

# REALISING A SUSTAINABLE WORLD FOR OUR CHILDREN

Becoming Climate Smart -  
guidance for the children's sector



**Jo Butcher,  
Fran Seballos  
and Charles Whitehead**

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guidance for the children's sector**

**Written by Jo Butcher (NCB), Fran Seballos (IDS)  
and Charles Whitehead (for change)**



NCB's vision is a society in which all children and young people are valued and their rights are respected.

By advancing the well-being of all children and young people across every aspect of their lives, NCB aims to:

- reduce inequalities in childhood
- ensure children and young people have a strong voice in all matters that affect their lives
- promote positive images of children and young people
- enhance the health and well-being of all children and young people
- encourage positive and supportive family, and other environments.

NCB has adopted and works within the UN Convention on the Rights of the Child.

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# FOREWORD

The impact of climate change lays a heavy burden on the shoulders of today's children; it affects their lives today, and it will transform their lives as adults. The way in which the children's voluntary sector responds to this challenge will reflect how much we value children and young people. As a society we have come very late to the realisation that we need to act to reduce the impact of climate change. Now, as we all start to wake up to the challenges, we need to think carefully about the roles we can all play. As a generation of leaders, we have failed in our responsibilities towards our children and our environment. Now we need to think how we can play our part to enable the coming generation to be more successful than us.

Individuals and organisations working to improve the lives of children and young people have a vital role to play. Most of us have missions and aims that say something about enhancing the well-being of children and young people – sustainable living and *Climate Smart* approaches are key vehicles for achieving these. We can empower children and young people to become activists for change by creating enduring space for them as partners in decision making. We can help young people acquire the skills and understanding that will enable them to live more sustainably. We can advocate for them to influence change at all levels. We can make sure that the services they need are fit for purpose. We can promote fairness and social justice by protecting those children who will be affected the most. We can also take a long hard look at our own lifestyles, as employees, as parents and as citizens, and ensure that our daily choices and business practices seek to negate social, environmental and economic damage from climate change.

Climate change is not purely an environmental issue. Within NCB we see it as an issue affecting how we live our lives sustainably and fairly. Sustainable living is about delivering quality of life and social improvement within the carrying capacity of the planet. It is about ensuring that all children's needs are met within the planet's resources, whilst preserving these resources for future generations. Climate change challenges our ability to do that, but there are very many other reasons why we should create a sustainable society – to strengthen communities, to tackle poverty, to live healthier. Above all, it is a moral issue – determining what we value, and how we want to live our lives. Working together and alongside children and young people, we can be pioneers in new thinking and action and in creating a positive and optimistic story for the future.

Sir Paul Ennals  
Chief Executive, NCB





# 1. INTRODUCTION

## This guide – how it can help you

### What is a *Climate Smart* organisation?

A *Climate Smart* organisation is able to manage existing and future climate change risk – while taking advantage of opportunities arising from climate change to pursue wider social, economic and environmental improvements for individuals and society as a whole. *Climate Smart* organisations have a clear organisational mandate and strategy on climate change and sustainable development, delivered through strong political will and leadership from senior management. Climate change issues are reflected within programmes and activities as built-in, rather than bolt-on, initiatives.<sup>1</sup>

### What is the aim of this guide?

Becoming *Climate Smart* has been designed specifically to support children's voluntary sector organisations in the UK to become *Climate Smart*. It outlines a staged approach that organisations can take in order to integrate climate change and sustainable development principles into their thinking, business operations and activities. The information and exercises are also useful to organisations in other sectors who want to promote sustainable lifestyles and become *Climate Smart*.

### Who is this guidance for?

This guidance is designed for use by anyone in a leadership or management role interested in getting their organisation, department or team involved in thinking and action on climate change and sustainable living. It provides an insight into the policy drivers and practice incentives that produce action on climate change and promote sustainable lifestyles. The guide can be shared across organisations, by any or all members of staff, to facilitate wider action. It is assumed that there will be no or very little climate change expertise within the organisation. The size of your organisation, department or team does not matter; as Section 3 demonstrates, climate change cuts across many areas of operations and services.

Becoming *Climate Smart* will support you to identify quick-wins and small steps that make sense for you and your colleagues, and reflect your starting point; and to explore longer-term organisational changes. It

will help you begin your journey and progress along your own pathway to becoming strategically *Climate Smart*. The guidance helps you to identify the relevance and impact of climate change on your primary beneficiaries, and the implications and opportunities for adapting your services and business operations.

## How has the guide been developed?

It is the product of a 12-month programme, connecting four children's voluntary sector organisations with climate change and organisational change experts. The project was managed and delivered by NCB and the Institute of Development Studies (IDS),<sup>2</sup> with funding from The Baring Foundation Special Initiative on Climate Change.<sup>3</sup>

It set out to enable four child sector organisations,<sup>4</sup> from across the spectrum of service provider and support and development organisations in England, to understand and connect the climate change agenda with their charitable purpose. Through a series of workshops with staff, and through engaging with children and young people, each charity has developed a tailored action plan mapping out responses to climate change that cut across its business operations, involve children and young people, and address policy and service issues.

Learning from their partners' experiences and the action-research approach underpins the model for change that is set out in this guide.

*There is a need for a specific organisational change approach; it cannot be done well as an add-on.*

Pre-School Learning Alliance

The programme's approach was influenced by work previously undertaken by IDS with NGOs working in the international development sector. This work identified three phases to becoming *Climate Smart*: **Pioneer, Emergent** and **Maturity**.<sup>5</sup> This guide has been structured to reflect these phases (see Table 1, page 4). It also draws on other climate change work on 'behaviour change' and the 'organisational response levels' developed by Alexander Ballard Ltd and Hampshire County Council as part of the ESPACE project.<sup>6</sup>

The behaviour change work developed a basic model, which covered in total five **A**'s. It identifies that three elements: **AWARENESS** + **AGENCY** + **ASSOCIATION** are complementary pre-conditions necessary to create **ACTION**. To move action on climate change beyond 'projects' requires a fifth '**A**': **Architecture**. It is useful to have a simple understanding of why this model is important when embarking on programmes that require behaviour change at both individual and organisational levels.

*Awareness* and understanding of climate change and what it means for your organisation, service or beneficiary group provides an incentive to take action. However, awareness without a sense of knowing what steps or responses could be taken and which ones are meaningful (known as

*agency*) is itself not enough to produce action. People without agency often resist the opportunity to learn more as they feel disempowered by the knowledge. *Association* (meaning working with others to deliver change/action) is a key force in turning accumulated awareness and a desire to make change – into *action*. Creating emotionally safe environments for people to work and learn together in strengthens the individual's and organisation's ability to take meaningful action through promoting a collective response.

This *architecture* seeks to create the enabling environment for embedding climate change into operations and organisational strategy (see Section 5).

## How to use the guide

There is no blueprint for achieving this and organisations will approach the journey differently according to their particular make-up (see Table 2, page 25). The Pioneer and Emergent sections of the guide (Sections 3 and 4) will assist you to plan and manage the journey. The Maturity section (Section 5) identifies some key elements that will need to be achieved within an organisation aiming to demonstrate a sophisticated and fully integrated response to climate change. Partnerships established during the Emergent phase will be essential to accessing the knowledge, skills and expertise essential for making the transition to a mature organisation.

Highlighted throughout the document are Recommended reading, Resources (developed and/or adapted as part of the *Climate Smart Project*) and Tips to help you on your journey. The journey is not a smooth process, but one that occurs incrementally and will, at some point, require some dedicated human and financial resources. The nature of the challenge and the changing policy environment also means that the journey is ongoing – a continuous cycle of learning, reviewing and adjusting.

Table 1, on page 4, provides a summary to help you get the most from the guidance.

**Table 1:** A summary of the guide

	<b>Pioneer (pages 17–23)</b>	<b>Emergent (pages 24–37)</b>	<b>Mature (pages 38–42)</b>
Focus of work	Building the case: mission connection, developing knowledge	Fostering action: building organisational commitment, prioritising initiatives and projects, managing change	Building climate resilience: strategy, programmes, operations and services
5 'A's	<b>A</b> wareness, some <b>A</b> ssociation	<b>A</b> wareness + <b>A</b> ssociation + <b>A</b> gency = <b>A</b> ction	Ongoing <b>A</b> ction and reflection as well as <b>A</b> rchitecture
Primary actors	Individual Pioneers, staff and/or practitioners who are interested, possibly as an informal investigative group	A willing leader with allocated time and management support, and support from a team of cross-departmental representatives	Resourced staff, senior management and trustee/board commitment
Resource levels	Limited: much built into existing engagement – opportunistic action	Growing: early group will need dedicated time resource to pursue action planning, coordinate learning and build organisational buy-in	Established: access to time and budget resources is explicit in policy and in job profiles
Guide processes	Understanding beneficiaries' views Exploring language, perceptions and entry points Exploring the impacts on children and young people	Consider your organisation's characteristics A set of steps: establish a team; implement action; celebrate success; review and reflect. Build partnerships Advocating and influencing	Secure corporate commitment Secure resources Build organisational learning capacity Make <i>Climate Smart</i> decisions

# Becoming Climate Smart

## Becoming Climate Smart through sustainable living

Climate change is a symptom of society's failure to live in harmony with our planet; it increases the need for us to live sustainably.

Sustainable living is about satisfying our basic needs and improving our quality of life without compromising the ability of future generations to meet their own needs. It is at the heart of achieving a range of health, social and economic outcomes for children, young people, families and communities; and it provides a valuable framework through which to deliver the goals of policy aimed at improving children and young people's lives. Both climate change adaptation and mitigation policies are crucial to sustainability. We need to reduce our emissions of greenhouse gases to ensure that the future impacts of climate change are minimised (mitigation); but we also need to prepare for the inevitable impacts of climate change that we cannot prevent (adaptation).

If we are to achieve the scale of change that is necessary to mitigate and adapt to the social, economic and environmental impacts of climate change (in line with climate science projections) and to promote sustainable lifestyles, we need to create a culture shift, across society, in the way that we think about and conduct both our daily lives and our business operations.

## Children and young people today and tomorrow

Children and young people are very worried about the impacts of climate change and are bemused at the lack of urgency and concerted action across society in general.<sup>7</sup> They are the adults of tomorrow who will need to be living in different and more sustainable ways.

It is the current political, economic and social responses to climate change that will profoundly affect the quality of life of these future adults and the future generations of children and young people. Decisions are being taken by adults yet children have a right to be heard and participate in decisions that affect their futures.<sup>8</sup> Children and young people's active engagement in decision-making and climate change responses are fundamental to achieving long-term positive change.

At the same time, children and young people in the UK are already experiencing the impacts of climate change. For example, children living in communities across the country are increasingly being affected by extreme flood events; and in some coastal communities, government investment in sea defences has been withdrawn as a response to predicted sea-level rise and increasing erosion.<sup>9</sup> Children living in

**Sustainable living** is about satisfying our basic needs and improving quality of life without compromising the ability of future generations to meet their own needs.

**Climate change mitigation** refers to actions taken to reduce the magnitude of climate change: reducing emissions of greenhouse gases through reduced energy use (energy conservation), switching to low-carbon sources of energy (such as wind power), and 'locking up' greenhouse gases (for example, planting more trees and avoiding deforestation).

locations that are vulnerable to floods or that are no longer protected from the sea are likely to be displaced, moved into temporary housing or relocated to new communities.

Adaptation work is a mixture of efforts to reduce vulnerability and specific projects to tackle climate change impacts. Supporting children and young people to understand the changing risk and to manage their experiences of it, and responses to it, enables them to adapt to a world already in flux.

## Recommended reading

Department for Children, Schools and Families (2009) *Please listen! Children's statement on climate change*, DCSF  
[http://www.teachernet.gov.uk/\\_doc/14526/Children%27s%20statement%20on%20climate%20change.pdf](http://www.teachernet.gov.uk/_doc/14526/Children%27s%20statement%20on%20climate%20change.pdf)

Blogspot from Plan International's young journalist team at Copenhagen, Dec 2009.  
<http://blog.plan-uk.org/category/the-road-to-copenhagen/>

As part of its One Step One World Programme NCB involved young people in developing their own vision for a sustainable future. The young peoples' charter can be downloaded at  
[http://www.ncb.org.uk/osow/the\\_vision.aspx](http://www.ncb.org.uk/osow/the_vision.aspx)

Sign up to NCB's monthly climate connections ebulletin on the latest news, information and developments on children, sustainable living and climate change at  
[climateconnections@ncb.org.uk](mailto:climateconnections@ncb.org.uk)

## Climate change: in brief

'Climate change' is the consequence of the faster-than-expected warming of our planet's atmosphere over the past 100 years. There is very strong evidence that the rate of warming cannot be explained by natural causes alone. The overwhelming majority of scientists agree that humans are accelerating the changes in the climate by their actions.

