

**Annex 5: Climate Change Factsheet**

**What is climate change?**

The average temperature of the earth's surface has risen by 0.74 °C since the late 1800s. It is expected to increase by another 1.8° C to 4° C by the year 2100. This is considered to be a rapid and profound change that requires urgent action.

**What is a fossil fuel?**

Coal, oil and natural gas are called 'fossil fuels' because they were created by the fossilization of carbon-rich organisms from another era.

The climate is changing because of a century and a half of industrialization, which has included the burning of **fossil fuels**, cutting of forests, and certain farming methods.

These activities have increased the amount of "**greenhouse gases**" in the atmosphere, which are the main contributors to climate change.

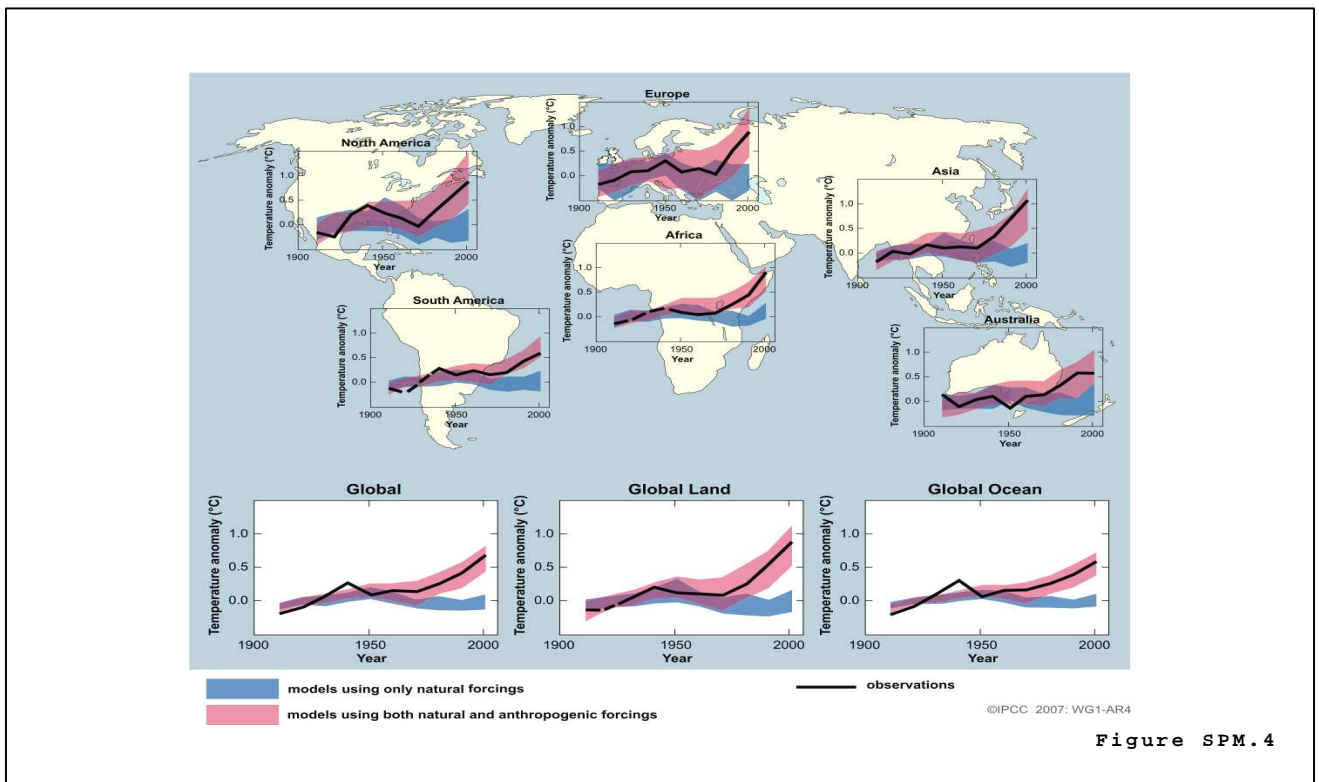


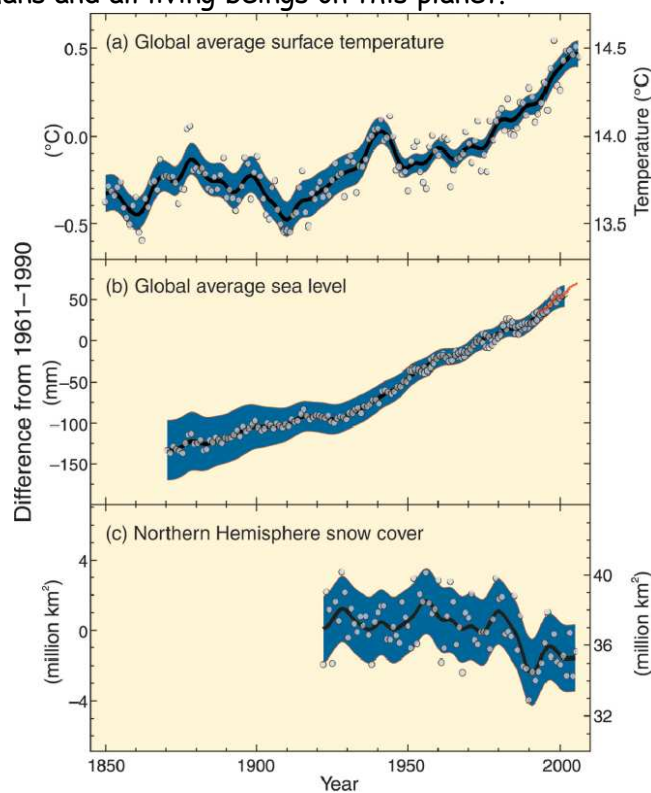
Figure SPM.4

Source: Intergovernmental Panel on Climate Change (IPCC) 2007.

This figure shows the observed temperature increases on a continental- and global-scale in the past century. The red band indicates human influence while the blue band indicates natural forces.

