They are the forces of Climate Change. We created them ourselves, and now it is our responsibility to leash them," said Countess Alexandra, Patroness of the UNICEF National Committee for Denmark and one of the invited speakers at the Forum.

#### **Cultural Ambassador**

Climate Ambassadors Program (CAP) are delegates from the Youth Forum that will form a loose network. This network will feature local action and knowledge-sharing, as well as collaborating and learning from each other. The official online platform for the Ambassador network will be Unite for Climate (<http://uniteforclimate.org/>) where ambassadors are encouraged to update the network on their local actions and stay in touch as a group. Other communication channels are being explored, and will be provided with UNICEF support. In

addition, country-delegations have been paired together, the 'Buddy' concept, which will ensure that twin countries are building strong relationships amongst themselves. Finally, seven main link ambassadors have been selected by the delegates to support overall coordination of the CAP. For specific requests that cannot be discussed on UNITE for Climate, the ambassadors can also contact

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**Unite for Climate:**

Unite for Climate is an open-source, web-based platform for young activists with a social network designed to work in low-bandwidth areas. It allows deeper collaboration than commercial networks (such as Facebook) around Climate Change, as well as gives local action international exposure. The Youth Forum delegates utilize the Unite for Climate platform to prepare for the conference and share ideas during the event, as well as provide the tool for sustainability as the delegates continue to share and work together after the Forum. Delegates are expected to continue to share their great work with the international community through text, photos and video. <http://uniteforclimate.org/>

**Introduction to COP-15**

In early December 2009 the state leaders of the world will gather in Copenhagen, Denmark to discuss climate change and try to reach an agreement on how to reduce the emission of greenhouse gases. The event is called COP15 (Conference for the Parties no. 15), and the result is very important for the future possibilities for handling the challenges proposed by the climate changes.

# Chapter 1: Adaptation

## *A. Child-centred disaster risk reduction (DDR)*

### Issues

- Children are the most vulnerable to Climate Change, particularly in developing countries
- Children are often overlooked in disaster areas (i.e. many children die in decrepit, crumbling school buildings)
- Schools are not designed to protect children in environmental dangers such as flooding, landslides etc.

### Solutions

- *Steps needed:* Assessment plan response in order to protect and empower children
- *Governments:* Need to take children and their safety seriously and make regulations for the location and building of schools as well as regulations for proper food and care in schools. A standardised protocol and climate change curriculum should be implemented and emergency procedures for evacuation should be in place. Pressure needs to be put on governments to allocate funds for this.
- *Awareness:* Campaigns and education need to be implemented in schools on disaster prevention and relief, and be sure of involving parents. Disseminate through parents. Children need to be protected, educated and empowered especially in the developing world.
- *Protection:* Debate on the implementation of an international agreement vs. country/local plan. There is already a declaration of children's rights (CRC), the problem is that not all governments take it seriously. There is perhaps no need to create a different plan, but put more emphasis on the implementation of the one we have.

### Local action

- *River Case example:* How can we protect children from the river, transporting them across the river to the school.
- *Transportation:* In order for the children to cross the river safely the government should supply school boats or assistance for children to cross bridges.
- *Awareness:* One should be aware of the species in the river that might be dangerous and not safe for children. The risks that the river presents both when it is stable state and in flooding should be identified and communicated to the children.
- *Disaster management:* If there is a flooding, the bridge might flood and block access to the school. In this case other options must be in place so that the children do not become isolated.

- *Action – what can we do:* We should not always wait for governments to take action that is why we have the Climate Ambassador programme, we expect from this programme to be able to take action. Many times people think that the solutions are complicated, but many times the solutions are simple, we just need to start with ourselves. We may not be able to build the bridges or the boats for crossing the river, but we should be the suggestive power. We know about children much more than the ministers and prime ministers do, and we need to keep raising their attention. Therefore we also need to be trained and made aware of these issues in a child friendly way.

## **B. Water**

### **Issues**

- Glaciers are melting (Iceland, South and North pole due to sea level rise in many countries and in particular the tropical or island nations)
- We use water for showering, dishwashers, toilet, washing hands, if we don't have water diseases would be prevailing everywhere, hygiene wouldn't be possible, but everything has a price, also drinking water. We don't really think about that, it has to be clean; it is a valuable good that needs to be taken more seriously.
- Businesses is focused on making money, and care less about pollution as long as their companies grow
- People want to make their lives easier, but they don't feel the value of water
- Humans are feeling scared, disappointed and helpless and there is no government to help. Everyone is thinking of himself or herself. Humans that do not care about the environment behave like animals.
- We are children of today but people of the future and the generation which is going to live the negative effect of the climate change

### **Solutions**

- *Awareness:* Need for raising campaigns to educate and inform young people to sensitise them
- *Water use:* Recycling of water is needed. Water is a really important topic. We have to tell this to the politicians at COP15. They think economically, they think of profit, we need to tell them that water is money; speak to them in their own language. Water should be treated like a finite resource so we would respect it: price of water should be increased.

### **Local action**

- *The value of water:* We need to raise awareness among ourselves and our peers that water is valuable. We have to incorporate this idea by trying to make water more available in more arid areas.
- *Technologies:* Technologies for using water should be addressed and developed by countries

## **C. Deserts and Drought**

### **Issues**

- Every single human being needs water to exist.
- Personal experiences:

In Kenya there are children who can't go to school because they have to search for water, and even then it might be unclean

In the northern part of Nigeria we don't have two seasons, it is close to the Sahara desert as the desert expands. Sand dunes cover houses and causes for migration and high infant mortality. Additionally it causes conflicts over the sharing of resources. The government of Nigeria is trying to do some massive tree planting and other programs to help this issue.

In Canada forest fires create lack of water

- Conflict:

Droughts causes forest fires and decreases water reserves. Furthermore, as ice caps melt and less water is available for irrigation and consumption, international conflicts arise over the ownership of water.