Although a global phenomenon, climate change will not affect all regions of the world equally – there will be winners and losers. Increasing average global temperatures affect the climate in different ways across the globe and will, for example, lead to changes in rainfall patterns that can lead to flooding and/or drought; cause snow and ice to melt; and affect the intensity and frequency of extreme weather events such as storms and heatwaves. Whilst recognising that the average climate (long-term patterns) will change we cannot predict what will happen on a daily basis (weather), therefore we must still anticipate unusual events such as heavy snowfall in the UK.

We are committed to at least another 30–40 years of climate change as a result of past greenhouse gas emissions; beyond this, the climate will continue to change unless we take immediate action to reduce emissions.

**Climate change adaptation** refers to actions taken to cope with the consequences of a changing climate, for example managing floods, water scarcity, coastal erosion, heatwaves and rising sea levels.

**Climate** refers to the *long-term* patterns in our weather, i.e. *not* daily rainfall or temperature.

**Climate change** relates to the changes in the long-term patterns.

Human ingenuity led to many inventions that have improved the quality of our lives, for example power stations and engines. However, these old technologies rely on fossil fuels, such as oil and coal, which – when burnt – produce **greenhouse gases**. The gases add to what is a blanket effect, whereby its increasing thickness prevents more and more of the sun's heat from leaving the Earth's atmosphere. These gases include water vapour, carbon dioxide, methane, nitrous oxide and hydrofluorocarbons.

### Recommended reading

Hadley Centre (2009) Warming: Climate change – the facts  
[http://www.metoffice.gov.uk/climatechange/guide/downloads/quick\\_guide.pdf](http://www.metoffice.gov.uk/climatechange/guide/downloads/quick_guide.pdf)





## 2. THE CONTEXT FOR CHANGE

### The policy context: Children and climate change

#### National policy context

In order to build consensus and a shared responsibility – across a range of organisations and interests, including the children’s voluntary sector – for the need to act on this agenda, we need to place children and young people at the heart of climate change, environmental and sustainable living policy. We also need to place climate change responses and sustainable lifestyles at the heart of policy that aims to improve children and young people’s lives.

#### Sustainable development policy and its connection to children

Sustainable development has been defined as:<sup>10</sup>

*all people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life for future generations.*

Sustainable development is about securing quality of life nurtured by choices that are positive both for the individual and the environment around them.

Sustainable development, referred to in this document as sustainable living, has three interrelated key elements:

- social sustainability – aiming to deliver positive social outcomes, for example through education and housing
- economic sustainability – focusing on building economically viable communities and businesses
- environmental sustainability – living within the capacity of the planet’s resources and preserving them for future generations.

These three elements should be underpinned by good governance and sound science.

The importance of ‘green politics’ was recognised in all major party manifestos and the coalition government’s early agreement<sup>11</sup> included a section on energy and climate change.

The former government’s UK Sustainable Development Strategy (2005) is explicit about the role children, young people and families can play in securing sustainable communities. In particular, it highlights the role of the education system, parents and others in helping children to develop ‘the skills of sustainable living’.

## Connecting climate change and sustainable living with child policy

Many of the policy frameworks described below were created and established prior to the formation of a coalition government. For instance Every Child Matters<sup>12</sup> (ECM) provided the overarching framework for the development of national children’s policy and for the structure and delivery of children’s services locally. The Every Child Matters outcomes are, however, enshrined in legislation through the definition of child well-being provided in the Children Act 2004. While the definition is focused on the social and economic aspects of children’s lives, and makes no specific reference to the relationship between well-being and environment, these links are important and gaining greater recognition.

The Department for Children, Schools and Families (DCSF) (now the Department for Education) endorsed the Sustainable Development Commission’s *Every Child’s Future Matters*<sup>13</sup> report, which demonstrates the relevance of the environment to ensuring children’s well-being and argues for the use of sustainable development as a valuable framework through which to achieve improved outcomes for children.

Below are examples of how sustainable living is integral to achieving child well-being as defined in the 2004 Act.

**Physical, mental and emotional health:** promoting health and well-being through providing things to do and places to go, for example open and green spaces; promoting active and sustainable travel, for example dedicated cycle routes and easy access to reasonably priced healthy local produce.

**Protection from harm and neglect:** creating safe and pleasant environments/communities where people want to live, work and play, supporting community cohesion and attracting business growth and investment, for example child- and family-centred urban planning.

**Education, training and recreation:** providing opportunities for education, training, employment and volunteering, which instil values and skills that cultivate quality of life and ecologically responsible lifestyles grounded in a sense of care of themselves, each other and the environment around them, as well as promote economic well-being

**Making a contribution to society:** matching children and young people's desires to improve their environments with opportunities to act; and enabling children, young people and families to shape their community and foster a sense of mutual care and respect for themselves, each other and their environment.

**Social and economic well-being:** Creating sustainable communities where strategies are in place for environmental management, for example the reduction of waste, careful use/preservation of natural resources and reduction in carbon emissions.

The coalition government has announced plans to withdraw guidance<sup>14</sup> on the duty on local authorities and their partners to cooperate to improve children's well-being. However, local areas may already be following its advice on the role that children's trusts partnerships can play within the area's Local Strategic Partnership (LSP), that is, in promoting the interests of children, young people and families in relation to carbon emissions reduction, housing, transport and regeneration.

In order to tackle health inequalities and improve public health – two key priorities of the new coalition government<sup>15</sup> – children's services will need to consider how the impacts of climate change, such as weather-related illnesses and extreme events, might disproportionately affect already disadvantaged children and young people. The Marmot Review sets out its recommendations for creating a fairer and just society in order to improve the health of the whole population including children and young people. It makes explicit links to sustainable lifestyles and health inequalities, highlighting that the health and well-being of individuals is influenced by the communities in which they live. It makes the case that 'the creation of healthy, sustainable places and communities should go hand in hand with the mitigation of climate change and have a shared policy agenda'.<sup>16</sup> The government could also use the first UK child poverty strategy, due to be published by spring 2011, to ensure a stronger focus on the impact on environment to disadvantage. The Child Poverty Act 2010 requires the Secretary of State to prepare a strategy for tackling child poverty and its effects every three years and, in so doing, to consider including measures relating to the 'natural environment'.<sup>17</sup>

The former government in 2006 set out its ambition for all schools to be Sustainable Schools by 2020<sup>18</sup> and that, by 2016, all new school buildings will be zero-carbon.<sup>19</sup> The National Framework for Sustainable Schools aims to support schools to make choices about all aspects of school life – in and outside the school grounds – that benefit the environment, help to tackle climate change and achieve social justice. In addition, all local authorities must have a sustainable school travel

strategy.<sup>20</sup> The Department for Education's emphasis on giving schools greater freedoms will result in a lesser emphasis on the strategy within central government. However, many schools may continue with their efforts to encourage sustainable living amongst their pupils and staff. In response to the government's cut to the Sustainable Schools Strategy, a new consortium of organisations has come together to explore new ways to support work on sustainable schools, [http://www.clients.squareeye.com/uploads/dea/Support\\_available\\_for\\_sustainable\\_schools.pdf](http://www.clients.squareeye.com/uploads/dea/Support_available_for_sustainable_schools.pdf) (accessed October 2010).

Opportunities to tackle climate change, protect children from its impacts, and build leadership capacity can also be delivered through other aspects of children's policy such as positive activities for young people,<sup>21</sup> and play<sup>22</sup>.

## UK climate policy and the implications for the child sector

The UK government is a world leader in developing climate change legislation and policy.<sup>23</sup> In November 2008, the UK became one of the first countries to introduce into law a Climate Change Act. The Act commits the government to act on mitigation and adaptation via:

- a legally binding obligation on the UK to collectively cut carbon dioxide emissions by at least 26 per cent by 2020, and at least 60 per cent by 2050 (from 1990 baseline emissions).
- a requirement to assess the risks to the UK from climate change.

### Mitigation

The 2009 UK Low Carbon Transition Plan focuses on making the UK a greener, cleaner and more prosperous place to live, with proposals to ensure that, by 2020:

- at least 1.2 million people will be in green jobs
- more than 1.5 million homes will be supported to produce their own energy
- 40 per cent of electricity will come from low carbon sources
- 50 per cent less gas will be imported
- new cars will emit 40 per cent less carbon dioxide.

Policies introduced under the Labour government, such as the Climate Change Levy and Building Regulations already take energy performance into account for both new builds and refits. New schemes, including the Carbon Reduction Commitment (CRC) Energy Efficiency Scheme, which is the UK's first mandatory carbon trading scheme, started in April 2010.<sup>24</sup> This kind of government policy can encourage more action on sustainable development across the UK – both on an individual and

business basis – through increasing the focus on greening business and, therefore, potentially stimulating green jobs and a move towards healthier lifestyles and ideals.

Mitigation policies present both opportunities and challenges for voluntary sector business operations, particularly in an uncertain financial climate. Renewable energy will not necessarily be cheaper than traditional high-carbon sources in the early stages – which may lead to a rise in the energy cost for voluntary sector organisations, particularly if energy consumption patterns are not reduced, and the costs of basic living continues to rise. These costs will impact both on business and low income families, leading to a potential increase in fuel poverty and a greater need for support for increasingly vulnerable families.

### **Adaptation**

As the changing climate adds chronic and extreme weather stresses to vulnerable groups across the country, there are likely to be more calls on the voluntary sector for support from those in need of help (beneficiaries). Already, the UK government relies on the voluntary sector for many aspects of social support and an effective national adaptation programme may lead to greater demands from government too. The voluntary sector will need to plan and manage its operations carefully to anticipate and respond to this demand.

## The role of the children's voluntary sector

The children's voluntary sector has a crucial role in ensuring children and young people continue to flourish and fulfil their potential in this changing world, as well as in implementing climate mitigation and adaptation strategies across organisations and services and promoting a more sustainable way of life.

The voluntary sector as a whole has been much later in responding to the challenges of climate change in comparison, for example, to the business sector. For this reason, a number of initiatives have been developed which aim to identify and encourage the important contribution of the voluntary sector in accelerating action in the UK on climate change and promoting sustainable lifestyles. This guide, the result of a 12-month project with the children's voluntary sector in 2009 and 2010, is part of the Baring Foundation Climate Change Special Initiative, which aims to build capacity across the voluntary sector to respond to climate change.

The Joint Ministerial and Third sector Task Force on Climate Change, the Environment and Sustainable Development, aims to accelerate commitment and action on climate change and sustainability throughout the voluntary sector, as both the sector and the government act on proposals in its 2010 report *Shaping our Future*.

Input to the task force report, written by NCB and voluntary sector organisations working with children on climate change, identified a number of particular strengths of the voluntary sector.<sup>25</sup> These include:

- an ability to remain close to children and young people, both in terms of understanding their needs and how to meet them and in how to engage them meaningfully in decision-making and problem solving
- an awareness of the importance of outcomes-based approaches – where policy, practice and research development are shaped by a desire to achieve positive outcomes for children and young people
- a richness and diversity, generated by the range of organisations many of whom do work which 'fits' with the wider sustainable development focus
- an adeptness in navigating and managing the national funding environment and the plethora of initiatives that may not be 'joined up'
- an advocacy role, common to many voluntary sector organisations working with children and young people, which can be a powerful vehicle for change
- an ability to exploit the benefits of the cross-cutting nature of sustainable living and climate change agendas – joining them up and identifying creative ways to achieve sustainability, moving it beyond a 'green' focus or preoccupation with climate science.

Children’s voluntary sector organisations are experts on children and young people, and the significant features that have an impact on their current and future lives. While children’s charities don’t need to be experts on climate science, it is important to be aware of the likely impacts in the short- and longer-term and the way in which it interacts with features already known to the child sector to increase existing vulnerabilities for children.

The social, economic and environmental pillars of sustainable development usefully frame the work of the children’s sector, which seeks to build a better world for today’s children. A broader public, private and voluntary sector shift towards delivering sustainable outcomes will facilitate the work of the children’s voluntary sector in delivering improved health, social and economic outcomes for children and young people. The children’s voluntary sector has the potential to identify responses that connect all three agendas in virtuous circles.<sup>26</sup>

The strengths of the children’s voluntary sector provide a firm base for a range of smart responses to sustainable living and climate change that reflect the mission, passions and interests of the organisation.