In line with the world warming at an alarmingly fast rate, global emissions of all greenhouse gases have increased by about 70% between 1970 and 2005. Eleven of the last 12 years are the warmest on record and 1998 was the warmest year ever recorded. The recording of surface temperatures began in 1850.

The changes in climate that have already happened as a result of global warming - and the even greater changes that are likely to occur in the future - cause serious challenges for humans and all living beings on this planet.



Source: [Intergovernmental Panel on Climate Change \(IPCC\) Fourth Assessment Report](#).

The above graph shows the impact of worldwide temperature increase on global sea levels and snow covers, which leads to more extreme weather patterns and storms and species' loss and endangerment (i.e. polar bears).

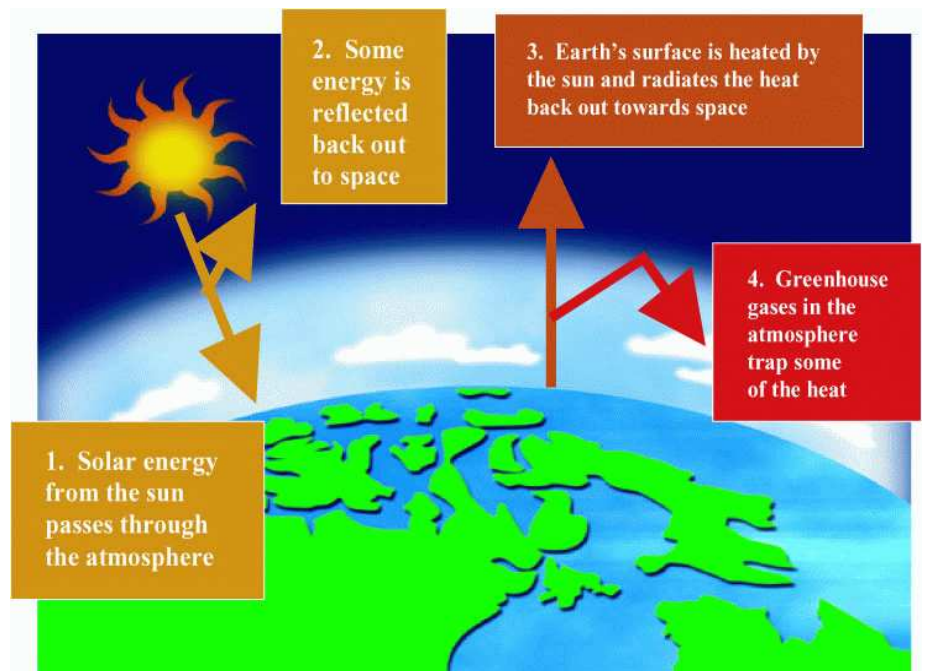
### Greenhouse effect

After heat from the sun (solar radiation) is absorbed and reradiated (reflected back) by the earth's surface, gases such as  $\text{CO}_2$  (carbon dioxide),  $\text{CH}_4$  (methane) and  $\text{N}_2\text{O}$

(nitrous oxide) prevent the heat from escaping back into space. Under **natural circumstances** this is what keeps the earth warm enough to support life.

