

Climate Skills

Programme Principles and Glossary

Climate Skills

The Climate Skills programme aims to remove barriers faced by marginalised young people and provide them with the resources and training needed to be resilient to the impacts of climate change and to participate effectively in the green transition. The programme has launched in Brazil, Mexico, India, Indonesia and Viet Nam, and works with young people aged 18-30. The programme is led by British Council in partnership with HSBC.

Programme Principles - developed with youth stakeholders.

We are:

Youth-focused, this means:

Believing in the potential of young people and making sure they are included in decision making processes. We aim to collaborate with youth to tailor Climate Skills and opportunities to their specific needs to facilitate an inclusive green transition.

Environment/nature-focused, this means:

Prioritising the natural environment in every aspect of our work and ensuring respect for ecosystems. We will minimise our own carbon footprint whenever possible and lead with climate consciousness.

Hopeful, this means:

Prioritising future generations in all our endeavours and fostering inspiration among young people to actively engage in an inclusive green transition and a positive future.

Locally-led, this means:

Our work should primarily benefit youth in local communities and countries where the project is active. It is crucial to first understand the local context, identify the needs of the community or country, and determine how Climate Skills can address these needs.

Globally connected, this means:

Working collectively as global citizens to share knowledge and learning. Connecting youth to global networks to encourage innovative solutions for an inclusive green transition.

Mutual, this means:

We will contribute to and benefit from shared learning, exchange, and understanding, which will build capacity in every country where we operate (including the UK) and establish relationships based on trust and mutuality.

Inclusive, this means:

Promoting inclusivity and interculturality by acknowledging lived experiences and focusing on removing barriers faced by young people, including language, financial, and cultural barriers to the best of our abilities. Ensuring we create a safer and more inclusive space for everyone by fostering understanding and compassion.

Glossary

We have created a glossary of terms we use frequently on the project and roughly what we mean when we use them.

Climate skills/ green skills are the knowledge, abilities, values and attitudes needed to live in, develop and support a sustainable and resource-efficient society (UNIDO). “Climate Skills” is the name of our programme.

Climate justice is a term used to frame global warming as an ethical and political issue, rather than one that is purely environmental or physical in nature. This is done by relating the causes and effects of climate change to concepts of justice, particularly environmental justice and social justice and by examining issues such as equality, human rights; collective rights, and the historical responsibilities for climate (UNEP).

Climate change means a change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods (UNFCCC).

Adverse effects of climate change means changes in the physical environment or biota resulting from climate change which have significant deleterious effects on the composition, resilience or productivity of natural and managed ecosystems or on the operation of socio-economic systems or on human health and welfare (UNFCCC).

Climate change adaptation refers to the adjustments societies or ecosystems make to limit the negative effects of climate change or to take advantage of opportunities provided by a changing climate. Adaptation can range from farmers planting more drought-resistant crops to coastal communities evaluating how best to protect themselves from sea level (BBC).

Climate change mitigation refers to efforts to reduce or prevent emission of greenhouse gases. Mitigation can mean using new technologies and renewable energies, making older equipment more energy efficient, or changing management practices or consumer behaviour. It can be as complex as a plan for a new city, or as simple as improvements to a cook stove design. Efforts underway around the world range from high-tech subway systems to bicycling paths and walkways (UNEP).

Underrepresented groups refer to groups of people who are insufficiently or inadequately represented, relative to their representation in broader society. People within these groups may be subject to barriers and forms of discrimination (University of York).

Historically marginalised communities are groups who have been relegated to the lower or peripheral edge of society. Many groups were (and some continue to be) denied full participation in mainstream cultural, social, political, and economic activities. Marginalized communities often include people of colour, women, LGBTQ+, low-income individuals, prisoners, the disabled, senior citizens, and many more. Many of these communities were ignored or misrepresented in traditional historical sources (Oregon Heritage).

*We use the term ‘**marginalised young people**’ as an umbrella term to refer to the vast range of different groups we work with on the Climate Skills programme. However, when referring to specific contexts or groups within each country, we prefer to describe the groups more precisely alongside highlighting the specific barriers and inequalities they face.*

Youth-led social action refers to practical activities led by young people. Through these activities, young people aim to tackle issues and make a positive difference in their communities.

Climate action includes individual, collective, personal, and political efforts that help to mitigate against climate change and its underlying technical and social drivers, and/or strengthen the adaptive and transformative capacities of our human, natural, and socio-ecological systems (Center for Universal Education).

Just transition is a set of principles, processes and practices that aim to ensure that no people, workers, places, sectors, countries or regions are left behind in the transition from a high carbon to a low carbon economy (IPCC).

We used green inclusive transition as a more open description, as the just transition phrasing is not widely adopted in all countries or has a different meaning in some countries.

Climate literacy is a set of competencies to understand how climate change happens, its impacts, and relevant mitigation approaches (UNESCO).

Green economy is an economy that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities (UNEP).

Green jobs include any job that contributes to the well-being and flourishing of present and future generations; upholds human rights, including women’s rights and the rights of indigenous populations and peoples of colour; and supports the regeneration of the natural world, its resources, and its socio-ecological systems on which our human economies rely. Green jobs centre, nurture, and develop our individual and collective capacity to care for others and the environment and to educate ourselves and others about the unsustainability of the status quo (Center for Universal Education).

Climate resilience is successfully coping with and managing the impacts of climate change while preventing those impacts from growing worse. A climate resilient society would be low-carbon and equipped to deal with the realities of a warmer world (Union of Concerned Scientists).

Climate change vulnerability is a concept that describes how strongly people or ecosystems are likely to be affected by climate change. It can apply to humans and also natural systems (IPCC).

Young people in this programme means we work with people aged 18-30 primarily, and sometimes those up to 35 to enable extra inclusion.

Skills means having the knowledge and experience needed to perform a specific task or job. Having a skill means that someone has learned what to do (possesses the knowledge) and knows how to do it (can transfer the knowledge into real practice), which also means that someone else can observe the skill in action (SALTO-YOUTH).