**Virtuous circles:** where social, economic and environmental agendas are pursued coherently. See figure 1.

Cycling is an example of a personal virtuous circle, giving low-cost mobility and improving health without any noxious environmental effects. Cycling has a ‘demonstration effect’ – the more cyclists there are on the streets, the more people are encouraged to cycle themselves. There are also systemic benefits: cycling reclaims the streets from cars, and improves safety whilst encouraging urban planners to make places people- rather than car-friendly.

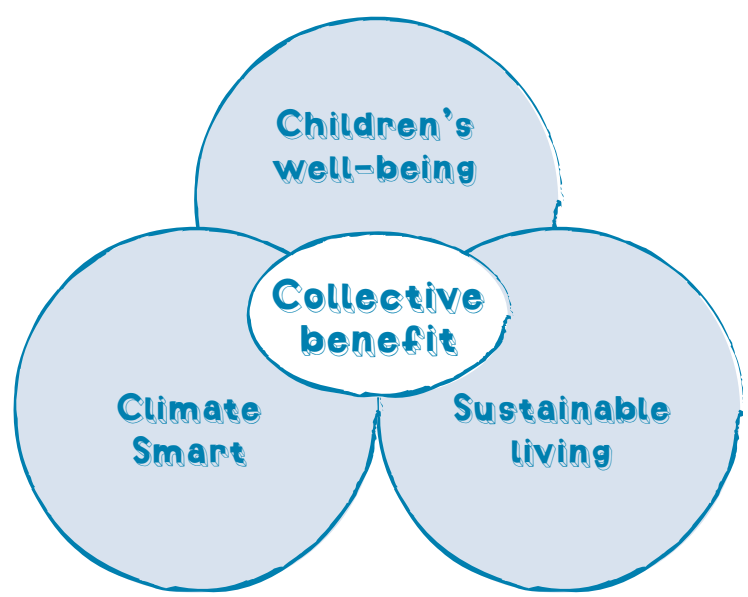


Figure 1: Virtuous circles

### Recommended reading

Joint ministerial and Third sector task force on climate change, the environment and sustainable development (2010) *Shaping Our Future*. <http://www.green-alliance.org.uk/grea1.aspx?id=3702>

Carnegie UK Trust (2010) *Making Good Society: Final report of the Commission of Inquiry into the Future of Civil Society in the UK and Ireland*. [www.futuresforcivilsociety.org](http://www.futuresforcivilsociety.org)





# 3. STARTING THE JOURNEY – THE PIONEER PHASE

This section outlines some of the early steps that children’s organisations can take to develop their own understanding of why climate change and sustainable living is important to their beneficiaries; and how responding to these agendas connects with the goals of their particular organisation.

The following activities enable an organisation to:

- increase their understanding of why the issue is relevant to their organisation and to their beneficiaries and stakeholders
- connect the organisation’s mission with the climate change agenda
- identify existing entry points into organisational responses to climate change.

## Involving children and young people

An important first step is identifying how this agenda affects children and young people and involving them in developing solutions. By exploring and communicating children and young people’s views, it is possible to highlight the importance of climate change to their lives and to identify the range of entry points into this agenda, such as child rights, health and well-being, connection to nature and community cohesion.

It is important to think about the children and young people’s needs across the continuum from early years through to young adulthood. For example, in early years settings young children are regularly interacting with mothers, fathers and carers – so environmental awareness and climate change are issues around which early years professionals can develop a learning community. They can provide opportunities for the adults to learn and act with the children.

## Case study 1: Understanding children and young people's perspectives

Children and young people's participation is central to NCB's mission and values and it recognised the important moral dimension that children and young people bring to the debate. As NCB's chief executive, Paul Ennals, said 'if we are not there [engaging with climate change as part of our mission] we are nowhere'.

NCB used its participation expertise to generate a dialogue with children and young people about the issues and their ideas for change. Activities included inviting seven young people from England, aged between 13 and 16 years, with no previous knowledge or experience of sustainable living, to frame the issues for themselves.

The young people highlighted how the environment – in its broadest sense, that is, their community and places to play and go – impacted considerably on their ability to take action over more global issues. Children and young people expressed the importance and relevance of the social and economic dimensions of the debate, as well as the environmental impacts.

With a clear understanding that the issue was of importance to their primary beneficiary group and that children and young people did not see climate change as an isolated issue, NCB began to explore next steps.

NCB

Whilst many children and young people are aware of and concerned about climate change – and know it is much more than an environmental issue – it is important for organisations to work with *their own* community of beneficiaries as it will impact children, families or carers in different ways.

Children and young people who are already living in vulnerable situations may identify a different set of entry points from those who are active in campaign groups. Children and young people across the age range will also have different ideas, to their families or carers, of how climate change and sustainable living relates to them. This is likely to influence the way the organisation responds to the issues.

### Resource 1

**Communicating climate change and sustainable lifestyles with children and young people.** This brief guidance will help you think through how to communicate climate change and sustainable living to young people. See Section 7 at the end of this guide.

**Entry points:** a starting point/topic for discussion or action that is of importance or value to the child, young person or organisation that can lead to wider discussions around sustainable living or climate change responses. Finding the right 'entry point' ensures that the conversation is relevant to the people or agencies involved. These may be different depending on who you are in discussion with, for example a 12-year-old child in a rural area, the finance department of your organisation or a young urban mother of three pre-school children.

# Exploring language, perceptions and entry points

Children and young people do not think about or experience issues in a vacuum and this is no different for climate change. Climate change isn't just a green issue: it fundamentally challenges the ability of government and the children's voluntary sector to achieve a range of educational, social, economic, health, well-being and environmental outcomes; and to ensure that children's rights continue to be met.

## Case study 2: Developing appropriate language, understanding entry points

NCB's work with children and young people, its members and wider stakeholders, indicates that climate change as a concept can seem too vast, scientific and daunting. Consequently people are less likely to act because they believe their actions will be a 'drop in the ocean'. Also, they see others continuing with business as usual and ask why they should make the change. In order to move beyond this Catch-22 situation a positive narrative is needed that focuses on securing a better quality of life for individuals, families, communities, society and the planet as a whole.

The language that NCB has created around 'sustainable living' tries to create a balance between the need for a positive message and the need for urgent action. Sustainable living has highlighted a much wider range of entry points for the children's sector than just 'climate change' – it reflects the joined-up nature of children's lives and is based on positive messages demonstrating that it is possible to make a difference (*agency*).

Young people reminded NCB that, to start the journey to sustainable living, we need to build communities and a society that values and creates spaces for them to function, interact and contribute positively. NCB identified that starting with the issues that matter most to children and young people is effective. By working with them to address their immediate concerns, connections to wider sustainability issues are opened up. For example, a young person that's being bullied can learn about personal resilience and relationships and how to create a safe environment for themselves and others, which can lead on to conversations about the community and global citizenship.

NCB

By understanding that children and young people do not compartmentalise issues in their lives the way that adults or supporting organisations do, it is possible to identify the 'entry points' that matter most to them and that connect to your organisation's mission, goals and activities. This knowledge will enable you to assimilate aspects of sustainable living or *Climate Smart* into existing activities. If you think back to the virtuous circles described in Section 2, it is very likely that you are already working on issues that provide suitable entry points for taking action on sustainable living and climate change.

### Case study 3: Identifying internal entry points

The Pre-school Learning Alliance realised that their commitment to ‘play-based’ learning – utilising natural or recycled materials to explore the world – already delivered sustainable lifestyle benefits in terms of lower consumption patterns and encouraging recycling, whilst building a child’s empathy with the natural world. They also quickly made the connection between the UNCRC (United Nations Convention on the Rights of the Child) and the impact of climate change on children’s futures.

These existing entry points for action within the organisation could become a platform for delivering *Climate Smart* and sustainable living actions.

PRE-SCHOOL LEARNING ALLIANCE

## Exploring the impacts for children and young people

In order for organisations in the children’s voluntary sector to identify and implement strategies for promoting sustainable lives and manage the risks of climate change, they need to understand the likely impacts for the children and young people that they work with and for, and how this may affect service delivery.

Whilst very little work has been done to develop scenarios specifically for children and young people in the UK, a range of possible impacts have been identified as part of the *Climate Smart* Programme. The potential impacts outlined below are based on shared learning across partner organisations.

- More children suffering from eco-stress, anxiety and feelings of hopelessness as climate change ‘horror stories’ continue to increase in the media; and, as general awareness grows, this results in a sense of increasing burden on their shoulders. This could lead to increased emotional and mental health, behavioural and developmental problems which have knock-on effects for their health, education and enjoyment in childhood and beyond.
- Some children and young people suffering from post-traumatic stress after experiencing extreme events; and living in fear of recurrent episodes and not being able to cope with ongoing physical climate stresses.
- Disruption of access to and provision of child-centred services – through increased severity and frequency of flood or wind damage to buildings and digital and telecommunications systems and/or disruption of transport systems – which affect children’s ability to access services, including schools, and affecting service providers’ ability to visit their clients.

- Increased child poverty as a result of more children living in physically vulnerable conditions, such as buildings prone to heat stress or storm/flood damage; climate variability affecting crop yields, reducing agricultural output and pushing up food prices; and higher energy prices leading to fuel poverty.
- More families living in more stressful circumstances could increase the risk of domestic violence.
- During emergencies, children's and families' abilities to respond effectively and maintain contact with family and community members is hindered by lack of information on the status of events owing to severe damage to digital and electronic communications infrastructure.

At this stage it is important for organisations to begin thinking about how climate change and different response pathways could bring about a number of future scenarios for their target beneficiary group and the organisation. This will help build understanding that leads to action; it may also expose gaps in understanding or capacity that can be addressed as part of the Emergent stage of action (see Section 4).

#### Possible response pathways

**Business-as-usual:** no change in energy use or economic development leads to greater emissions and accelerated warming.

**Citizen-led:** individuals and groups take independent action to cut emissions and become more locally sustainable.

**Government mandate:** carbon rations are identified per person, individuals may trade amongst themselves.

Taken from the Climate Walk, developed by New Economics Foundation (NEF)

## Case study 4: Taking a 'Climate Walk' to 2100

*Climate Smart* partners developed their own thinking around how different citizen-led or political-response scenarios can interact with different emissions scenarios to bring about a number of possible futures.

One group identified that, whilst it is very likely there would be increased poverty for children in the UK, there may also be a higher degree of child-led compassion for those children suffering in developing countries. However, they also considered that there would be a greater sense of inadequacy in being unable to support them and a greater divide between experiences, leading to detachment. This led the group not only to consider how they need to provide different types of support to increasing numbers of impoverished and vulnerable children in the UK, but also to how they can promote interdependent values and the concept of global equity through their engagement with children and others.

CLIMATE SMART PARTNERS

*The Climate Walk opened up the concept of thinking about the need to adapt as a business*

Participant, Pre-school Learning Alliance



Figure 2: 'News' flashes for 2029

Through this exploration, your organisation can generate the commitment needed to move ahead on the *Climate Smart* pathway. A number of more technical tools are available to help organisations work through the implications of climate change for delivering their core business and are identified in Section 4: 'Emergent'.

## Resources 2 and 3

Resources 2 and 3, described below, can support your organisation to build a deeper recognition and understanding of the potential impacts of climate change on beneficiaries and, subsequently, on business activities and operations. They are also useful tools to facilitate beneficiary participation, which enables you to gain an understanding of how they see climate change affecting their futures (see Section 7).

### **Resource 2. Taking the Climate Walk: A leader's guide**

Bassac's *Shared Energy Toolkit: Thinking about how your organisation and community can adapt to climate change* contains a range of useful tools and activities, including the Climate Walk (see Case study 4), which helps individuals and organisations better understand how their decisions affect the type of world we will realise in the future. The charities involved in *Climate Smart* found this a very useful exercise to undertake as part of the Pioneer phase. <http://www.bassac.org.uk/dms/list/0/all/all/shared%2Benergy%2Btoolkit>

### **Resource 3. News from the future: activity guidelines**

This resource will complement any technique which involves imagining future scenarios in relation to climate change – see Section 7 for details.

Figure 2 contains displayed text that represents the front page 'news' headlines developed by the group for 2029. They reflect futures in relation to the different scenarios that were discussed as part of the Climate Walk.