## **Solutions**

- Droughts: Combat droughts through irrigation and using drought resistant crops
- Education: Farmers and farming communities on desert farming techniques, forestation of land and better land management. Education of youth in how big the problem is and how they can participate in combating the problem.
- Water: People don't really see water as a commodity like electricity or gas. Water prices should be raised slightly so that people are aware of how much water they are using. Water recycling schemes within buildings, water zero buildings, cleaning all water and reusing it

## **Local action**

### *Governments*

- Governments should promote the changing of showerheads of toilets etc. to save water, and fund more research on water efficient solutions, for example for rich countries to get rid of the salt in salt water.
- Governments should develop water infrastructure and increase awareness of shortage of water
- Governments should make new house systems so that water can be reused, for example: Washing clothes and then using the same water for cleaning the house.
- Water pipes should be repaired
- Water limits – you should be fined if you use too much

### *Individuals*

- It's important to reduce the amount of water you use: Take shorter showers, short flush only, use dishwashers when they are full
- Clean water in pools instead of replacing it, ie. Spain
- Reuse water when it can be used again for other things

- Encourage people you know to go to [www.waterfootprint.org](http://www.waterfootprint.org) and see your water footprint compared to that of a fellow delegate
- Reforestation and better land management
- Create awareness for youth – bring them into the dialogue so they can participate

#### ***D. Sea level rise and flooding***

##### **Issues**

- *Cause:* Basic reason for sea-level rising is global warming
- *Personal experience:* Haiti is mainly making money on tourism, but now due to deforestation, there is only tourism in the south. Due to the rising sea level people are worried because if the seas continue to rise it will destroy the beaches and Haiti won't have a source of money to develop the country and have food and education. The problem needs to be fixed.
- Greenhouse gases causing rise of temperature causes sea levels to rise

##### **Solutions**

- Prohibition of building houses near the sea
- Education à mass awareness about sea level rises
- Growing trees activities
- Recycling
- Turn salt water into drinking water
- Prepare alternative water resources
- Set up more environment days like Water Day
- Involve local governments in action
- International financial help is needed and it is a good investment
- Teach people how to swim
- Use the army in another way
- Lifetime supply of life jackets

##### **Local action**

- Building houses that can float on water
- Do something to block the water from coming to villages and towns and flood them
- Prepare alternative water resources
- Involve local governments in action

#### ***E. Food and agriculture***

##### **Issues**

- Climate change affects the weather, which produces this arid environment that makes agriculture difficult

##### **Solutions**

## Government

- Subsidize plants that are meant to grow in arid areas
- Developed countries that have a lot of technology- helping developing countries build infrastructure
- Raising awareness in developed countries
- There is enough food for everyone to eat, but not equal distribution

## Local action

### Governments:

- *Personal experiences:* In New Zealand, our government isn't really looking at rural problems. That is what they should be doing. It is essential that you can grow crops, and figure out what types should be grown. In India there is a public distribution system when there are disasters
- Governments should find land suitable for growing crops. In some areas people will be growing the same crops and it will affect the climate.
- *Money and donations issue:* It's not okay that you can't trace money, and the management and system is corrupt. Money management should be more transparent, so the people are able to see what their money is being spent on. "We have to all stand up together and insist that the system works. We are all kids now, but when we grow up we might end up corrupt. We have to hold governments accountable."

## F. Climate Justice

### Issues

- *How are we affected – big vs. small countries:* Small countries are more affected by climate change than bigger countries. Bigger countries are less affected despite their larger carbon input. Small countries don't have as big of an amount of carbon emissions, but they are very easily affected. Small countries are suffering under the carbon footprint of countries that do not feel the impact. Youth agree: "That is climate injustice, we want climate justice. We are suffering and we don't want that no more. Tropical countries are really being affected, coral reefs ripped up: this is climate injustice. "
- *Climate justice in our minds:* We all share the same responsibilities to mitigate climate change, because of the different places we are in. Climate justice upholds basic human rights. Climate justice is an issue of morality across borders and across generations. Everyone has a responsibility; both previous and future generations. Climate justice means that we all share a responsibility to mediate.
- It is a lot easier for developed nations to introduce green energy

### Solutions

- *Cooperation:* Cooperation is needed if climate justice is to be reached. There should be no finger pointing or accusations - just people working together

- *The obligation of leaders:* Leaders should not only represent their country, they should speak for the whole world. They should take action, not wait. “We need justice between generations so that our children can have a good environment to live in.”
- *Pollution:* How to measure pollution needs to be clarified so we can compare and control pollution
- Global leaders should take responsibility
- Industrialized countries should help developing countries with funding to manage climate changes
- Fund Green Power Grants
- Reduce emissions by introducing a tax on carbon exports

#### *Ways to create funding*

- Introducing a tax of carbon emission. Climate change is an opportunity that can be used for good.
- Technology transfers are needed especially from developed to developing countries

#### **Local action**

- *Awareness-raising for children:* Consider how to motivate children to recycle. Hold competitions for making the most useful recycling tip/project. Commitment for people at a young age. Primary/secondary schools into programmes for improving waste and make recycling awards for becoming a ‘green school.’
- *Public transport:* Improvement of public transport facilities
- *Bikes:* City wide bikes – renting a bike for as long as you like to get from one station to another in the city. Good way of reducing carbon emissions.
- *Sharing:* In many industrialized countries, the whole community is based on materialism. People should share products; what is trash for one person might be treasure for another

#### ***G. Biodiversity***

#### **Issues**

Problems that could harm biodiversity:

- Air pollution that causes acid rains
- Waste into water
- Destruction of sea life
- Deforestation

Temperature rising causing the ice to melt

#### **Solutions**

- Renewable energy

#### **Local action**

- *Making personal changes*: Change in lifestyles. Start by influencing yourself. For example: Stop using aerosol products, take a shower instead of using bathtub. Recycling, public awareness-raising: everything starts on a personal level.
- *Saving animals*: If we plant more trees more animals will exist. As humans we need to be the first to take action.

## ***F. Urbanization***

### **Issues**

- Lack of green spaces and access to clean water
- Personal example: Hong Kong is over-urbanized and we cannot come up with solutions to reverse the situation. Many suggestions are not applicable to Hong Kong. Green spaces for example – there is no space for them because there are too many skyscrapers. Riding bicycles and use cars less is not possible because the streets are too narrow for bicycle lanes.
- Rural areas: Problems in rural areas – they are abandoned.