But **current conditions** are far from natural. Due to the burning of fossil fuels on an extraordinary scale, greenhouse gases have steadily been piling up in the atmosphere. As their concentrations in the atmosphere are now higher than at any time in the past 420,000 years, more and more heat is

being trapped in the atmosphere, leading to an **enhanced** greenhouse effect. Source: Government of Canada, Climate Change



### The GHGs (a.k.a greenhouse gases)

There are many different greenhouse gases responsible for climate change. However, **only three** - CO<sub>2</sub> (carbon dioxide), CH<sub>4</sub> (methane) and N<sub>2</sub>O (nitrous oxide) - **account for almost 99%** of all of the greenhouse gasses in our atmosphere. **Knowing where these gases come from tells us how we can reduce them.**

The principal greenhouse gas generated from human activities is **carbon dioxide or CO<sub>2</sub>**. It accounts for about 75% of all the 'greenhouse gas emissions' in the world.

#### What do you mean by greenhouse gas (GHG) emissions?

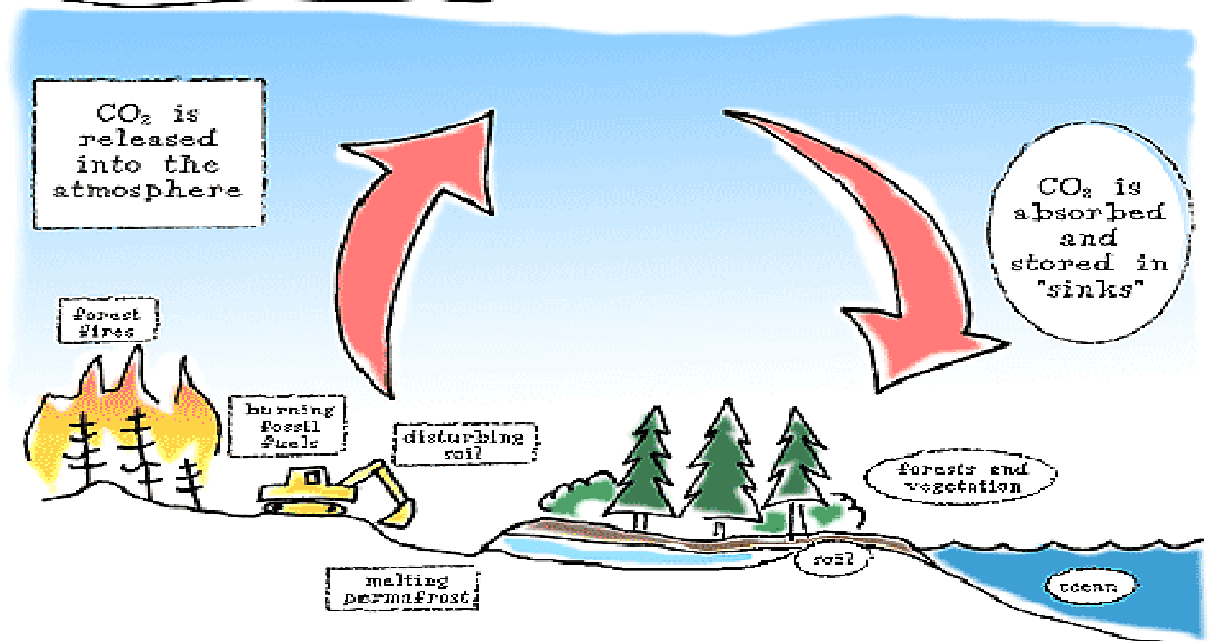
GHG emissions describe all the GHGs emitted (released) into the atmosphere in the form of smoke, steam, fumes from exhaust pipes, chimneys, fires and other sources.

CO<sub>2</sub> is released when fossil fuels (coal, oil, natural gas), which are the most-used sources are burned. They are burned to produce electricity and heat and are also used as fuel for vehicles, ships and planes.