## Concluding the Pioneer phase

By undertaking these Pioneer activities, you should now have a good grasp of children and young people's views on climate change and sustainable living; have connected the agenda with your organisational mission; and begun to explore what climate change could mean for your beneficiaries and business operations now and in the future.

This knowledge, understanding and commitment to the issues will provide a firm basis from which to make the case to act across the wider organisation.



## 4. CONTINUING THE JOURNEY – THE EMERGENT PHASE

Now that your organisation has built an understanding of what climate change means for children, young people and other beneficiary groups and business operations you will need to move into planning and taking appropriate action. This section provides guidance on how to:

- manage your internal organisational capacity and resources to move towards becoming *Climate Smart*
- explore the wider environment within which the children's voluntary sector operates, focusing on the value of building external partnerships that bring added expertise and knowledge-sharing opportunities and promote advocacy.

### The prompt to move to action

The prompt for action can come from any of the following sources.

- Firstly, individuals in your organisation may have been building their own awareness about climate change. They may be joining with others or taking some action in their own lives – in their homes; with their families, friends, schools, and communities.
- Secondly, an ad hoc group in your organisation may be exploring issues relating to climate change, the environment or sustainable living, and their work could be widened or deepened.
- Thirdly, the prompt to act may have come from interactions with beneficiaries and stakeholders, such as service providers, policy-makers and/or funders, which have highlighted the importance of, and opportunities for, responding.

If the prompt comes from individuals it is recommended that the steps set out in the Pioneer section (Section 3) are undertaken first to inform the action planning stages outlined below. One way to build on individuals' views is to recognise that people have a wide range of personal feelings about climate change. These feelings are not left at home when employees come to work. Make time at work to have conversations about the issues, and about individuals' personal reactions. Conversations can also be informal, or be part of the normal interaction between manager and team members.

# A climate change response in your organisation

Where and how you take action is influenced by organisational factors including those given in Table 2.

**Table 2:** Organisational factors influencing the decision to act

Factors	Why is this significant?
the organisation's mission and purpose	<i>organisations have differing missions – climate change response is not expressed in the same way in every organisation</i>
the organisation's size, structure, and degree of dispersal across different sites	<i>scale, structure and ease of communication will have an impact on the way you take action</i>
the diversity of professions and teams	<i>different functional teams may need different hooks, language and incentives to prompt action</i>
the number of other significant initiatives and priorities that are being undertaken or planned	<i>it is useful to look for opportunities for aligning and piggybacking with other initiatives – and so reduce a feeling of initiative overload</i>
shared values, the working culture, team-working style, and behaviours	<i>working with the organisation's values and 'style preferences' will help you take action</i>
existence and degree of active participation by staff councils, communities of practice, trustees, green groups active within the organisation and partners to work with	<i>use existing forums for exploring action that also reach your main stakeholders</i>
awareness and buy-in from leadership	<i>while you may still need to develop the leadership's understanding, it is essential to gain and maintain their buy-in</i>
how the organisation works with change	<i>working with climate change is a challenge for the organisation and also for individuals</i>
capacity, both in terms of human and financial resources, to lead and deliver change	<i>the degree and pace of change will be affected by whether there is capacity within the organisation and/or a commitment to freeing capacity to enable change to happen</i>

Emergent

These are organisational factors to be aware of and to work with. Do not treat any of them as barriers to planning and taking action – you may never have all the positive factors perfectly aligned.

Either a **formal approach** or an **informal** or ‘bottom-up’ approach to exploring and developing climate change responses may be appropriate – depending on the organisation’s culture of reaching buy-in. Your organisation may use a combination of the two.

There is a role for informal conversations at work, in which staff explore their personal understanding and feelings in relation to climate change and its possible impacts on children and young people, which cross over between our ‘personal’ and ‘working’ lives. Climate change response is an emotional topic, and can give rise to individual feelings of guilt, anger, frustration and denial.

Taking organisational factors into account, a set of steps has been devised for you to follow (below).

## Taking the lead and securing support – key steps

This set of five steps follows a path in which the priority to take appropriate action on climate change is **formally recognised** in the organisation as a result of having undertaken the Pioneer steps described earlier.

### Step 1 – Establish a leadership group

Identify a coordinator and establish a small working group that includes different departments and functions, so that different parts of your organisation can have a voice in planning action.

The amount of time members can devote to the project, the level of their awareness of the complexity of climate change, and their individual drive and passion to make change will vary. That diversity is workable, providing it is recognised – so you can build on strengths and address limitations.

As in any change process, teams need to be able to engage people, communicate at a distance and face to face, lead in complex settings, and know their own organisations well.

To support climate change projects in organisations, the following behaviours are important<sup>27</sup>:

**Boundary-spanning** working across functional, hierarchical or physical organisational boundaries.

**Relationship building** establishing interaction and trust with diverse audiences.

**Being a conduit for learning** enabling learning to occur within and beyond the project team and the organisation.

**Framing and adapting** exploring climate change so as to meet differing agendas.

That set of behaviours is challenging for any one individual to demonstrate!

The way forward is to explore how to provide these capabilities between you as a team or network – either immediately from ‘day one’ or developed as part of your learning en route.

*Climate change action needs to be linked to the mission of organisations – not individuals; this will avoid burn-out*

*Participant, Climate Smart Policy Workshop*



#### TIP

Involve the chief executive officer (CEO) of your organisation. If your ‘emergent’ steps are formally recognised in the organisation, even though you do not yet have all the answers, the CEO can have a role – in your meetings, or internal or external communications – in providing motivation and helping to reach out across the organisation. The CEO will know about your work in progress and be able to build senior buy-in and work to secure necessary resources or contribute to building useful partnerships. In addition, there may be significant mission-related points that the CEO might champion with wider networks of stakeholders as your plans move into the mature stages described later in this guide.

## Case study 5: Taking the lead and securing support

The Strategic Planning and Control team took the lead in coordinating and overseeing the work programme for 'becoming *Climate Smart*'. The leadership group engaged with all areas of the charity, including beneficiaries, to develop a plan of action that will help them to work towards a common goal. Many areas of the organisation, namely children's services, procurement, transport management, property and facilities management, finance, communications, IT and fundraising, have been involved in reviewing the operations of Action for Children. In addition, the opinions of young service users (see Case study 1) have been obtained and fed into the process to influence the action plan.

To embed this within the organisation, the leadership team took early steps to establish high-level support by presenting the outputs to the executive management team – who will need to approve the plans, thereby demonstrating a corporate commitment to action.

ACTION FOR CHILDREN

At the NYA, early work was led from the programme delivery team by those already active in sustainable development work. During a time of organisational change, NYA used an opportunity to focus on the development of a Sustainability Policy Statement which would direct the organisation's response to the *Climate Smart* and sustainable living agenda. The statement is seen as:

*an official and public statement of intent ... that can be used to communicate to staff and external organisations, a commitment to improving environmental and social sustainability over time. It establishes an overall sense of direction and sets goals regarding the level of responsibility and performance required of the organisation.*

The statement formalises the roles and responsibilities of the Directors in promoting and resourcing action and for managing external relationships; it identifies organisational actions to support staff development and build their capacity to respond; and details initiatives for managing its facilities more sustainably.

NATIONAL YOUTH AGENCY (NYA)

## Step 2 - Agree the terms of the exploration

How is the organisation resourcing its exploration of its climate change response? Choices that influence an Emergent climate change response are considered below.

**Scope:**

- 1 What is the purpose – long term/short term?
- 2 Is this a special project or expected to become a long-term initiative?
- 3 Is this accepted as a priority, with budget and time allocated?
- 4 How will this project be publicised and communicated inside and outside the organisation?

**People and roles:**

- 1 Is this project part time, an agreed part of an existing job or added on top of a 'day job'?
- 2 What are the selection criteria for those involved?
- 3 What are the success criteria for those involved, and how will their performance be supported?
- 4 Is there guidance on who to work with inside and outside the organisation?
- 5 How will the group report, and which management meetings should they attend?
- 6 How will the group share learning inside and outside the organisation?

At this Emergent phase, it is worth looking ahead at the resourcing of the steps you take to support your response.

- ◆ Some of these features will themselves emerge from your experience (so cost you nothing).
- ◆ At this Emergent phase, your organisation may well keep this as a special project.
- ◆ In the Mature phase, there may be a dedicated role developed and established.
- ◆ Another route being explored by some organisations now is to *not* establish any special permanent roles, but to establish sustainability goals in individual's performance management processes.
- ◆ A third hybrid route is for 'champions' to be established in each team, who have a range of responsibilities, outcomes, and communication goals related to sustainability.

**Step 3 - Hold a meeting**

Hold a meeting with a wide representation of the organisation's functions and roles, to explore sustainable living and climate change in terms of the organisation's response.

For some people this meeting may be the first time they have had an opportunity for face-to-face discussion on this, so you need to ensure that there is enough time for it. Be ready to finish with a mix of specific next steps and also some further questions.

## Case study 6: Mission connection

After the Becoming *Climate Smart* introductory partner workshop, individual workshops were held with each organisation. Partners prepared presentations for a larger group of colleagues. The slides below present the internal response to the question 'Why is this project relevant to us?'

### As members of the human race

- Our children are the planet's future
- Start from a position of optimism, that taking action can/will offset the worst predictions of the effects of climate change
- If we are not part of the solution we are part of the problem.



PRE-SCHOOL  
LEARNING  
ALLIANCE



- We can't leave it to the environmental charities
- ...because there is a distinctive CYP voice...
- ...and adults haven't got it right so far...
- ...and this is an issue that won't go away...
- ...and tomorrow's leaders are in today's groups

NCB

Figure 3: Slides indicating the response to 'Why is this project relevant to us?'

The following are a set of questions that could frame your discussions.

- Why should our organisation be involved with a climate change response?
- What has it got to do with our mission?
- What would the benefits and risks be?
- How does our organisation respond to change?

- What are we already doing in this area?
- What would success look like?

*the [Climate Smart] project has started a lot of review work of our operations and has brought together all areas of the charity to work towards a common goal. It has received a very positive response as many areas were already doing their bit environmentally and so they are now keen to roll this out across the organisation as a whole*

Participant, Action for Children



#### TIP

Identify your entry points into exploring the organisation's climate change response

Different organisations will have different inputs and prompts for a response. Some of these, such as valuing children's or young people's voice, are covered in the Pioneer steps earlier in this guide and will help you answer the first two questions.



## Resources 4, 5 and 6

**Resource 4. Connecting your mission and climate change response** provides guidance on ways to explore and identify the links.

This tool is designed to help a management or functional team to have a practical strategic-level discussion about the organisation's climate change response. We recommend exploring your response at this level (asking: *Why are we responding? What is the connection of any response with our mission? What would success look like?*) before going into the more operational detail about what the response means to different functions, or making a plan.

When you do want to look in more detail at your potential climate change response, risks and benefits can be explored through the UK Climate Impacts Programme 'adaptation wizard' (see the link in Recommended reading, below). This is a tool designed to support organisations seeking to understand the changing risk environment within which their organisation will be operating and to help plan their responses.

### **Resource 5. Identifying organisational characteristics**

This describes two active and participatory tools to consider using in your early discussions with representatives from across the organisation's functions and roles.

### **Resource 6. Ten features of successful change**

This provides a guide to questions that can be addressed by stakeholders when planning a climate change response.

See Section 7 for details.



## Recommended reading

The UKCIP Adaptation Wizard [http://www.ukcip.org.uk/index.php?Itemid=273&id=147&option=com\\_content&task=view](http://www.ukcip.org.uk/index.php?Itemid=273&id=147&option=com_content&task=view)



### TIP

Recognise the organisation's strengths in supporting initiatives and change

## Step 4 - Plan initial actions

Agree and take the first steps that are appropriate for your organisation.

- How will you ensure that children's and young people's views and ideas inform your work?
- How are you involving existing members, partners, funders and wider stakeholders?

Consider the action planning questions in the box below to help identify achievable quick wins in the short term, and aspirational medium-term goals.

### Short term - quick wins (6 months)

- 1 What can your department do that will help ensure we achieve our goal of becoming *Climate Smart*?
- 2 Who are the audiences and/or beneficiaries?
- 3 How are you going to do it?
- 4 What do you need? (e.g. information)
- 5 Who do you need to work with (which partners) to make it happen?
- 6 What are some of the challenges?
- 7 How will you know that you're making a difference?

All organisations can take some action in response to climate change. An appropriate plan takes into account the role and special features of the organisation, using the entry points and language that fit.