### **Solutions**

#### *Governments*

- Develop/use new ways of transporting water more efficiently
- Preventing urbanization, better employment education facilities in rural areas; also security
- Suggest that regulation for energy consumption are set up, extra government fee for extraneous energy consumption
- Awareness really important, a lot more media attention
- Energy efficiency: set up regulations for energy consumption
- Recycling programs launched in schools
- Development of metros and trams
- Bike lanes
- Electric cars

#### *Individuals*

- Environmental education as “practical” not just “in theory”
- Buy energy efficient products - like CFL light bulbs.
- Recycling at a local level
- Population is expanding: All countries should adopt the one-child norm (like in China). This topic was widely discussed in planery later.

### **Local action**

- School curriculums should have environmental education which can influence kids
- *Personal experiences*: India: The way our population is expanding, it has a negative impact on the environment; therefore, to slow down the birth rate, we should adopt one child

norm like China. *Comment on one child policy*: Worried about one child policy, problem is about human rights so telling people in a totalitarian way to have one child is wrong and dangerous. *Answer*: Need for population reduction for climate, China and India is over populated and it was the only solution we could come up with. *Moscow*: Many children get sick because of air pollution.

- *Solution*: It would be good to make electric cars, sun energy, more bicycles
- *Rural areas*: Better security, employment should be possible in rural areas, as well as better education possibilities, better facilities (entertainment, movie theatres etc)
- *Transportation*: Better transportation because it makes people stay outside big cities and it is better for the climate.

## Chapter 2: Mitigation

### ACTION PLAN

#### Before:

- Take an idea and define its objectives/goals
- Find information- target your audience
- Raise Funds & create partnerships
- Form a team with common goals
- Organize a Plan
- Communicate your Plan/ Make it Visual

#### **\*\*Action\*\***

#### After:

- Evaluate your project
- Show your achievements (media)
- Communicate through reporting (online media, etc)
- Analyze what worked and what didn't
- Harness network of people involved and reach out to new people
- Repeat and Improve

### WORKING GROUPS

#### *A. Transportation Working Group*

#### Issues

- *Carbon Dioxide:* Humans place a lot of CO<sub>2</sub> in the air from various forms of transportation and the factories needed to construct/maintain them which all contributes to climate change. Green House Gas emissions from old cars particularly contribute to the problem.
- *Food:* Transportation to import food from other regions/countries also contributes to the problem
- *Prejudice toward imports:* There is a prejudice against homemade products as less valuable/lower quality than imports
- *Natural disasters:* Transportation of imports to areas in need from natural disasters created or amplified by climate change (i.e. hurricane relief, drought, etc)
- *Inefficiency:* The lifecycle of cars tends to be short in developed countries- inefficient use of resources (i.e. cost of disposing, making new cars, etc)

- *Problem amplified:* Floods from climate change damage roads, which causes more road accidents, making transportation to access and takes longer. Also, warmer climate means that people prefer air-conditioned cars instead of bikes or walking because its too hot which means more energy will be used.

### Solutions

- *Design of roads:* Create bikes lanes, pedestrian walk-ways and areas for buses/trains
- *Efficiency:* Replacement of old cars for more fuel efficient vehicles
- *Taxes:* There needs to be price control of vehicles and petrol to discourage use
- *From Road to Rail:* Increased emphasis on public transportation and carpooling
- *Energy-efficient vehicles:* Promotion of vehicles that run on clean and/or renewable energy (i.e. Vetnis, electric cars, etc)

### Local Action:

- *Government intervention:* Political campaigns and petitions to national and local governments that imported goods should be transported through public transportation. They can also ban cars in big roads or cities, as well as make parking lots really expensive. There is always the opportunity to create carbon-reducing policies (i.e. policies that shortens aviation distances in Hong Kong). Governments can also subsidize public transportation to make it more affordable.
- *Individual action:* Increase the formation of youth ‘environmental clubs.’
- *“Offshoring”:* Advocacy to promote making goods locally, and buying locally
- *Close to home:* Open markets near homes to make them more assessable
- *Examples of action plans:*
  - Russia: Campaign for free access to public transport for students
  - Hong Kong: Petition for lower cost on bikes and increase number of bike parking lots
  - Australia: “Frocks on bikes” parade- dress up and ride bikes to promote awareness

## **B. Human and Nature Working Group**

### Issues

- *Change in relationships:* The relationship between humans and nature is in conflict. Human behaviour toward our environment is causing climate problems
- Provide environmental education for schools and youth centers
- *History:* The Age of Industrialization changed the way humans viewed and interacted with nature

#### **The old world: until 1800; before industrialization**

- People live in harmony with nature,
- Gods were in the soil and air
- People and animals were the same
- Food came from the earth
- There was a balance in the world

#### **The new world: after 1800; after industrialization**

- People and animals are different
- Children think that food comes from the market
- Man thinks of himself as a God
- Nature is taken for granted

- Before we could utilize everything from an animal
- We had nutrition that was natural
- Before we needed nature to survive
- We only use certain parts of the animals don't use everything from the animals (like fur & meat). We just throw the rest away
- Chemicals in food- not nutritious
- Nature needs us to protect it.
- It is ironic that now we think about nature because it has turned against us, not because we want to protect it but because we want to survive.
- It's nature's revenge that we see today

### **Solutions:**

- *Recycle:* Some countries have no factories or plants for recycling (i.e. Morocco), which makes collecting recyclable products useless. There needs to be investment in recycling.
- *Individual actions:* Use public transportation and walk. In general, people should get outside more – the earth is a gift.
- *Education:* Provide environmental education for schools and youth centers
- *Government:* provide special Climate Camps for children to educate the public and provide/organize community service

### **Local Action**

- *Youth groups:* Organize youth groups to raise awareness and hand out information
- *Individual youth:* Suggest that each child in your country plant a tree or be responsible of a small piece of land
- *Financial incentives:* Seeds should be free. Higher prices on fuel and cheaper public transportation.