Another source of CO<sub>2</sub> relates to land-use change: through photosynthesis, plants absorb CO<sub>2</sub>, thereby acting as a 'carbon sink' and balancing emissions. The concept of a carbon sink is based on the natural ability of trees, other plants and the soil to soak up carbon dioxide and temporarily store the carbon in wood, roots, leaves and the soil, just the way a kitchen sink can temporarily store water without allowing it to spill on to the floor.

When forests are destroyed and replaced by other land uses such as creation of cities or deforestation, these 'sinks' are removed, leading to an increase in emissions as they "spill" into the atmosphere. Currently, about 2,000 trees in the Amazon are cut down every minute!

### The Carbon Cycle:



Source: Climate Change North Canada, Basics of Climate Change

Another greenhouse gas released through human activity is **methane or CH<sub>4</sub>**. Methane is actually more harmful than CO<sub>2</sub>, but is much less common. One of its sources is agriculture, particularly livestock such as cattle or sheep. Methane is also emitted in the retrieval, processing and distribution of fossil fuels (such as in the mining of coal or use of natural gas in industrial production). Lastly, methane is emitted as a 'landfill gas', from decomposing waste or organic garbage.

The third most potent greenhouse gas is **nitrous oxide or N<sub>2</sub>O**. Natural emissions of nitrous oxide from the soil have increased through the use of fertilizers and other chemicals commonly used in large-scale agricultural production. Combustion engines that burn fossil fuels, such as those used in automobiles, other vehicles, and industrial

production, are also a major source of nitrous oxide (as well as carbon dioxide, as described above).

Three other GHGs exist: **Hydrofluorocarbons (HFCs)**, **Perfluorocarbons (PFCs)** and **Sulphur hexafluoride (SF6)**. These gases are also referred to as **high global warming potential gases** (high GWPs). They are extremely powerful and often have a very long lifespan. Fortunately, they are emitted in small quantities and easy to reduce. They are emitted in the manufacturing of semi-conductors (an important material in the production of computers), aluminum production (especially PFCs) and replacement of ozone-depleting substances with HFCs.

**The main GHGs and their sources vary significantly from one country to another.** You can check where your country's emissions are coming from and find ways on what you can do to reduce them. **How?** You can find the emission profiles from the United Nations Framework Convention on Climate Change (UNFCCC) website:

[http://unfccc.int/ghg\\_emissions\\_data/items/3800.php](http://unfccc.int/ghg_emissions_data/items/3800.php)

The national environment agency of many countries also has this information.

## Effects of climate change

Greenhouse gases are clogging up our atmosphere and warming it. As much as most of us like warmer weather, there is more to climate change than just temperature increase. In fact, while the average temperature of the earth's surface is rising, the effects of this change on the climate in different regions of the world are very different - and warmer weather is not always the result. Climate change impacts ecosystems and communities all over the world.

What exactly is happening and what else can happen due to climate change? Here are some examples:

### Extreme weather changes

- Numerous long-term changes in the climate have been observed, including extreme weather such as droughts, heavy precipitation, heat waves and the intensity of hurricanes, tsunamis and tropical cyclones.
- Trends toward more powerful storms and hotter, longer dry periods have been observed and are assessed in the Intergovernmental Panel on Climate Change's (IPCCs) Fourth Assessment Report. Dry regions are apt to lose still more moisture if the weather is hotter; this exacerbates droughts and desertification.
- A future of more severe storms and floods along the world's increasingly crowded coastlines is likely. These conditions will be a bad combination even if

only the least damaging scenarios forecast are to occur. Furthermore, the paths of storms outside the tropical regions are projected to move towards the North and South Poles, leading to further changes in wind, precipitation, and temperature patterns, continuing the pattern observed over the last half century.

- In Africa's large catchment basins (areas in which groundwater is collected) of Niger, Lake Chad, and Senegal, total available water has decreased by 40 to 60 per cent. Desertification has worsened through the lower average annual rainfall, runoff, and soil moisture, especially in southern, northern, and western Africa.
- The Rhine floods of 1996 and 1997, the Chinese floods of 1998, the East European floods of 1998 and 2002, the Mozambique and European floods of 2000, and the monsoon-based flooding of 2004 in Bangladesh (which left 60 per cent of the country under water), are examples of more powerful storms.