## Case study 7: Planning actions that 'fit'

The Pre-school Learning Alliance is a direct provider of early years childcare as well as being a membership organisation supporting over 15,000 member settings. It:

*delivers training, quality improvement and family learning programmes, produces specialist publications, offers information and advice to early years professionals and parents and campaigns to positively influence childcare policy and practice.*

One of its two goals for the *Climate Smart* programme was to:

*produce a series of materials and resources for early years practitioners to use to engage children and their families in the climate change and environmental awareness agenda.*

This goal clearly reflects its role as a provider of information and guidance for the early years sector. In the short term, it produced an 'Under-fives' magazine on the theme of climate change and disseminated it across its membership, raising awareness of the issue and beginning an exploration of early years practice. A longer term goal has been to develop and publish a resource book, targeted at the professionals and parents who support early years settings, on working with children on sustainability.

PRE-SCHOOL LEARNING ALLIANCE

In NCB, organisational leadership for its work on sustainable living and climate change was established in a department which had already worked on and identified the connections between health, well-being and sustainability, so had a track record within the organisation. Cross-department working has included other functions such as facilities, policy and communications. This approach has led to sustainable lifestyles being formally recognised as a strategic commitment by senior management and additional senior management resources being provided.

This clear organisational mandate supports their policy influencing work, practice development and collaboration with others. Actions in the first year of 'becoming *Climate Smart*' reflect this agenda, as NCB has been proactive in building partnerships and sharing information to support their policy work (see Case studies 9 and 10). In addition, NCB's organisational aims, principles and objectives demonstrate a commitment to children and young people's participation in their work and in promoting their voice in matters that affect them.

Driven by its mandate and experience of engaging with and listening to children and young people, NCB took action to learn from children and young people to identify the key principles that would underpin its approach to sustainable living and climate change internally and with others. The work led not only to defining language and entry points (as detailed in the Pioneer Case studies 1 and 2) but also to developing the 'doorstep to global' principle – to ensure that work with children and young people builds dialogue by starting with the issues that matter most to them. They have also adapted and piloted, in children's settings, an evaluated 'small steps' approach originally developed to support healthy lifestyle changes.

NCB's work on sustainable living and climate change is being assimilated into activities across the organisation.

NCB

## Step 5 – Refine and implement your actions

The short- and medium-term actions you agree to take will depend very much on your own context. Different organisations will take different specific steps.

- ◆ Work with internal and external communications to report on plans and progress to your own organisation, your partners and young people.
- ◆ Ask for feedback on your plans and progress.
- ◆ Learn from what has worked; identify blocks and seek new approaches.
- ◆ Recognise achievement and celebrate success.

These steps can be taken based on your own plans. However – the situation may change ‘beyond’ your organisation, and you need to take that into account.

- ◆ Keep scanning the media and external environment to stay up-to-date with fresh information, new initiatives and examples of practice and tools, and reports from key bodies.
- ◆ Watch out for changes in policy, which may have an impact on national and local priorities and funding.
- ◆ Be aware that scientific knowledge will be continuously developing.
- ◆ Be alert to changes in the regulatory environment.

### Case study 8: Early success and quick wins

A regional fundraising team at Action for Children has teamed up with textile recycling organisation, care2collect, in the North of England. Raising money through collecting textiles which may otherwise have ended up in landfill is a more *Climate Smart* and sustainable approach to traditional fundraising; and it provides benefits to the child beneficiaries of the funds as well as supporting a more socially responsible and sustainable approach to managing waste in the community.

ACTION FOR CHILDREN

Like many of the other *Climate Smart* partners, NCB’s programme of work also took on improving internal resource and facilities management issues. The facilities team focused on improving the environmental impact of current resource use and have managed to reduce their carbon footprint through a re-vamp of their heating system. The installation of a condensing boiler has improved the efficiency of the system by 38 per cent.

NCB

## Building partnerships for a Climate Smart future

Climate change is an issue that cuts across the work of government departments, business and non-governmental organisations, as well as individual's daily lives. Children's voluntary sector organisations do not need to be experts on climate change, although they do need to be aware of its likely impacts on children and young people. By working in partnership with others beyond their organisation, and the 'usual-suspects', they can tap into valuable knowledge and expertise.

The principle of *Association* recognises that people need someone they can talk to and work with, especially when they are investigating new ideas and ways of working.

There are a range of possible partnerships that children's voluntary sector organisations can develop in order to access expertise, share experience and generate knowledge to build appropriate responses to climate change and sustainable living. The list below is not meant to be exhaustive.

**Table 3:** Examples of possible partnerships for voluntary sector organisations

Potential partners	Benefits of partnerships
other children's charities	shared learning and knowledge on a common journey
environmental organisations, especially those working on either climate change or with children	expertise can be shared across sectors – mutual support
international development agencies	access to expertise in responding to climate change and disasters that is not usually held within your organisation
social justice organisations	others working on climate change issues and rights that potentially involve children
research and academic institutions – science and social science	creating stronger communities of influence through developing an evidence base for advocacy and effective practice; access to expertise
government	helping develop creative policy and practice responses to the challenge

Forums and networks provide important opportunities to share knowledge and expertise; make the best use of finite resources and avoid duplication; and build consensus for action.

## Case study 9: Partnerships

Children in a Changing Climate (CCC) is a global coalition of child-centred development organisations, including Plan International, Save the Children, UNICEF, World Vision International and researchers from the Institute of Development Studies, who are committed to sharing knowledge and working with children as agents of change. It set out to challenge the orthodoxy that saw children only as victims of disasters and climate impacts, aiming to make climate change policies and programmes deliver fair, equitable and effective responses to children's needs. The CCC coalition is working together to build evidence and practice that supports and enables child involvement in climate change policy and practice and, in so doing, respond to children's rights, capacities and needs.

The international development sector is considerably ahead of the field in terms of assimilating climate change and sustainable development into their work. NCB was invited to join the coalition, bringing a UK children's participation and children's sector perspective. These 'untraditional partnerships' have brought new opportunities such as the Becoming *Climate Smart* programme [www.childreninachangingclimate.org](http://www.childreninachangingclimate.org)

CHILDREN IN A CHANGING CLIMATE COALITION (CCC)

## The role of advocacy in influencing outside the organisation

Although not all child-centred voluntary sector organisations have a remit or allocated resource explicitly relating to advocacy, they do share a common purpose – that of improving the social, economic and environmental well-being of children and young people – which can be harnessed for long-term change.

Advocacy may also require new partnerships to come together around this common challenge. For example, the child sector may seek to build new relationships with the health sector for three reasons. First, to ensure that it is building appropriate responses to the changing health risk – both physical and emotional – of children in a changing climate. Second, to develop common messages to families around new screening practices. Third, to develop advocacy approaches to government around ensuring access to outdoor play.

There will be different layers of advocacy depending on the aims and activities of your organisation. Organisations will want to think about their audience, the type of activity to be used and the duration of advocacy work. This will be guided by their aims; the capacity within the organisation to advocate; and the degree to which advocacy opportunities have to be created or can be exploited. Very often it will be a mix of all of these.

Activities may include:

- interacting directly with government officials, parliamentarians and ministers through one-to-one meetings and engagement at key meetings, networks and events
- working with the national, regional and local media to raise awareness of the agenda and to share children and young people's stories, not only in terms of their concern but also their proactive and positive approach to change
- working with your membership base to increase their knowledge of the issues and share positive practice examples with other members across the country
- creating safe and meaningful opportunities for children and young people themselves to be advocates for change
- influencing change through sharing information and facilitating learning that enables others to build their capacity to advocate for their beneficiaries.

## **Case study 10: Building advocacy capacity – A national policy forum on children, sustainable living and climate change**

For NCB the early Pioneer work provided a firm basis for dialogue with strategists and practitioners, within the government and across the children's voluntary sector. A key development in the early stages of this project was when Jo Butcher, NCB Assistant Director, was recruited onto the Joint Ministerial and Voluntary sector Task Force on Climate Change. This provided a valuable opportunity to reach out to a much larger network of organisations with an interest in children, climate change and sustainable lifestyles. Jo convened a working group of organisations comprising voluntary sector children's, environmental, international development and education organisations, amongst others, to share existing practice and to identify key themes for dialogue and action. Based on three meetings over the course of 6 months, Jo wrote a paper in consultation with the group, which was submitted to the Task Force, followed by a supplementary paper with key recommendations (see Reference 23). The group's work influenced the content of the Task Force's report but also was valuable work in its own right for the sector.

The group identified a number of benefits from this process including increased capacity to champion within their own organisations, and new partnership opportunities. Consequently, this group has evolved into a national policy and practice forum where key policy issues are explored by a range of organisations including government departments.

To download forum papers and presentations visit [www.ncb.org.uk/osow/take\\_part/policy\\_forum.aspx](http://www.ncb.org.uk/osow/take_part/policy_forum.aspx)

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## 5. A WELL-TRAVELLED PATH - THE MATURE PHASE

If you have worked through the Pioneer and Emergent<sup>28</sup> phases of becoming *Climate Smart*, your organisation will by now have built and defined its own narrative on why climate change and sustainable living is important for the organisation and its beneficiaries. There will be a core team working on *Climate Smart* action across the organisation that has identified and delivered some quick wins, will be celebrating some early successes and processing the learning from this. The team may also have begun to look beyond the usual suspects to build enabling partnerships, both within and beyond the organisation.

The organisation will have moved to the final **A** in the change model mentioned on page 2, '*Architecture: Developing the institutional characteristics that support organisational change to meet the challenge of embedding climate change into operations and organisational strategy*'.

As the core group will have realised, becoming *Climate Smart* is a long-term commitment that is not dealt with through isolated projects and activities but through a more strategic approach. A mature organisation will have climate change as a fundamental business concern that is integrated into planning and decision-making from strategic horizon to infrastructure planning; and from departmental and group operational plans to individual programmes of work incorporating targets for managing resource use. In order to achieve this it is vital to establish a clear organisational mandate and strategy on climate change underpinned by senior management, political will and leadership.<sup>29</sup>

Having worked through the Emergent stage there are actions to take to manage the shift to the Mature phase.

### Secure corporate commitment

Now is the time to capitalise on the relationship you established with the CEO and senior management team, during the early phases of team-building and action planning. With some quick-wins and successes already celebrated, emerging programmes of work developing, and increasing knowledge of the climate and sustainability challenges, it is time to use your connections to build the case for making *Climate Smart* organisational planning a corporate priority.

Having a strategic vision acts to legitimise action, and sets the management and monitoring framework for delivery. It also creates the space for making longer term plans (10 years +) that recognise the implications of the changing energy burden and climate risks and opportunities. Embedding *Climate Smart* organisational planning at the strategic level ensures that the long-term vision will be translated into short- and medium-term operational and individual targets.

In autumn 2008, Jonathon Porritt, then Chair of the Sustainable Development Commission, stated that the voluntary sector needs to see sustainability as the central organising principle for everything it does. He described it as a 'big idea', an 'integrating framework' and a 'toolkit for change'.

More recently ACEVO's publication, *Third sector leadership in 2027*, recognises climate change as an important driver of change in the voluntary sector, and highlighted the application of 'scenario planning' tools to 'challenge the present and anticipate the future to best mitigate changing risk'.

### Recommended reading

ACEVO (2007) *Third sector leadership in 2027*.

[http://www.acevo.org/Page.aspx?pid=191&nccsm=21&nccscid=27&\\_\\_nccsct=The+Third+Sector&\\_\\_nccsplD=893](http://www.acevo.org/Page.aspx?pid=191&nccsm=21&nccscid=27&__nccsct=The+Third+Sector&__nccsplD=893)

King, M, Church, C and Evison, S (2009) *The Sustainability Challenge: Initiating change that doesn't cost the earth*. ACEVO.

## Allocate human and financial resources

At this point it is important that some 'expert' knowledge is retained in-house. As experience will have shown, there are a wide range of opportunities and challenges that cut across the operations and services provided by the children's sector. There may also be a number of barriers and obstacles to overcome to shift the organisation into the mature phase. It requires dedicated resources to facilitate and guide the change process, with the capacity to seek out opportunities and time to identify solutions for overcoming barriers.

*Climate change needs to avoid being put in a silo, but also it needs to avoid being 'mainstreamed' into obscurity.*

Participant, NCB Policy Forum, Nov 2009 (Case study 10: p. 37)



It is important that *Climate Smart* planning does not become an add-on to existing processes. Both senior management and practitioners will need to access the support required to enable change.