### ***C. Food & Agriculture Working Group***

#### **Issues**

- *Cattle grazing:* Forest and trees are cut down trees for grazing
- *Transportation:* Food goes to other countries for production and packaging, local resources are transported and imported away from local residents

#### **Solutions**

- *Agriculture:* Educate and apply practical alternative methods including Aqua-planting, Crop Rotation and Mixed Cropping to ensure the continuation of fertile soil. Also, there needs to be greater use of natural fertilizer that doesn't pollute food and air (i.e. maize stalks and compost from animals).
- *Planting Trees:* Identify local trees and plants to repopulate areas and increase oxygen
- *Financial Consequences:* Increase Prices of Beef to discourage buying
- *Awareness:* Increase awareness and promote organic farming

#### **Action Plan**

- *Political Action:* If you have to cut down trees for grazing, petition governments to enact legislation that require companies to plant the same amount somewhere else to ensure sustainability

- *Awareness campaign:* Encourage populations to consume less beef and replace with fish (that provides the body with the same nutrients)

#### ***D. Household Energy Efficiency Working Group***

##### **Issues**

- *Waste:* Households are frequently the largest energy drain (for example, in Denmark, 40% of energy goes to the Household)
- *Developed vs. Developing:* There is frequent frustration over the greater use of energy by Western nations. However, the developing world still pollutes through fossil fuels such as burning fire wood.
- *Efficiency:* Households need to be more energy efficient and cost effective. What can we do on a local level?

##### **Solutions**

- *Grow local:* Promote and give incentives for household gardens
- *Light:* Subsidize LED light bulbs to make them cheaper. Governments can also require LED bulbs in the construction of government or office buildings.
- *Conserve:* Light, water, unplug electronics, etc.
- *Strategic planning:* Promote green architecture as direction of the house can effect heating

##### **Action Plan**

- *Restroom:* Use baths over showers. If you use showers, purchase low-flow showerheads.
- *Consumption:* Use clothes that need less ironing
- *Exterior:* Paint houses and apartment buildings in white
- *Renewable Heat:* Let smoke from chimneys heat houses

#### ***E. Renewable Energy Working Group***

##### **Issues**

- *Fossil Fuels:* Many countries use fossil fuels to create energy that finite in quantity on Earth, as well as produce large amounts of CO<sub>2</sub> that contribute to climate change
- *Import Energy:* Certain countries have to import energy from abroad that creates dependence (i.e. Russia gas pipeline). Instead, they should invest in local products and renewable energy sources nationally.
- *Developing world:* Many rural areas do not have access to any energy sources at all as they are not plugged into the power plants and national energy grids. They should look into creating local, green energy sources (i.e. biogas).

##### **Solutions**

##### *Types of green energy:*

- Hydro energy
- Windmills (land & sea)
- Tidal & Wave power
- Solar (used in homes/hot water/electricity)
- Geothermal (electricity and heat water)

- Biogas (waste to energy/heat)

#### *Awareness:*

- Spread awareness through television and radio commercials, as well as advertisements in shopping markets and schools
- *Communication:* Use the internet to communication ideas and reach out to peers in network, as well as write media articles
- *Advocacy:* Vote for parties that are green, campaign letters/petitions
- *Education:* Take lessons from rural areas and apply to urban areas
- *Competitions:* International competition for research and development of green energy
- *Governments:* An effort should be made by local and national governments to make renewable energy more profitable than fossil fuels by subsidizing clean energy
- *Lending a Hand:* Developed countries to help developing countries invest in green energy grids

#### **Action Plan**

- *Financial Assets:* Set up a fund and/or a competition for CCFC ideas
- *Awareness:* Set up awareness stands at local concerts and sporting events
- *Alternative Fuels:* Using Biomass Briquettes (small bricks for burning) for heat and Biogas powered buses
- *Human power:* Harnessing the energy produced by dancing in clubs and dance-places and workout areas and gyms = Human Power
- *Solar panels:* Automatically install solar panels on new houses
- *Examples of Action Plans*
  - Spain: Solar Panels to power sport stadiums
  - China: Set up wind turbines on Chinese school roofs

#### **F. Forestry Working Group**

##### **Issues**

- *Natural parks:* Waste from humans is destroying natural preserves/parks
- *Deforestation:* Cutting down trees in rain and deciduous forests without replacing them reduces oxygen in the air
- *Air:* Polluting the air destroys plant and animal life
- *Water:* Water pollution, irrigation and damming changes nutrient sources and effecting biodiversity and wildlife

##### **Solutions**

- Massive tree planting
- Promote knowledge about forestry benefits such as biodiversity, medicine research, tourist attractions, shelter, habitat

#### **G. Greenhouse Gas Markets Working Group**

##### **Issues**

##### Cap & Trade System:

- If the cap is set too high, it doesn't reduce emissions. If it's set too low, it's unrealistic for countries. This is a problem with the system

- Giving people permission to pollute- automatic credits
- Lack of enforcement/data in government (too costly, unrealistic)
- Different deadlines
- Ability to adapt
- Poor analysis based on historical evidence
- No environmental consideration when businesses set the price of their products
- Markets can collapse
- No restrictions/penalties/rules – loopholes
- Lack of information in technology
- Focus on more business, not on the environment

### **Solutions**

- Clean Development Mechanism: A trading system between developed and developing countries where developing countries buy right to CO2 by investing in green technology in developing countries

### **Local Action**

- School to school CDM program: schools in industrialized vulnerable countries work together on local DCM projects

### ***H. Production & Consumption***

### **Issues**

- Identified 5 stages of Production and Consumption - Extraction, Production, Distribution, Consumption and Disposal.

There were multiple issues at each stage:

#### Extraction

- Complete removal of nutrients from the land so that it is unable to rejuvenate
- Mining in a way that both abuses human resources, but destroys natural habitats as well as noise/air/water pollution
- Intense forestry

#### Production

- Human resource abuse
- Some chemicals are used without being tested
- Structural inefficiency leads to power wastage and leakage of toxic chemicals to the environment
- Destruction of habitat to build factories
- Unsightly constructs, machinery.