#### **Decline of winter**

- Average Arctic temperatures increased at almost twice the global rate in the past 100 years. Temperatures at the top of the permafrost layer (permanently frozen ground essential to the ecosystems of Arctic regions) have generally increased since the 1980s by up to 3°C. In the Russian Arctic, buildings are collapsing because permafrost under their foundations has melted.
- New data evaluated by the IPCC shows that losses from the ice sheets of Greenland and Antarctica have very likely contributed to the 1993-2003 sea level rise. The average global sea level rose at an average rate of 1.8 mm per year between 1961 and 2003, and between 1993 and 2003, rose by 3.1 mm per year.

#### **Shifts in the natural world**

- In Europe, mating and egg-laying of some bird species' has occurred earlier in the season - in the United Kingdom, for example, egg-laying by 20 of 65 species, including long-distance migrants, occurred earlier in the season by an average of eight days between 1971 and 1995.
- Higher temperatures are expected to expand the range of some dangerous "vector-borne" diseases that affect people living in very warm regions, such as malaria, which already kills 1 million people annually, most of which are children.

**Uh-oh, we have a problem. What do we do?**

In the 1980s, evidence of climate change was mounting. Measures that are heavily dependent on leadership, teamwork, political will and financial resources can slow the rate of global warming and help the world cope with the climate shifts that occur. Governments and the rest of the international community realized how big a threat climate change was, and that they had to do something about it. It is necessary to work

together to be successful. Climate change is a global issue because all countries contribute, in varying degrees, to GHG emissions. Everybody is affected by it and no country can solve the problem on its own.

The **United Nations Framework Convention on Climate Change (UNFCCC)** took effect in 1994. This international agreement has been formally accepted by 192 countries (with four additional countries as observers). Under the Convention, the 192 governments monitor and report the greenhouse gases they produce, develop climate change strategies, and cooperate in preparing for adaptation to the impacts of climate change.

By 1995, governments had begun negotiations on a Protocol - an international agreement linked to the existing treaty, but could stand on its own. The text of the Protocol was adopted unanimously in 1997 in the Japanese city of Kyoto and it entered into force on 16 February 2005

The **Kyoto Protocol** commits industrialized countries to reduce or limit their greenhouse gas emissions and reach mandatory emission targets by 2012. **Why only industrialized countries?** It focuses on industrialized countries because they are responsible for most of the past and current greenhouse gas emissions and have the knowledge and money to reduce them. However, developing nations are projected to emit more GHGs than industrialized nations by 2015.

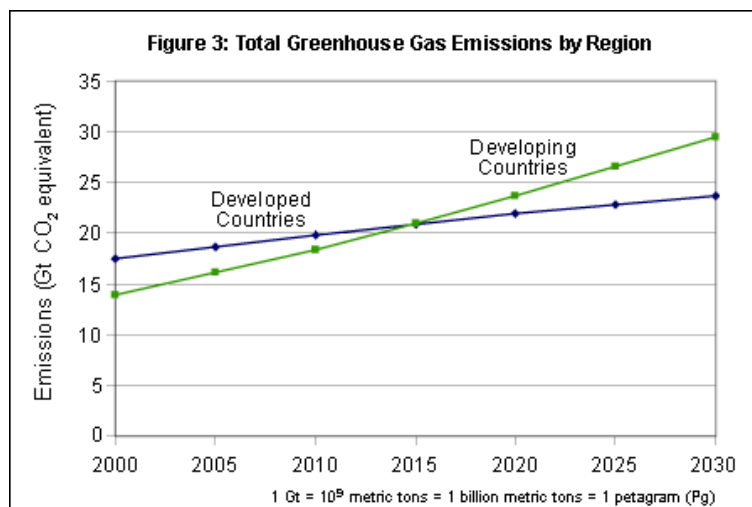


Under Kyoto, each country has its own target. These targets range from -8 per cent to +10 per cent of the countries' individual 1990 emissions levels "with a view to reducing their overall emissions of such gases by at least 5 percent below existing 1990 levels in the commitment period 2008 to 2012." Clearly, the Kyoto Protocol is only a first step and in itself it is not enough to stop the climate from changing. Future mandatory targets are expected to be established for "commitment periods" after 2012, and will be discussed in the upcoming Copenhagen Convention in December 2009.

To compensate for the sting of mandatory, binding targets, the Protocol offers **flexibility in how countries may meet their targets:** they may partially compensate for their emissions by increasing "sinks" (forests), which can be accomplished either in their own territories or in other countries. Or they may pay for foreign projects that result in greenhouse-gas cuts.