## Case study 11: A mature approach

In the 1990s, through feedback from developing country partners, Tearfund became aware that the seasonal weather patterns were changing. Tearfund responded to this by actively seeking out partner views on the issue and quickly realised it was a global problem.

In 2005, Tearfund's new CEO led a review of the organisation's activities and determined the need to focus on fewer strategic areas. Environmental sustainability became one of two Corporate Priority Areas (CPA). This recognition led the senior management team to agree high-level corporate outcomes, across the range of organisational operations and services, to deliver the CPA. The outcomes reflect the mission connection of the organisation with the climate change and sustainability agendas and its range of core activities. These agreed outcomes are to:

- reduce Tearfund's own emissions – from flights, publications, facilities and commuting – driven by its moral duty to promote good stewardship
- undertake national and international advocacy and campaigning on climate change
- lobby donors to provide additional funding for climate change adaptation and to integrate climate change adaptation with disaster risk reduction activities
- support communities in developing countries to increase their resilience to climate and environmental change through:
  - climate and environmental change risk and adaptation assessments
  - climate change adaptation projects
  - environmental assessments to ensure Tearfund projects do not harm the environment
- encourage Tearfund supporters to change their lifestyles and engage in campaigning action.

To facilitate the delivery of the CPA, Tearfund nominated a cross-departmental steering group and recruited a programme development advisor for environmental sustainability, who shared some suggestions for achieving success.

- ✓ Do base action on existing Key Performance Indicators (KPIs) linked with behaviours, and on Group and Corporate performance indicators linked into group corporate plans; try not to isolate climate change as a new issue or separate workload.
- ✓ Do present solutions, not problems.
- ✓ Do distribute the workload into others people's existing roles (through KPIs or performance objectives, if necessary).
- ✓ Do make it real – using stories 'from the field' as bottom-up illustrations.

Mike Wiggins, Tearfund, shared his experiences at the *Climate Smart: Knowledge Sharing Workshop*, October 2009.

TEARFUND

# Manage and translate learning

Hopefully by now the organisation is beginning to benefit from partnerships and new connections developed during the Emergent stages. In its shift to Maturity, the organisation is likely to become increasingly engaged in working with and learning from others beyond their usual suspects.

*More needs to be done to understand and make the connections with economics. Economic well-being is dependent on a stable environment. There are links with learning for employment, apprenticeship, changes in Further Education, green employment and sustainable businesses.*

Participant, NCB Policy Forum, Nov 2009 (Case study 10: p. 37)

In order to capitalise on its wider engagement and learning, an organisation needs to build the internal capacity to translate learning into effective organisational responses. Securing CEO and senior management support and dedicated staff resources will help to facilitate the consolidation of learning and identify gaps in knowledge where additional expertise is needed. The engagement of the senior decision-makers in the learning process becomes critical for challenging standard practices and assumptions that underpin the norms of existing organisational behaviour; and for proactively engaging in learning networks and partnerships.

The organisation also needs to develop ways of generating knowledge internally, which may include a learning-by-doing approach to doing things better and/or differently. This will need to have reflective learning and review processes built-in, from which learning can be consolidated and shared internally. Sharing this learning externally will act to demonstrate leadership and build the reputation of the organisation.

*A key issue is how to translate learnt behaviour from the school/childhood environment into the longer term work/adult environment.*

Participant, NCB Policy Forum, Nov 2009 (Case study 10: p. 37)

To facilitate cross-organisational learning there will need to be a clear commitment to individual staff development that engages them with climate change and sustainability issues, allowing them to connect up their primary activities with the wider context of change.

## Case study 12: Building a strategic vision for change

The organisational leadership for NCB's work on sustainable lifestyles and climate change is located within its Well-being department, where key funded programmes are taking place (including this *Climate Smart* Programme). This has led to sustainable lifestyles being formally recognised as a long-term strategic commitment by senior management. Reflecting on its learning and successes to date, NCB is developing a strong strategic vision for the organisation on climate change and sustainable living, which will underpin a range of cross-organisational activity. Additional senior management resource has been allocated to drive this change across the organisation, led by the Deputy Chief Executive with the Director of Well-being and NCB's strategic lead on health and sustainable lifestyles. This approach will also provide important learning for the whole organisation on effective systems for cross-organisational learning and change in the future.

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## Build climate and environmental factors into decision-making

In support of its corporate commitment to becoming *Climate Smart*, a risk management and 'climate-proofing' approach is vital in the planning of new operations and infrastructure and in reviewing performance and standards of existing capital assets. Utilising knowledge of climate trends, impacts and energy scenarios, in decision-making processes will enable the organisation to better manage its own exposure and that of its services and beneficiaries to risk in the future.

Building 'decision-points' into ongoing programmes will generate the flexibility needed to respond to changing knowledge on risk and uncertainty and will increase the long-term resilience of operations and infrastructure.

Complementary to this is the need to factor in assessments of its impact on the environment and the climate.

These are not 'add-on' considerations, they require a new way of thinking about business and operational plans; longer-term horizon scanning and risk screening/reduction programmes; and infrastructure and partnership work with beneficiaries. Where mitigation or reduction of risk is not complete then plans to manage risk, or in extreme cases an emergency response, will be necessary.

# 6. NEXT STEPS

## Summary – Becoming Climate Smart

Below is a summary of the ‘*Climate Smart*’ phases.

### Phase 1 – Pioneer

An organisation is a Pioneer when it has just started the journey to becoming *Climate Smart*. Its activities are mainly centred on thinking and exploration.

Key activities are to:

- understand children and young people’s perspectives (and others, if children are not your only beneficiaries)
- explore and identify ‘entry’ points that can facilitate action
- explore the likely impacts for your beneficiaries, as well as for your organisation.

### Phase 2 – Emergent

An organisation is Emergent when it has developed a good understanding of the views of its key beneficiaries and is establishing processes for shared learning and action planning.

Key activities are to:

- identify existing work or connections with climate change (this will inform whether you decide on a formal or informal approach to development)
- understand your organisation – how does it respond to change?
- establish or exploit an existing mechanism for promoting shared leadership across the organisation
- engage your CEO and senior management
- identify key steps for change that make sense for your organisation
- identify ‘quick wins’ and celebrate successes
- build partnerships
- consider the opportunities of advocacy to drive change.

### Phase 3 – Mature

An organisation is Mature when its responses to climate change, sustainable living and environmental issues are integrated into the thinking, operations and activities across the organisation; and are backed up by dedicated human and financial resources, and strategic support and commitment from the CEO and senior management team.

Key activities are to:

- capitalise on your relationship with the CEO and senior management team to build a strategic vision for change
- identify ways to cascade learning and translate knowledge into organisational practice and individual behaviours
- build internal capacity, for example secure long-term human and financial resources
- maximise your external relationships.

Once you have digested the approach, case studies and resources in this guide you will be ready to identify some key next steps to move your organisation onto or further down the *Climate Smart* pathway.

A few ideas are given below but you will have your own, based on knowledge and experience of your organisation and how it manages change.

- ✓ Summarise the key aims and messages of this guide at your next team or group meeting and secure climate change as a regular agenda item.
- ✓ Discuss and make a plan with your line manager.
- ✓ Involve children and young people in exploring issues and opportunities.
- ✓ Find out what's happening in your area or region and where you can get support.
- ✓ Undertake a survey with staff and/or your membership (if you have one) to gauge their interest and needs.
- ✓ Host a lunchtime staff seminar with presentations from external experts, to help generate dialogue and interest.

## Useful organisations

Below is a summary of organisations and websites. There are many relating to children, sustainable living and climate change.

Visit <http://www.ncb.org.uk/osow/resources.aspx> for more suggestions.

## Climate Smart Partners

### **NCB**

[www.ncb.org.uk](http://www.ncb.org.uk) and [www.ncb.org.uk/osow](http://www.ncb.org.uk/osow)

A national charity that supports children, young people and families, and those who work with them – identifying and communicating high impact, community and family-centred solutions.

### **Pre-school Learning Alliance**

[www.pre-school.org.uk](http://www.pre-school.org.uk)

Early years membership organisation and one of the largest providers of quality childcare in England.

### **Action for Children**

[www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

Children's charity that supports and speaks out for the UK's most vulnerable and neglected children and young people.

### **National Youth Agency (NYA)**

[www.nya.org.uk](http://www.nya.org.uk)

National charity that works in partnership to support and improve services for young people, with a particular focus on youth work.

### **IDS**

[www.ids.ac.uk](http://www.ids.ac.uk)

The Institute of Development Studies is a leading global charity for research, teaching and communications on international development.

### **Children in a Changing Climate**

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

Global action-research, advocacy and learning programme, bringing together research and development organisations to share knowledge, coordinate activities and empower children.

## Other organisations

### **bassac**

[www.bassac.org.uk](http://www.bassac.org.uk)

National membership body for community organisations.

### **COIN – Climate Outreach Information Network**

[www.coinet.org.uk](http://www.coinet.org.uk)

Charity dedicated to helping people to communicate climate change.

### **DECC**

[www.decc.gov.uk](http://www.decc.gov.uk)

The Department of Energy and Climate Change is responsible for all aspects of UK energy policy, and for tackling global climate change on behalf of the UK.

### **Defra**

[www.defra.gov.uk](http://www.defra.gov.uk)

Defra is the UK government department responsible for policy and regulations on the environment, food and rural affairs.

### **DfE**

[www.dfe.gov.uk](http://www.dfe.gov.uk)

The Department of Education is responsible for education and children's services.

### **Envision**

[www.envision.org.uk](http://www.envision.org.uk)

Envision's programmes provide hands-on support for young people in schools and colleges on issues relating to citizenship education, sustainable development and the local community.

### **Green Alliance**

[www.green-alliance.org.uk](http://www.green-alliance.org.uk)

Environmental think-tank working to ensure UK political leaders deliver ambitious solutions to global environmental issues.

### **Groundwork**

[www.groundwork.org.uk](http://www.groundwork.org.uk)

Environmental regeneration charity that helps people and organisations make changes in order to create better neighbourhoods, to build skills and job prospects, and to live and work in a greener way.

### **National Council for Voluntary Organisations (NCVO)**

[www.ncvo-vol.org.uk](http://www.ncvo-vol.org.uk)

Largest umbrella body for the voluntary and community sector in England.

### **Natural England**

[www.naturalengland.org.uk](http://www.naturalengland.org.uk)

Natural England is the government's advisor on the natural environment. They provide practical advice, grounded in science, on how best to safeguard England's natural wealth for the benefit of everyone.

### **New Economics Foundation**

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

Independent think-and-do tank that promotes innovative solutions that challenge mainstream thinking on economic, environment and social issues.

### **Ofsted**

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Ofsted is the Office for Standards in Education, Children's Services and Skills. It regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.

Its education for sustainable development report can be accessed via:

[www.ofsted.gov.uk/Ofsted-home/News/News-Archive/2009/December/Education-for-sustainable-development-is-making-a-difference](http://www.ofsted.gov.uk/Ofsted-home/News/News-Archive/2009/December/Education-for-sustainable-development-is-making-a-difference)

### **RSPB**

[www.rspb.org.uk](http://www.rspb.org.uk)

The RSPB is the UK charity working to secure a healthy environment for birds and all wildlife, helping to create a better world for everyone.

### **SEEd**

[www.se-ed.org.uk/about.html](http://www.se-ed.org.uk/about.html)

Sustainability and Environmental Education (SEEd) is a registered charity that identifies, promotes, enables and supports environmental education and education for sustainable development in the UK.

### **UK Climate Impacts Programme (UKCIP)**

[www.ukcip.org.uk](http://www.ukcip.org.uk)

Coordinates scientific research into the impacts of climate change, and helps organisations adapt to those unavoidable impacts.

### **We Are What We Do**

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

We Are What We Do is a global movement that works with ordinary people to educate them about the small things we can all do everyday that can have a huge impact on many of the environmental and social problems we are facing.

### **WWF UK**

[www.wwf.org.uk](http://www.wwf.org.uk)

WWF-UK is the UK arm of the WWF Network, the world's leading environmental organisation now active in over 100 countries.



# 7: RESOURCES

The resources in this section have been created from, or adapted for, the *Climate Smart Project*. They aim to help you plan your *climate smart* response.

## ↳ Resource 1

### Communicating climate change and sustainable lifestyles with children and young people

Sustainable living and climate change are very high in the public consciousness and often in the media. Even if children and young people do not understand the concepts they are very likely to have heard the phrases and to be aware that human actions are damaging the planet.