#### Distribution (Selling)

- Packaging
- Transport
- Massive electricity consumption
- Customer transport also

### Consumption

- Society forces us to buy the newest and shiniest products
- Encourages wastage

### Disposal

- Not enough recycling
- Landfill pollution

### **Solutions**

- Crop rotation to avoid over cultivation
- Pasture rotation to avoid overgrazing
- More transparency into industrial production
- Stricter regulations on planning and building especially in developing countries that are exploited because they *need* the revenue from the multinationals
- Money should be available for companies that wish to switch to cleaner but more expensive forms of energy/chemicals
- Strip mining should be heavily punished
- Extraction companies should use a certain percentage of renewable energy
- Deforestation to reforestation ratios need to be at least equal.
- Biodegradable packaging
- Campaigns to counter the consumerist ideal

### **Local Action**

Encouraging people to repair and renovate their water and gas pipes to make them more efficient.  
Introduce energy efficient cooking appliances to the community  
Lobby local government to pass legislation punishing the use of plastic bags

## Chapter 3: Interest groups

### **Communications Group**

You will collect, edit and publish media from the forum. Training in radio and media techniques is also provided. You will have the chance to share your stories and experiences for the benefit of the forum. Writing, interviewing and reporting are key to this group.

#### ***Outcomes:***

- Training them in general communication skills (i.e. interviews, key messages, etc)
- General overview the media system
- Understanding online media
  - Used radio as an example to learn how to get your message across using voice and intonation
- Conducting interviews (audio and written) of peer Climate Ambassador practicing skills
- When returning home, Ambassadors will use their experiences to get their messages across. They will contact journalist in home country to use attention from the COP15 to get their message across

### **Climate Ambassador Program (CAP) Group**

You will create and foster understanding of the Climate Ambassador Program. You can design and produce a clear and precise guidebook with a detailed work plan for both short term and long-term engagement as Climate Ambassadors.

#### ***Outcomes***

The Climate Ambassador Program Group has created a toolkit to assist all delegates in their follow-up actions. This toolkit will act as a guideline for young people to develop projects and remain connected with the other climate ambassadors after the Forum.

Also, they have created a joint action plan that gives each delegation an idea on what they can accomplish in their local communities.

### **COP Message Group**

You will have the opportunity to design and create a message to convey the discussion results of the forums into goals and actions. This declaration will be presented by the ambassadors to the President of COP and the world leaders. Skills in written, verbal or creative communication are welcome. Be prepared for hard work!

#### ***Outcomes***

- Created Declaration representing the ideas and actions of all Cultural Ambassadors to be presented to the COP president
- wrote a booklet with personal stories of the 8 young people attending the COP 15. The book also has the declaration of the young people.
- Produced a 2 minute clip with messages to the COP

- See Final Declaration in Chapter 5

### **Advocacy and Political Strategy Group**

You will explore where power lies and how to influence decision makers. You will then explore ideas for your own campaigns or advocacy actions and add input to strategic opportunities during and after the forum.

#### ***Outcomes:***

- Learned and explored through role-playing how to persuade and influence the political process (understand both sides of the argument)
- Explore different power dynamics and political processes
- Shared ideas and experiences of campaigns that they were involved in within their communities
- Discussed follow up to COP15
  - Online campaign which would be a response to COP15: Simultaneous online conference to discuss outcomes, and come up with their response- turn it onto an online campaign
- Negotiation Session: Chair the session and prepare questions for delegates to see what they are planning to do at the Conference

### **The Check-Your-Mate Group**

You will learn how to assess and evaluate community and individual projects and create project evaluation tools for the Climate Ambassador Program. You will also evaluate the forum as a whole and assess the mood and atmosphere of the community every day. You will use online networks, videos, questionnaires and creative ways to report your evaluation every morning.

#### ***Outcomes***

- Daily evaluation reports, presented in creative and inspiring ways to the plenary.
- Strengthen ambassadors understanding and ability to evaluate projects.
- Create a guide on evaluation to be included in the CAP Toolkit

### ***Guidelines for Project Evaluation***

Evaluation is an important part in every project or forum because:

- It helps you identify the problems
- It helps you to get everybody's feedback
- It helps you to get a general vision of your project
- It helps you to do things better the next time

We, in the check-your-mate group, have during this week worked on the evaluation of the CCF. Now we want to share with you what we have learned. We focused on:

- How to obtain feedback from participants
- Which methods to use to gather information
- Learn how to turn a problem into a solution/proposal
- Ways of presenting evaluation (reporting)

### **Culture and Community group**

This group’s objective is to talk about methods of increasing cultural awareness and drawing attention to climate change issues among your home communities. This group will also organize the cultural event in the closing party, where ambassadors are encouraged to share their culture.

**Outcomes**

**How to Create a Creative Climate Message**

<p><b><u>When</u></b>          What time at the year and what time at the day?          o Again think of who your targets is/are?          o If you for ex. Want to go to a school, check if it is best that you maybe come before a vacation.          o Also think of the weather when you plan where you wanna have the activity?          Always clarify how long time you have for planning and running the activity. It can be a good idea to start with, so you can decide of how you are doing you activity.          communicated it and for your targets to get it!</p>	<p><b><u>What</u></b>          What do we need to do it?          · Materials: paper, tape, printers: can we use recycled materials or recycle materials          · Human resources’: people who can sing, act, dance, social networks etc.?          · Funding: do we need to get funding and how do we that and who can do it and who can we contact?          places, also hanging up posters</p>
<p><b><u>When</u></b>          What time at the year and what time at the day?          o Again think of who your targets is/are?          o If you for ex. Want to go to a school, check if it is best that you maybe come before a vacation.          o Also think of the weather when you plan where you wanna have the activity?          Always clarify how long time you have for planning and running the activity. It can be a good idea to start with,</p>	<p><b><u>What</u></b>          What do we need to do it?          · Materials: paper, tape, printers: can we use recycled materials or recycle materials          · Human resources’: people who can sing, act, dance, social networks etc.?          · Funding: do we need to get funding and how do we that and who can do it and who can we contact?</p>

## Chapter 4: Training Sessions

### A. *Climate Ambassador Skill Training: Running a Project Workshop*

#### **Purpose of the session**

Discussing the process of running a project to give children methods to establish projects when they come home, and empower them to create change.