## The G8 and climate change

On June 8, 2007, a joint statement was released by the German G8 Presidency and the Heads of State from the Governments of Brazil, China, India, Mexico and South Africa on the occasion of the G8 Summit in Heiligendamm, Germany. The G8 process on climate change called for a new global agreement under the UNFCCC by 2009. It is encouraging to remember that this process was also supported by the Group of 5 countries with emerging economies (Brazil, China, India, Mexico and South Africa) which have recently become major contributors to global emissions. In 2008, China edged ahead of the United States as the world's largest emitter of CO<sub>2</sub>.



**Source: Carbon Dioxide Information Analysis Center**

Although industrialized nations and China are currently the biggest emitters, this is forecast to change, as we can see in the graph above. Emerging economies such as Brazil, India, Mexico and South Africa are projected to emit significant amounts of GHGs as they industrialize further. Developed and developing nations need to work together to solve the problem.

The G8 +5 countries reaffirmed their commitment to contribute their fair share in tackling climate change to stabilize worldwide GHG emissions. They also highlighted the role of economic incentives, through carbon markets and adaptation to climate change as a challenge for all countries, particularly for developing countries. Lastly, the statement called for adaptation and enhanced technology to be included in the negotiations for further and post-2012 commitments.

## Next steps

As we now know, climate change is largely caused by our emission of greenhouse gases. What can be done about this? **REDUCE THEM!** This approach is called climate change

**mitigation.** While we cannot completely eliminate the problem, we need to take steps to make global warming more manageable and less severe. We need to ensure that we manage our **carbon footprint** and reduce it while there is still time.

#### **What is a carbon footprint?**

It is the total set of *GHG* emissions caused directly and indirectly by an individual, event, organization, or product.

Scientific evidence of climate change, as contained in the fourth assessment report of the Intergovernmental Panel on Climate Change (IPCC), puts **human activity as the leading cause of global warming**. Therefore, it is **up to us** to make changes.

The Earth's surface temperature is rising, thereby changing the Earth's climate. **It is real and it is happening.** Even if every factory, power plant and vehicle shuts off completely, we would still experience warming of additional 0.6°C this century. We will have to find ways to adapt to the adverse effects of climate change. **Adaptation** is about finding and implementing ways of adjusting to climate change. It focuses on how impacts can be reduced for communities often already struggling with poverty and vulnerability to natural disasters. These communities are often the most vulnerable, yet are likely to be those least responsible for causing climate change and have the fewest resources to adapt.

#### **What is climate justice?**

Climate justice focuses on the inequality facet of climate change. While an island in the South Pacific is considered most vulnerable to sea-level rise resulting from climate change, it is responsible for a mere percentage of the greenhouse gases in the atmosphere in comparison to the *GHGs* emitted by industrialized and emerging economies.

Emissions produced from high rates of consumption and energy production in industrialised countries have the greatest negative effect for the developing and least developed countries...and they have the fewest resources to adapt. During extreme weather events such as floods, hurricanes and tsunamis, people without insurance or means to escape are the most affected.

We must be aware of these inequalities to ensure that everybody and the future generations can live in a healthy and just world, respecting the ecological limits of the planet.

**How can I make a difference?**

Today's children and young people will bear the brunt of future climate change impacts. Young people have a very important role to play in demanding action and creating positive change. **We are the future and climate change IS our future.**

Young people's capabilities must be strengthened; we must be given the opportunity to engage leaders to develop skills that will have a positive impact not only on the rest of our lives but also on the survival of the global environment.

*Identify your passions. Where would you like to have the greatest impact?*

*Mobilize your peers.*

*Lead and get others involved.*

*Influence and discover the power of your team.*

*Get connected, identify your networks, track them, and unite.*

*Know your resources.*

*Plan, set a goal and move.*

*Act on the basis of success and sustainability.*

*Believe that no matter how little your action is, together, you can make a difference!*

Examples of successful youth engagement include:

- Greenpeace Solar Generation (Philippines) - Greenpeace's youth component, Solar Generation in Manila has initiated active public awareness and education campaigns that include bike rallies; 'solar bars' and 'solar concerts' featuring drinks bar and concerts generated through the use of solar panels; as well as climate talks in high schools and colleges, which include challenging students to monitor and decreased their energy consumption at home.
- African Sustainable Campuses - In cooperation with the Canadian Sierra Youth Coalition, this initiative educates children and young people on climate change issues; encourages them to develop their skills in participation; and translates scientific and/or indigenous knowledge into concrete actions such as advocating renewable energy, which can also be linked to microfinance activities.
- Bet Campaign (EU) - This campaign encouraged European youth to 'bet' their national governments that they could reduce their personal emissions by Kyoto levels faster than the governments. Through shared experiences, lessons learned and best practice methods exchanged at COP 6 (The Hague), this campaign was replicated in Canada and culminated in 30 young people cycling across the country to raise awareness about climate change encouraging Canadians to take the bet.
- Campus Climate Challenge (US) - This campaign was launched in May 2005 to organize students around developing 100% clean energy policies in 1000 campuses over three years. In the first year, over 550 universities, tribal colleges, high schools and community colleges joined the campaign.



Photos courtesy of the International Institute for Sustainable Development/Earth Negotiations Bulletin: [www.iisd.ca](http://www.iisd.ca)

### Who is out there?

African Youth Initiative on Climate Change  
<http://www.ayicc.org/>

Australian Youth Climate Coalition  
<http://www.youthclimatecoalition.org/>

Bet Campaign  
[www.thebet.de](http://www.thebet.de), [www.inforse.dk/europe/schools/program\\_Bet.htm](http://www.inforse.dk/europe/schools/program_Bet.htm)

Climate Change Youth Guide to Action, Taking It Global  
<http://www.takingitglobal.org/action/guide/>

Canadian Climate Change Youth Coalition

<http://www.ourclimate.ca/main/>

Energy Action Coalition

<http://www.energyaction.net/main/>

Global Youth Action Network

<http://www.youthlink.org/gyanv5/index.htm>

Greenpeace Solar Generation

<http://www.greenpeace.org/international/news/the-solar-generation>

It's Getting Hot In Here

<http://itsgettinghotinhere.org/>

U.S. Youth Network for Sustainable Development/SustainUs

<http://www.sustainus.org/>

#### Knowledge is power - references

Bet Campaign

[www.thebet.de](http://www.thebet.de), [www.inforse.dk/europe/schools/program\\_Bet.htm](http://www.inforse.dk/europe/schools/program_Bet.htm)

Climate Change Science, Fourth Assessment Report, Intergovernmental Panel on Climate Change (IPCC)

<http://www.ipcc.ch/>

Climate Change Youth Guide to Action, Taking It Global

<http://www.takingitglobal.org/action/guide/>

Carbon Sinks, FERN

<http://www.fern.org/pages/climate/carbon.html>

Carbon Footprint, Carbon Trust UK

[http://www.carbontrust.co.uk/solutions/CarbonFootprinting/what\\_is\\_a\\_carbon\\_footprint.htm](http://www.carbontrust.co.uk/solutions/CarbonFootprinting/what_is_a_carbon_footprint.htm)

Climate Justice, Friends of the Earth

<http://www.foei.org/en/media/archive/2007/climate-justice-for-all/>

An Educational Resource for Northerners, Climate Change North

[http://www.climatechangenorth.ca/section-BG/BG\\_HS\\_03\\_O\\_E.html](http://www.climatechangenorth.ca/section-BG/BG_HS_03_O_E.html)

European Union Climate Change Campaign Youth

[http://ec.europa.eu/environment/climat/campaign/pdf/climate\\_change\\_youth\\_en.pdf](http://ec.europa.eu/environment/climat/campaign/pdf/climate_change_youth_en.pdf)

Greenpeace Solar Generation

<http://www.greenpeace.org/international/news/the-solar-generation>

High Global Warming Potential Gases, U.S. Environmental Protection Agency

<http://www.epa.gov/highgwp/sources.html>

Kyoto Protocol

[http://unfccc.int/kyoto\\_protocol/items/2830.php](http://unfccc.int/kyoto_protocol/items/2830.php)

United Nations Framework Convention on Climate Change (UNFCCC)

[http://unfccc.int/essential\\_background/feeling\\_the\\_heat/items/2917.php](http://unfccc.int/essential_background/feeling_the_heat/items/2917.php)

#### Points to Ponder

- *In your opinion, what are further actions that you can support in regards to global warming?*
- *What actions has your government taken to tackle climate change?*
- *How do you and your peers contribute to stalling or adapting to the effects of global warming?*