This can make children and young people very anxious and often confused as to why we are not doing more to stop climate change.

NCB has developed six top tips for communicating climate change and sustainable development with children and young people.

#### 1. Be positive

Feeling that the problem is too big to manage will discourage people to act. There are things we can all do to improve the way we live and make a difference to our planet and communities. Taking a positive approach that things **can** change will make change much more achievable.

#### 2. Work together

In order to prevent further significant climate change we all need to work together. Work with others in your setting and your community to achieve change.

Show what's already been achieved by others in working towards a sustainable lifestyle as a way of inspiring others to change.

#### 3. Find a hook

Sustainable living is very broad and links to every aspect of our day-to-day lives. Find out what interests and will inspire children and

young people and start from there. Perhaps they want safer streets? Use this as a starting point to explore sustainable communities and the links that can be made.

#### **4. Small steps**

Encourage children and young people to make a small change that is realistic and achievable and that can be built on to achieve bigger changes. Setting unobtainable goals will lead to the children and young people feeling disheartened and losing confidence and interest.

#### **5. Connect with nature**

Research shows that those who aren't connected with nature are also not motivated to protect it. Developing or deepening a connection with nature is often the first step for many children and young people in wanting to make changes that have positive benefits for them and their environment.

It also has other benefits such as an improved ability to concentrate, reduced stress and reduced aggressive behaviour. It has even been shown to improve symptoms for those with ADHD (Attention Deficit Hyperactivity Disorder).<sup>30</sup>

#### **6. Celebrate success**

Show the children and young people what has changed as a result of their involvement. Perhaps energy usage has dropped, the outdoor space looks nicer or there have been fewer arguments, etc.

In the resources section on NCB's One Step One World website – [www.ncb.org.uk/osow](http://www.ncb.org.uk/osow) – there are links to various tools with exercises for introducing climate change and sustainable living to children and young people in an interesting and engaging way.

## Resource 2

### The Climate Walk

*Climate Smart* worked with the New Economics Foundation in using its climate Walk tool to promote awareness of the potential impacts of climate change. To see the climate walk in full and to access other visioning technologies, download Bassac's Shared Energy Toolkit at <http://www.bassac.org.uk/dms/list/0/all/all/shared%2Benergy%2Btoolkit> (accessed 2 June 2010)

## Resource 3

### Writing 'future' news

This resource is intended to complement any technique for visioning different future scenarios in relation to climate change. The *Climate Smart* programme used it following the Climate Walk (see Resource 2). It aims to build on the awareness and learning of the participants, consolidating their visions and challenging them to think how the future might be different for their beneficiary groups – albeit in an informal and fun way.

#### Process

Ask your groups to produce the front cover of a newspaper at a set time in the future, based on three out of the four scenarios described below – 25 years is a reasonable timeframe for people to work with. The scenarios reflect differences in temperature increases and in the governance of climate responses.

#### Best-case temperature scenarios

The rise in temperature is kept to a maximum of two degrees by 2100

##### 1. Interdependence

Values of community and solidarity overtake individualism and consumerism. This leads to a sense of interdependence and global solidarity. We do what it takes to bring emissions down, in time.

##### 2. Control

Between 2010 and 2020, shocks such as peak oil crisis make us realise that our current system would not reduce emissions enough. We needed government to force this to happen, with radical changes to taxation and carbon rationing.

## Worst case temperature scenarios

Emissions stay out of control, potentially reaching 6 degrees by the end of the century

### 3. Coping

The same change in values takes place as in scenario 1. This is not enough to meet emission targets. However, it gives us our best shot at adapting to a hotter climate – although that climate puts great stress on those values due to decreasing resources, particularly water.

### 4. Chaos

This scenario starts with ‘business as usual’ and then degenerates into chaos. All we can do is to preserve as much as possible in the midst of that chaos.

**Table 4:** Potential reactions to temperature increases

Citizen-led action: Values of community and solidarity overtake individualism and consumerism		Worst case scenario up to 6 degrees	
Best case scenario 2 degrees	<p><b>1. Interdependence</b></p> <p>Values shift leads to a sense of interdependence and global solidarity. We do what it takes to bring emissions down, in time</p>		<p><b>3. Coping</b></p> <p>Value changes are not enough to meet emission targets, but it gives us our best shot at adapting to a hotter climate – although that climate puts great stress on those values</p>
	<p><b>2. Control</b></p> <p>Between 2010 and 2020, shocks such as the peak oil crisis make us realise that our current system would not reduce emissions enough. We needed government to force this to happen, with radical changes to taxation and carbon rationing</p>		<p><b>4. Chaos</b></p> <p>This scenario starts with ‘business as usual’ and then degenerates into chaos. All we can do is preserve as much as possible in the midst of that chaos, as the monasteries were said to have done in the (so-called) Dark Ages</p>
	<b>Government intervention</b>		<b>Business-as-usual</b>

## Method

Give each group a scenario to work with and ask them to consider a number of child-centre themes related to the organisation's focus e.g. Early Years, Children, Youth.

Do not focus on the Chaos scenario as the process is intended to build a sense of 'possibility' for managing change and reducing climate impacts, thereby *avoiding* the 'chaos' scenario!

### Suggested themes

- children's lifestyle: active play, access to the outdoors/ connection with nature, as consumers of goods and entertainment
- children's physical health: diet and exercise, disease exposure, vaccinations
- child well-being: emotional health (bullying, bereavement, relationships) and mental health (depression)
- child spaces: the home and family, neighbourhood, school, playground, clubs
- children with special needs: those in care or custody, with disabilities, etc.
- child services and support: access to information and/or services, participation in service development/policy
- perceptions of children: representation in media.

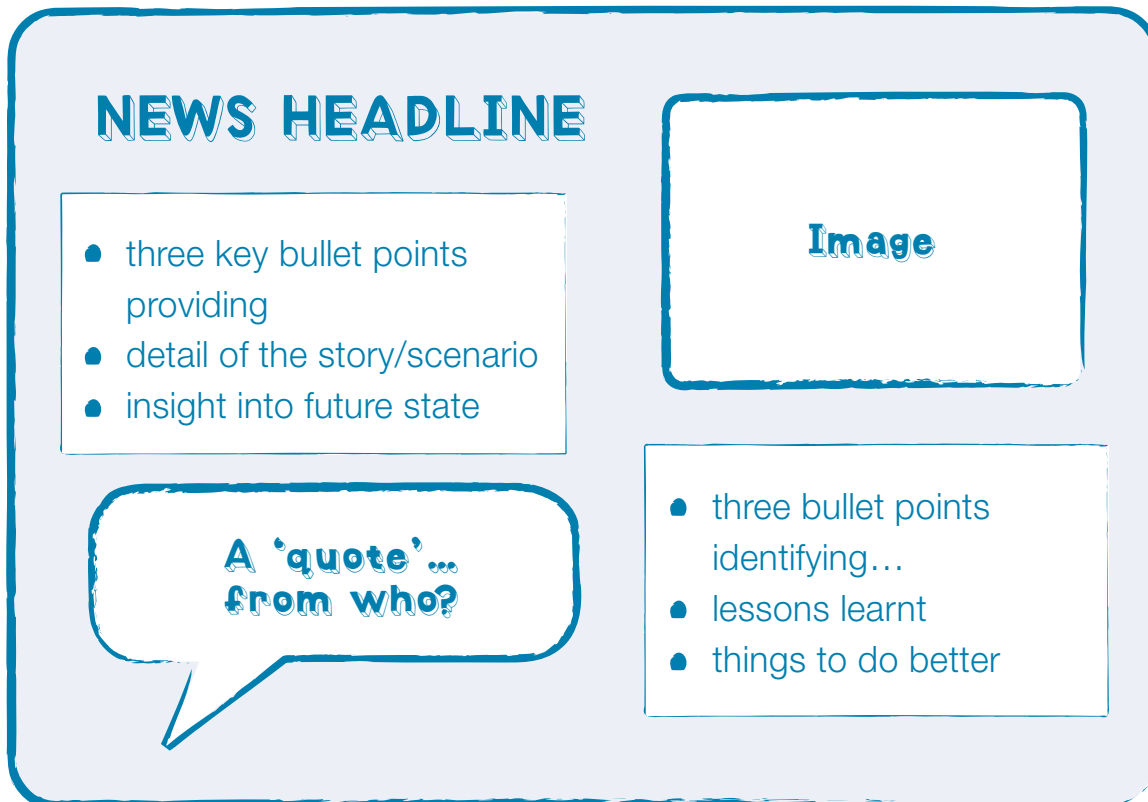
**Note:** This list is for adding to or amending according to your organisation's particular focus, these themes may not be applicable across the board, so please use this as guidance only.

Provide each group with a flipchart sheet, divided into sections that will allow for:

- a news headline
- three key bullet points about the issue
- a quote and who from
- a description (or drawing) of accompanying picture/image
- three key points for a concluding paragraph (what we could have done better or have done well in relation to the issue).

An example of this is shown in Figure 4.

If participants are enjoying this process you may challenge them to produce magazine style 'extras', such as an appropriate 'job advert' 'conference outline' 'latest policy news flash from the government' or 'book reviews'.



**Figure 4:** An example of the sections to use on the flipchart sheet

### Conduct a gallery walk

Ask the groups to stick their front-pages onto a wall space and invite all the groups to 'walk' around the gallery of exhibits, ask the groups to introduce their newspiece and invite others to ask questions about the 'bigger' thinking behind the news item.

This sharing and exploration of the future in terms of their beneficiary group will have opened up more ways of thinking about climate change impacts in the broadest sense. It will have developed participants' understanding of how these changes are going to interact with changing beneficiary needs, status, etc. and possible changes in the way the organisation needs to develop and manage its operations now and in the future.

You now have an even stronger basis for moving into the Emergent phase of 'becoming *Climate Smart*' – don't forget to keep the news items, you can share them with a bigger group in the organisation to stimulate thinking at a later stage in the process.

## Resource 4

# Connecting your mission and climate change response

There are many current prompts for action in relation to climate change!

### The first question

Whether you are a small or large organisation, you may be asking the question:

#### *Why and how should we plan our response to climate change?*

If you discuss and debate how the mission – the organisation's intention – is supported by its climate change response, then the activities that make up that response can be aligned.

This can be a very challenging process, especially when you start to think *We have to explore the views of the board, senior team, staff, partners, users, and funders... What is our learning about how we have worked with change and challenges in the past?... What is special about responding to climate change?*

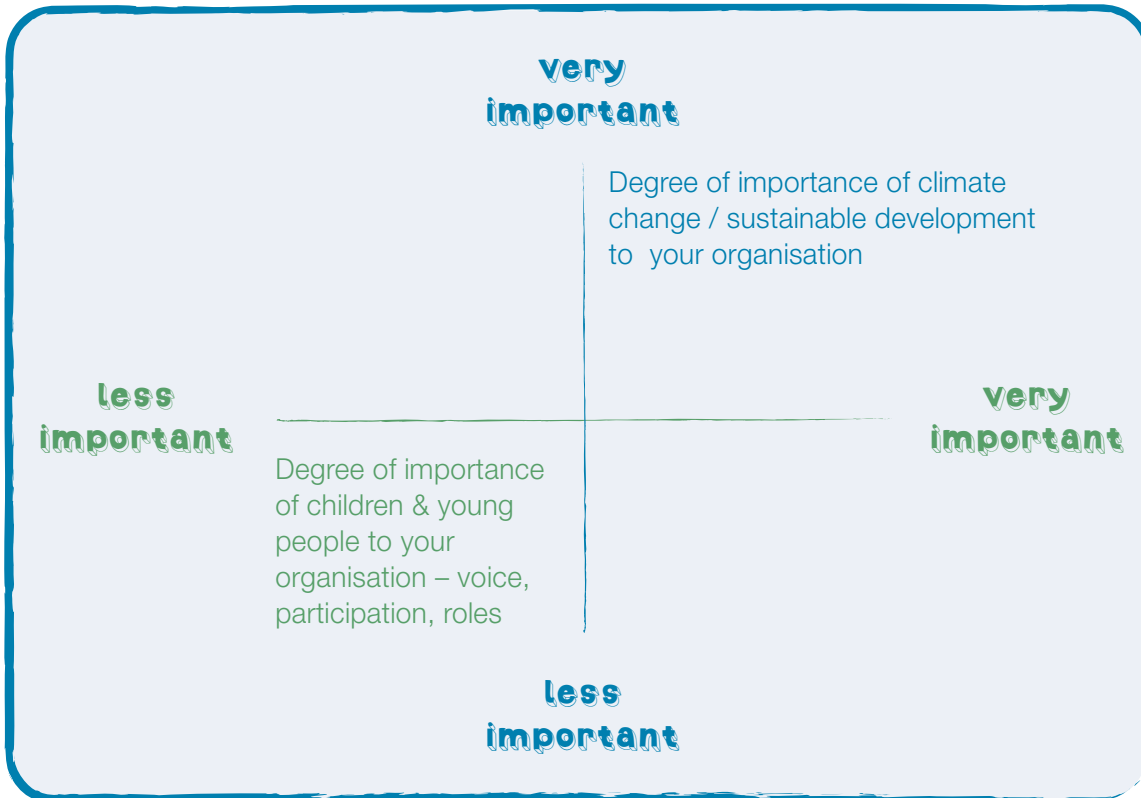
A place to start is to explore this flow of statements with a chosen group:

1. 'global climate change is happening'
2. 'it is having, or will have, a significant impact on the people we work with'
3. 'it should be a priority for my organisation'
4. 'it is recognised as a priority by the organisation'
5. 'it is being addressed by my organisation in a joined-up way'

Discuss whether or not participants agree with the statements. Do some or all respondents say *Yes* to each statement? Where does *No* appear? These are closed questions – what do the responses tell you when you also explore *Why?* and *How?*

Are multiple perspectives recognised? Is there shared understanding?