**Methods:** plenary discussion and around basic elements of the project planning such as drawing a problem tree and identifying the key issues and causes and effects of a targeted problem followed by plenary discussion of solutions to the identified key issues. Suggestions and answers are written down on “post its” to be hanged on the problem tree.

#### **Discussion of what is meant by project – and by action**

*What is a project?*

- Something that you plan and you do
- An ongoing action that changes a bit
- A thought that is transferred into an action
- It's something that you do as a benefit for yourself or for others
- Something that can be presented and implemented
- It's an action that can be realised or that you hope to realise

*What is action?*

- Something that you do to realise something
- When you actually act and you put thoughts into practice
- Fulfil your dreams for a project
- Try to make a change

1. *First, identify the problem (or the issue that you want to act around)* it can for example be a crisis, a problem, a dream. A problem is for example; climate change, food crisis, drought, recession, floods, poverty, garbage.

2. *Problem tree:* break the problem into causes and effects; for example many things like hunger cause poverty.

Drawing of a problem tree together: Use hunger as the key issue. Examples of the causes are: discrimination, conflict. The effects of this are: malnutrition, disabilities, new conflicts.

The exercise shows how to identify an issue and identify what are causes and what are effects.

3. *Identify how you can solve the problem, which solutions can be made?* Hang post its on the problem tree with solutions.

4. *How to solve a conflict?*

- Arrive to a common point
- Find mutual ground – something to agree on
- Discussing the problem that causes the problem
- Find a compromise
- Try to put yourself in the other person’s shoes, to understand where they are coming from. Just because your ideas clash does not means that you cannot have the same goals, so if you speak together you can find new solutions
- No-discrimination
- Provide aid
- Ask for international help
- Create popular pressure on political leaders
- Establish communication

The session finished by closing around defining your objectives and goals.

## ***B. CLIMATE AMBASSADOR SKILLS TRAINING: CHILD LED DISASTER RISK REDUCTION***

### **Purpose of the session**

- To explore the relationship between climate change and disasters
- To understand what we mean by "disaster risk reduction"
- To share ideas about how young people can help reduce disasters

Types of disasters experienced by Climate Ambassadors:

- Floods
- Drought
- Earth quakes
- Hurricanes
- Torpedoes
- Tornados
- Volcanic eruptions
- Pandemics, epidemics, diseases
- Tilde waves
- Tsunami
- Storm
- Landslide
- Fires
- Industrial disasters

### **Facts on natural disasters**

Not all are linked to the climate; some are more about the weather than others. But all of them are correct because we are looking at all types of disasters.

Of the mentioned disasters, earthquake is the one having the biggest impact in terms of mortality. In other words, earthquakes causes for most people dying.

According to Oxfam, 375 million people are affected by climate related disasters each year. Although there doesn't exist much data on this issue it is estimated that out of those, more than 50 % (around 60-70 %) are young people.

Looking at statistic there has been a dramatic increase in natural disasters from 1900 to 2008. This increase is related to the way in which humanities have developed, now we have a greater impact on nature.

### **GROUP WORK**

Think about the disasters you have been involved with during this week

What is it that makes a disaster?

Why are we all equally vulnerable?

*Feedback from groups:*

### **Characterising disasters:**

Climate Ambassadors:

They irreversible and life threatening.

They have a major impact not only long term but also short term

Human activities can trigger it or influence it for example when peoples needs increase so they have to exploit the nature to satisfy them

Not all disasters are sudden: for example drought happens slowly

This way there is both a human dimension and an actual dimension of disasters.

Disasters are not natural – whether the hazard turns into a disaster depends on peoples' vulnerability:

### **Disaster risk = natural hazard x vulnerability**

Increasing vulnerability can be due to poor development (e.g. unplanned urban growth).

If people are trained and educated in managing possible hazards they might not end in a disaster.

For example in England children have been taught how to swim, so they weren't as much in danger of drowning during the floods – this way the floods in England didn't become a disaster.

Questions from Climate Ambassadors to facilitators:

*Question:* Are disasters only about vulnerability or does it also depend on the capacity of people?

*Answer:* Good question. People have always dealt with disasters and developed coping mechanisms. Capacity building to manage disasters through schools and households has to be built on.

*Question:* Are countries with huge populations really really vulnerable to disasters?

*Answer:* It may be so yes. 70% of people who died from floods after the Tsunami were from China, Bangladesh and India. In this case there was a direct connection between population density and mortality.

## DESIGNING SCHOOLS TO PREVENT DISASTERS

Project question: Am I safe at my school?

By mapping schools and the number of children in them all over the world it is possible to make an assessment of which schools need improved protection and come up with a plan.

For example by mapping coastal mega cities one can know which people are affected if the sea rises.

### Two case examples on how to assess the issue of disaster proof schools:

**Bangladesh:** There are floods every year. When this happens children cannot go to school. In order to solve this problem some schools have been built in boats. This way the children can keep being educated even during floods. Further, solar panels have been put on top of the boat so the children can get Internet and local steel workers were engaged in creating bicycle pumps to get water from the river.

In the community classes are given to the women on how they can better grow their plants.

### **Myanmar,** after Cyclone Nargis:

Children go to school with five grades in one big classroom and three teachers. The government only uses 1% of the state budget for education and health. In this case it was a disaster waiting to happen.

The main challenges were: lack of funding and technology. Further, most buildings are old and made of wood.

Solution: The villages in the delta had a rich tradition for making baskets out of bamboo. So the community was asked to make a lot of baskets, which were then filled with sand and use for elevating the school. The whole community was engaged, and since the schools were built in a flood resistant and wind resistant way, they can also be used as a refuge in the case of emergency. After building the schools, more ways to reduce the footprint of the schools were developed.

### **Remember:**

You have rights. Article 12 of the Convention of the Rights of the Child states that you have the right to express your views on things that are affecting you- this includes natural disasters.

## C. SKILLS TRAININGS

### **1. Mitigation: Solar Power**

- The students were trained on how to make solar cells to generate electricity
- Students worked in groups to make their own solar cells
- Students were mostly engaged in making their own solar cells. After making the cells, they used them to power a radio which was celebrated by all students
- Students also made a solar powered car – which actually worked.