**Example:** To give a practical example, staff from UK charities working with children and young people used a four-quadrant model (Figure 5) to build on their responses to the five statements above:



**Figure 5:** A four-quadrant model of responses to the five statements

Participants discussed where and why they located their organisation’s **current focus** on the grid – taking into account the influence of both axes to select a quadrant or a specific point.

Next, participants agreed where they felt their own organisations should be operating **in two years’ time**. They considered any change in position, and the drivers for that change, so the conversation moved from taking stock to exploring mission and strategy.

### The second question

This conversation implies a further question:

***What does successful climate change response look like for us?***

To explore this, a team can ask further questions about the organisation’s broad role in the new situation. One tool to try is to place your organisation on a climate change ‘response continuum’ with the following flow of statements:



1. 'we are going to stay with business as usual'
2. 'we comply where we must'
3. 'we manage professionally, so we take account of climate change'
4. 'we look for the opportunities to experiment with this new situation'
5. 'we look forwards and make sure we are resilient and fit to continue our work'
6. 'we look outwards to be leaders in the new strategic setting'.

To agree where you want to be in terms of response, include a wide range of voices as you use these and other tools. If climate change has been perceived as 'belonging' to programme-facing professionals, then how can senior teams and managers bring in the experience of other functions such as IT, finance and human resources? How aligned are views across headquarters and local staff?

Our responses to climate change can be informed by areas of focus, such as how we enable learning and knowledge management; the nature of conversations and 'voice' in our organisations; how we tackle systemic change and strategy; and our view of the future and the organisation's desired legacy.

Climate change is a cross-cutting challenge, and activities need to be joined up across all departments and teams to build a whole-organisation response.

Good luck! Please share your successes, challenges and learning with others.

## Resource 5

### Identifying organisational characteristics

This resource describes a pair of active and participative tools to consider using in your early discussions and includes a figure representing the organisation's functions and roles (see page 31).

As your organisation starts to work with climate change and sustainability, you are working with change: potential change for the way the organisation operates and for individual behaviours. As we have explored in the guide, climate change and sustainability are large and complex topics that have an impact across our personal and working lives.

All organisations have many priorities and many parallel initiatives, and it is worthwhile as you start a new and cross-cutting project to plan your approach.

It's helpful if your approach – even in this first meeting – reflects the working culture of the organisation, and gives space for people to interact at different levels: personally, emotionally and 'professionally'; locally and globally.

The tools for this change are based on people interacting and communicating in conversations and in meetings, building on strengths, and on looking forwards to desired goals and impacts. It's useful to use different kinds of energy – so one of these tools is imaginative, and one is physical.

#### Reflecting on images or metaphors of the organisation

Ask participants to: *'Share your images or metaphors of the organisation'*.

You may wish to give an example while people are thinking of their own image.

Typically the image or metaphor illustrates the participant's response to 'what it's like to work here', 'what we are trying to achieve', 'what we are good at', 'what gets in the way'. Ask for a short comment from each person present – not a long recap of the annual report or a job profile. This is a way to introduce a lot of impressions and experience from many parts of the organisation into the meeting. Usually there is humour and laughter, and some revealing comments. There is no right answer – individuals' responses cannot be 'right' or 'wrong'.

Alternatively, ask people to draw, on a flipchart, a symbol or cartoon of their own response to the question.

Three examples of images from this exercise:

***'The organisation is***

***...like a big umbrella'***

***...a rabbit warren'***

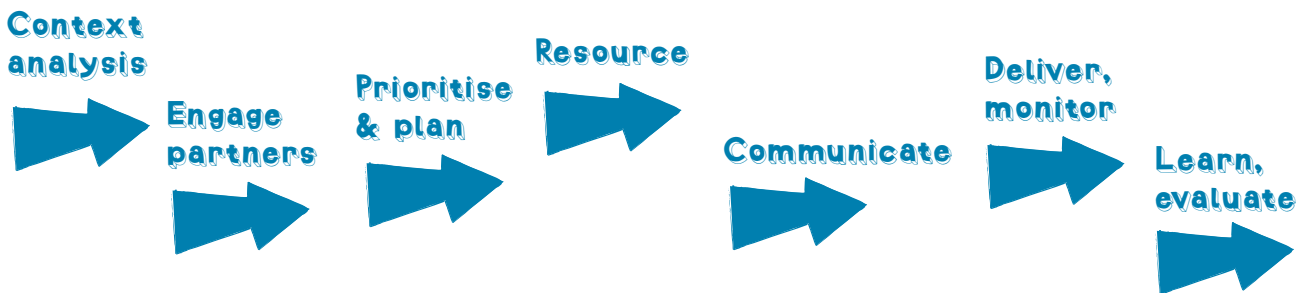
***...a complicated jigsaw'***

### **Your experience of the organisation's strengths in working with change**

Ask participant: *'What are organisation's characteristics when running projects and initiatives?'*

Explain that some organisations excel at developing the ideas; some at finding resources and external relationships; some at implementation. Explain that whatever the roles represented, the people in the meeting have good experience of the organisation's preferences.

Use a version of Figure 6, which shows a series of simplified steps in carrying out a project. In reality these steps are not neatly linear and separate, and the activities or language may need to be adapted to your group.



**Figure 6:** Steps for carrying out a project

Continue the exercise as follows.

- Ask participants to consider which one of these steps is the main strength of the organisation.
- Having prepared a set of A4 sheets with the steps written one to each page, lay these sheets of paper out in a long line on the floor of the working room.
- Ask participants to stand by the sheet labelled with the step that is, in their view, the organisation's main strength (so the whole group is distributed along the series of steps).
- Some steps may be empty, while others are crowded.
- While participants are stood by their chosen step, ask for comments.
- Listen to their comments – typically there will be humour, some recognition of reality, and plenty to say. Examples include:
  - 'We're great at analysis, but there is no one on delivery or evaluation...'
  - 'We're great at activities, but no one has chosen prioritising and planning...'
  - 'We have a good spread across all the steps'.
- Ask for examples of strengths (or gaps) in practice.
- Repeat that this is just a snapshot producing a generalised view. Also tell them that, while this is a huge simplification of what the organisation does, there is a message in the feedback.
- Ask what that message is for starting work on the organisation's climate change and sustainability response.
- Do a sketch or take a photo of the distribution of feedback along the line, to keep a view of the organisation's strengths.

## Resource 6

### Ten features of successful change

This resource sets out ten steps associated with successful change that can help you plan your organisation's climate smart response (see page 31).

10 features of successful change		Questions to answer
<b>Create a positive vision</b>	<ul style="list-style-type: none"> <li>● using a compelling future that people can work towards</li> <li>● that allows for radical thinking about the urgent change needed</li> </ul>	<p><i>Why are we working on becoming 'Climate Smart?'</i></p> <p><i>What will success look like – for us as a staff team, for our organisational goals, for children and young people, for our other stakeholders?</i></p> <p><i>How will we develop a shared intention that allows for local application?</i></p>
<b>Take it to the top</b>	<ul style="list-style-type: none"> <li>● to have visible commitment from leaders who champion change and give others permission to do so too</li> </ul>	<p><i>How is senior level leadership expressed?</i></p> <p><i>How will we create the time and ownership required for this project in our objectives and alongside our other priorities?</i></p>
<b>Have a plan...</b>	<ul style="list-style-type: none"> <li>● of what needs to be achieved, by when</li> <li>● that includes some 'quick wins'</li> <li>● that impacts at different levels: operations; practise with children and young people; personal; policy</li> </ul>	<p><i>How will we create clarity of roles and accountability?</i></p> <p><i>What actions would wreck this project?</i></p> <p><i>How will we plan to be Pioneers in a setting characterised by uncertainty?</i></p> <p><i>How will we ensure that we measure the actions that really bring success?</i></p> <p><i>What tools and skills will we need, and do we have them?</i></p>
<b>...and learn and respond too</b>	<ul style="list-style-type: none"> <li>● so people have space to experiment and continuously learn</li> <li>● to review progress and build on what's working</li> </ul>	<p><i>How can we keep scanning for new information and opportunities?</i></p> <p><i>How will we maintain energy and address failures?</i></p> <p><i>How will we capture and share individual and organisation learning?</i></p> <p><i>How will we recognise individuals' development in experience and skills?</i></p>

10 features of successful change		Questions to answer
<b>Engage employees...</b>	<ul style="list-style-type: none"> <li>so staff are involved and motivated and it is clear what they need to do</li> <li>have values, culture, organisational stories, rituals and routines to support the change</li> </ul>	<p><i>How will we explore 'What's in it for me' with employees?</i></p> <p><i>How will we build on the best features of the organisation's culture?</i></p> <p><i>How will we address resistance, confusion or conflicting priorities?</i></p> <p><i>How will we communicate en route?</i></p> <p><i>In a complex project, how will we listen for feedback and questions?</i></p>
<b>...and align processes</b>	<ul style="list-style-type: none"> <li>to embed change into formal planning, budgeting, evaluation and HR processes</li> </ul>	<p><i>How will we work across functional silos or geographical distance?</i></p> <p><i>How will we remove any barriers?</i></p> <p><i>How will we align with, and add value to, other parallel initiatives?</i></p>
<b>Build new networks</b>	<ul style="list-style-type: none"> <li>to bring the right people together to get things done</li> </ul>	<p><i>How will we involve the right people in (and outside) the organisation?</i></p> <p><i>How will we recognise individual performance?</i></p>
<b>Collaborate with stakeholders</b>	<ul style="list-style-type: none"> <li>to actively engage them in finding new opportunities</li> </ul>	<p><i>How will we reflect the voice and ownership of children and young people?</i></p> <p><i>How will we work with different stakeholders – members, partners, funders, regulatory agencies, government?</i></p>
<b>Deliver innovations</b>	<ul style="list-style-type: none"> <li>to provide core activities in new ways</li> </ul>	<p><i>How will we work to make 'Climate Smart' an opportunity (not a burden) that helps us to achieve our goals in creative, forward-looking ways?</i></p>
<b>Tell the story</b>	<ul style="list-style-type: none"> <li>to share the plan, quick wins and successes</li> </ul>	<p><i>What will be the plan for communicating goals, progress, and learning?</i></p> <p><i>What media will we use?</i></p>

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# REALISING A SUSTAINABLE WORLD FOR OUR CHILDREN

## Becoming Climate Smart - guidance for the children's sector

Climate change is a symptom of society's failure to live in harmony with planet earth. To address this, we need to live sustainably – to satisfy our basic needs and improve our quality of life without compromising the ability of future generations to meet their own needs.

The impact of climate change lays a heavy burden on the shoulders of today's children; it affects their lives today, and it will transform their lives as adults. The way in which the children's sector responds to this challenge will reflect how much we value children and young people.

This guidance is for those in a leadership or management role interested in getting their organisation, department or team involved in thinking and action on climate change and sustainable living. *Realising a sustainable world for our children* has been designed to support voluntary sector children's organisations in the UK to become *Climate Smart*. It outlines a staged approach that organisations can take in order to integrate climate change and sustainable development principles into their thinking, business operations and activities.



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