### **2. Adaption: Drip Irrigation**

The founder of “Drip King” developed the drip irrigation method of water distribution to reduce California consumption of water especially regarding personal lawns. The drip irrigation method can be applied to any landscape form as well as commercial applications.

#### **Issues**

- Wasteful irrigation systems, particularly flood irrigation results in a lot of wasted water due to vast evaporation and excess runoff
- Water is presently overexploited, poorly managed and wasted
- Climate change presents challenges for water supplies and the reduction of global supplies is becoming an issue
- Agriculture consumes lots of water used to produce food or support livestock
- Sprinkling water over lawns or fields is a highly inefficient method of distributing water to the plants

#### **Solutions**

To produce a water-conscious solution in the form of drip irrigation kits for personal homes and gardens using standard hose. Daniel has utilized available technology to reduce water consumption. Drip irrigation systems can reduce consumption by approx. 60-70 %. Other systems have proven inefficient and in these drip systems water is directed straight to plant roots which results in higher healthier growth and minimized stagnant water pools.

#### **Local action**

The motivation for this product appears to have come from Daniels experience in California where drought is a recurrent issue. He linked this to climate change; capacity of reservoirs, melt of snow-caps etc. It is presented as local action but placed in it in the context of the global issue of climate change.

What most engaged the students: The construction of the drip irrigation system

See [www.dripping.com](http://www.dripping.com)

### **3. Communication: Online Media**

#### ***What is 'Online Media'?***

- Sharing the information over the internet through a variety of methods (i.e. video, photo, etc)
- Connecting world friends
- Expressing opinions

- Getting information

***Different forms of Online Media Identified:***

- U4C
- Podcast
- Blog
- E-mail
- YouTube
- Social Networking
- News Sharing

***Considerations when Utilizing Online Media***

- SMS dissemination
- Translation to an international audience
- Tolerance
- International Education
- Rules
- Think Different
- Respect

**4. Communication: Radio**

***Elements of a Radio-interview:***

Pre-Interview

- Make contact; talk over the topic with interview-person. Determine what you want to get. Set up parameters. Don't conduct the interview at this time.

Development

- In the first few questions, establish the basics of what, when, where, who, etc. Use this time to establish trust and rapport with the guest.

Pursuit

- Question the material presented in the development phase. Ask why? Follow up – dig for the answers.
- Pick up extra details, the little pieces that would have interrupted the interview flow during the pursuit stage. Do not mop-up during the pursuit phase!

***Steps of the Interview***

- Decide what you want out of the interview
- Ask them things they might not expect.
- During the interview: establish the basis of what you are talking about, make sure to ask follow up questions, and (if you can) think of the things you might have missed. Always introduce yourself; always have the other person introduce him or herself.
- How NOT to ask questions: asking a list of questions at the same time (short & simple questions), don't ask leading questions (a list of questions that always works was handed to participants).

- You need an introduction: name, the reason I'm speaking to the person, nationality. You always want to get more detail
- At the end of the interview: thank them, "that was..." introduce again

### **10 Types of BAD Questions**

- Double-barrelled Questions – more than a single question asked.
- Multi-barrelled Questions – "what weight would you give to loyalty, experience & diversity?"
- Leading Questions – "Don't you think...?"
- Editorialising
- Including Assumptions – "How can the economy improve given the amount of capital is limited?"
- Trigger Words – "I understand you are here to hustle a new book..." This causes an emotional response in the guest and the question is lost.
- Bias Word – trigger word, but not negative – How do you enjoy your new...?"
- Too Long – Rambling, get to the point.
- Either/Or – "Are you going to ignore the problem or deal with it?"
- Closed Question – "Were you happy when you...?" The verb leads (were, are, is, was) often accompanied with bias word.

### **Top 10 Questions**

- Why is that?
- What happened next?
- What do you mean?
- What makes you say that?
- How did that manifest itself?
- What went through your mind?
- What did s/he/they say?
- What were the options?
- How did you deal with that?
- How would you describe that?

Remember!!! \*\*\*Colourful questions evoke bland responses. Bland questions evoke colourful responses ...

## **5. Communication: Advocacy**

Issues/Definition of Advocacy:

- Defend an idea
- Taking concerns of people
- To ask for something
- Visible negotiations
- Promote and issue
- Change perceptions
- Organizing people around one issue

Advocacy has different approaches. COP15 will be concentrating on lobbying (ask government to do something, spreading ideas among people, convince people about an issue, engaging individual organization to promote an issue)

How to Lobby:

- Making a speech: Different formats (for example plenary, presentation at COP, press conference, etc)
- Organize events: demonstrations, meetings, telling real stories
- Writing: Should be very clear and to the point (i.e. letters and petitions)
- Videos (youtube) and art

#### **Tools in Advocacy:**

- Planning: Defining what you a planning/want to achieve. Know who is supporting or against your idea
- Follow ups: Monitoring and evaluation

## **6. Communication: Arts**

**Goal:** Identify and discuss emotions that arise out of Climate Change and methods of expressing emotions

#### **Exercise one: Identified feelings from the following questions:**

- How is Climate Change taking nature away from us?
- Is nature being harmed?

One by one takes away chairs – representing how land and safety is being taken away:

- Think about first time you heard about climate change. If you were confused? If you were afraid or scared? Did you feel sad? Other emotions? Responses: surprise, disbelief, angry.
- Why were you surprised? I didn't realize it was so serious.
- Why were you angry? We have such a beautiful place to live. Now it is being destroyed. Angry because human beings have caused Climate Change and we have created Industrial development.
- Why were you in disbelief? "I didn't know anything about it?", "I didn't believe it could be true", "I couldn't see it in my country, but I heard it was happening in other countries"

**Outcome:** Some get affected by climate change every day, whilst others do not – it leads to lack of balance around the world and has a global impact.

#### **Exercise two: All children are asked to sit on the stage with notebook and pen. Asked to think of 4 times in your life:**

- When you first heard of CC. Emotion examples (responses): Confused, surprised, afraid, shocked, angry, regret, sadness, disbelief, careless.
- When you learned more about CC. Emotion examples (responses): Helpful, happiness, hopeless, depressed, sad and hopeful, angry. Confused about what was true and what was not, preoccupied, panicked, interested
- You all came to the Forum because you have hope and believe in change and that we can make the world a better place.

- How did you feel then? Emotion examples (responses): Floods in Bolivia affected him personally and made him feel sad. When I got involved in a Forum back home, we started doing more events and talking to each other, and learning more and becoming more determined. I could see the sea ice was melting. I was scared that our culture is disappearing.  
 “I have lived in Indonesia, since 2005 20 islands have sunk. I live in Bali, and am afraid that our island will also sink. I have helped to plant mangrove trees. This has made me hopeful. I went to a sea-level workshop in Senegal that helped me to feel relief. It made me think that there is hope. “  
 (Bolivia) “I felt worried because of the floods that led to a lot of illness. But now I am happy to participate in this forum.”  
 “In the mountains the glaciers were melting, and it made me feel helpless. Now I feel we can change this situation. First individually and then to share with others.”
- How do you feel now? Emotion examples (responses): Happy and hopeful, have to do something, optimistic, more interested, power from being part of ambassador group, proud, determined, aimful (sense of purpose), more informed, responsible, scared, enthusiastic, emotional, committed

This session is to leads to an understanding of you and of other people. Let’s share some of the emotions. For many of you the emotions change, and there are sometimes up and down feelings. Next activity: to use art to describe these emotions. Drawing, theatre, song writing, poetry. (20 mins)

**Exercise three: Children are asked to stand in a circle and to throw a ball of strings between them and say one thing they fear about climate change (to create network).**

- Feelings: worried, regretful, proud, hopeful, aware, happy, worried, excited, motivated, ashamed, responsible, scared, ready for the challenge, aware, astonished, confused, saddened, encouraged,

Some children asked to drop string, and discuss the different effects of some children dropping the string and the network being challenged.

## Chapter 5: Declaration

### UNICEF CHILDREN'S CLIMATE FORUM COPENHAGEN 2009 DECLARATION

Climate change threatens our lives, our families and our future. We, the youth delegates from 44 countries attending the Children's Climate Forum 2009, will not sit back and watch. We already face the effects of climate change. Our communities are deprived of clean drinking water, denied access to education and vulnerable to disease every time it floods. Our plates are empty due to drought. Our future is at risk, and we demand that something be done. The youth in the world are ready to take action, and we request the same of governments worldwide. The time for talk is over. Now, we hold you accountable for your commitments.

The challenges may appear insurmountable, yet as stakeholders, our generation is ready to collaborate in this cause.

*We commit to personal lifestyle changes that place the common good above our individual desires and current way of life.*

*We commit to educate and empower ourselves and our communities to adapt to and mitigate the changing climate.*

*We commit to engage and actively cooperate with all generations and governments in combating climate change.*

As our efforts alone will not be enough, we expect our leaders and fellow citizens to cooperate. The following actions need to be taken:

#### *Recommendations for Adaptation*

- Governments of industrialized countries should contribute more, through financial and technological support, to the adaptation of developing countries to climate change.
- We want cities to be well-planned and sustainable, with clean drinking water, many green spaces and efficient transport networks. Governments should take more proactive efforts to prevent uncontrolled urban growth and strengthen rural communities by creating sustainable employment, quality education and entertainment.
- Regulations, safety standards and standard emergency protocol, consistently centered on and informed by children, need to be established to prepare for climate induced disasters.
- As lack of water is already causing drought and desertification in many areas, governments must work towards water conservation and provide clean water sources for areas in need.

- Education on sea level rise and flooding, along with policies that allow communities to adjust to changes, must be implemented. When communities' water supplies are threatened by rising sea levels, alternative sources should be provided to aid their adaptation.
- Biodiversity-related projects that promote the conservation of threatened species must be widely implemented.

*Recommendations for Mitigation*

- Research, development and sharing of green and energy-efficient technologies, especially renewable energy production, must occur between industrialized and developing countries to ensure sustainable development globally.
- Investments should be made in sustainable transport infrastructure, such as train and bus networks, cycling lanes and environmentally friendly fuel.
- An international carbon trading system should be introduced. All transactions within the market should be taxed and the revenue generated should be used for an adaptation fund.
- We propose a new classification where countries are divided into three annexes—the industrialized countries, the developing countries which pollute heavily and the less polluting developing countries—to distribute responsibilities fairly among nations.
- Governments should establish and develop recycling systems on a national level. We demand that our authorities provide accessible recycling facilities in all communities.
- Climate change education should be a mandatory and substantial area of the school curriculum. Governments should also support organizations which already educate youth on climate issues.

The battle against climate change is upon all of us. We are ready to act and we invite you to join us. Climate change is affecting our lives, our families and our future. We must act immediately and we are ready to fulfill our commitments. We are prepared to give all we have as long as there is the possibility of saving our planet.

We expect the same courage from you.

## Chapter 6: Memorable Quotes from the Ambassadors

What are your fears for your future work as Climate Change Ambassadors?

- “I am afraid that when I get home, the adults will not listen to me when I talk to them about climate change because I am only a child”
- “Village people will not listen because I am so small”
- “The Government will not take action”
- “I am afraid that we will all die soon if we do not take action”
- “Will anyone listen to us?”
- “For many people, this is only a game. They do not take this seriously”

Statements on climate change

- “We are children of today but people of the future and the generation which is going to live the negative effect of the climate change”
- “COP15 is our last hope so we wish that all our dreams come true and that the children of the future will live better than we do right now”
- “Climate change makes all bad situations worse ”
- “The problem with disasters today is that they are so brutal and they can happen at any time. We need to be prepared for them!”
- “Governments should regulate where schools are built, to ensure they are in safe areas”
- “All cities should invest in bikes that everyone can share’
- “We need to teach everyone to swim”
- “ Governments should give everyone life jackets”
- “ We will need to build houses that can float”

- “When I first learnt about Climate Change I was so angry. I could not believe we had done this to the earth”
- “Coming to this Forum has given me so many ideas of new actions I will plan with my friends when I get back home”