



WWF

REPORT

ESA

2013



# Pan-African Youth Strategy on Learning for Sustainability



# Pan-African

## Youth Strategy on Learning for Sustainability

This document has been financed with support of Sida, the Swedish Agency for International Development Cooperation.



# FOREWORD

The World Wide Fund for Nature (WWF), is the global conservation organization with almost 5 million supporters and a global network active in more than 100 countries. WWF's mission is to stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature, by conserving the world's biological diversity, ensuring that the use of renewable natural resources is sustainable and by promoting the reduction of pollution and wasteful consumption.

In the face of diverse economic developments which are rapidly expanding in Africa, there is increasing pressure and demand on the earth's natural resources, which are now diminishing at an alarming rate. It is therefore critical that environmental sustainability is taken into consideration in all future developments or actions, in order to ensure that we save the planet for the future generations.

The youth, which comprises more than 60 per cent of the population throughout Africa, rely heavily on natural resources. Moreover, the youth in Africa comprise of the largest percentage of the unemployed. In order to achieve conservation of our natural resources, we need to embrace our youth, in a more vibrant green economic pathway, securing their future, and the future of the planet. In view of this, WWF in Africa decided to develop this Pan African Youth Strategy on Learning for Sustainability. This has been a consultative process, with input and support from all over Africa, including our WWF Central African Regional Programme Office (CARPO); WWF Western Indian Ocean Islands Programme Office (MWIOPO) with WWF Eastern and Southern African Regional Programme Office (ESARPO) leading the process, to ensure a truly African feel for how we should develop and roll out this strategy for all to benefit.

The strategy, which represents the voices and views of youths' from all over Africa, was captured through consultative meetings across Africa, culminating in a Pan-African Youth Conference on Learning for Sustainability held in Nairobi, Kenya during January 30 – 31, 2013. Over 100 youth from 35 countries, in all regions of Africa, actively participated and helped shape and develop the actions that they feel are critical for our different stakeholders to undertake, and that would ensure that youth are engaged and empowered to promote sustainable development and green economies in Africa.

The Nairobi Declaration, framed by the Youth during this conference, affirms the youths' spirit of commitment and openness for meaningful engagement and collaboration, to shape the future of this great continent, enabling it to achieve greater heights, and yet with people living in harmony with nature.

WWF encourages all stakeholders including all African Governments, Pan-African Institutions, Regional Economic Communities, the growing private sector, the critical and expanding civil society organizations, the numerous teaching and learning institutions, the media and the youth themselves to engage with this Pan-African Youth Strategy on Learning for Sustainability document and to actively work towards empowering the youth for a more sustainable and prosperous Africa.

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# ACRONYMS

AAU	Association of African Universities
ANEW	African Civil Society Network on Water and Sanitation
AYT	Africa Youth Trust
CARPO	Central Africa Regional Program Office
COMY	Conference of Ministers in Charge of Youth
CSO	Civil Society Organisation
COMESA	Common Market for Eastern and Southern Africa
ECOWAS	Economic Community of West African States
ESDA	Education for Sustainable Development in Africa
ESD	Education for Sustainable Development
EAC	East African Community
GHOA	Green Heart of Africa
IIS	International Implementation Scheme
IWRM	Integrated Water Resources Management
LCVEEP	Lake Victoria Catchment Environmental Education Program
MESA	Mainstreaming Environment and Sustainability in African Universities
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
MWIOPO	Madagascar Western Indian Ocean Program Office
NYC	National Youth Council
NYS	National Youth Service
NGO	Non Governmental Organisation
OSIWA	Open Society Initiative for West Africa
PYU	Pan-African Youth Union
PACJA	Pan- African Climate Justice Alliance
ProSPER.Net	Promotion of Sustainability in Postgraduate Education and Research Network
RCE	Regional Centres of Expertise
SD	Sustainable Development
SADC	Southern African Development Community
UN	United Nations
UNDESD	UN Decade on Education for Sustainable Development
YDI	Youth Development Index
WWF	World Wide Fund for Nature







# 1. Introduction

Recognising the importance of engaging youth in sustainable development, WWF is supporting the development of a Pan-African Youth Strategy on Learning for Sustainability, aiming to empower youth through: sustainable living and gainful economic activity; positive engagement that allows them to have a voice and develop skills for action; positive democratic engagement; tolerance to different life perspectives; cultures and values that promote respect for self, others, society and the living planet.

African youth, both those out of school and those in learning institutions in the region, face many challenges in an environment that has high unemployment in struggling economies with limited opportunities. Young people constitute a disproportionately large segment of people adversely affected. The Pan-African youth strategy is intended to serve as a guiding tool for youth empowerment to contribute towards sustainable development.

This strategy is being developed with cognisance of other initiatives targeted at youth development across the African continent. A desk review of countries and regional institutions in Africa has identified processes and stakeholders that may be engaged at the Pan-African level in the development and implementation of the strategy.

Most importantly, however, the strategy must be developed, owned and driven by African youth themselves. They are the ones who will inherit whatever problems as well as opportunities that the current generation of decision-makers leave behind. On the other hand, the current young generation is also better equipped and more motivated than previous young generations to play a role now in accelerating adoption of sustainable development approaches. The Pan-African Youth Strategy on Learning for Sustainability can be a roadmap for ensuring that Africa's youth are well supported and strengthened in their development of necessary knowledge and skills to facilitate their development of democratic abilities that will enable them to fulfil this role.

## 2. Strategy development process

The strategy has been developed through a consultative process supported by desk research on existing initiatives across the continent supporting youth engagement in sustainable development.

National consultative workshops were convened in East Africa (Rwanda, Uganda, Kenya, Tanzania), and parallel initiatives were undertaken in Central Africa and Madagascar and the Indian Ocean Islands. In Central Africa, national consultations were held in Cameroon, Gabon, the Democratic Republic of Congo (DRC) and the Central African Republic (CAR). Outcomes of these consultations informed the identification of key challenges and opportunities, as outlined in section 4, as well as suggesting key elements of the framework strategy as outlined in section 5.

Annex II provides a summary of the actual outcomes of the consultations in East Africa, Central Africa and Madagascar.

The Pan-African Youth Conference on Learning for Sustainability, held in Nairobi 30-31 January 2013, was a critical event for building consensus on the framework strategy among youth groups and youth-supporting agencies. Over 100 youth representatives attended from approximately 35 African countries. Participants shared their ideas on what a sustainable future Africa would look like, and agreed on strategies and actions needed to progress towards it. They also agreed and disseminated "The Nairobi Declaration on Learning for Sustainability", presented as Annex I to this document. A summary of conference participant commitments and action recommendations is presented in Annex II.

The outcomes of the above process have been consolidated and elaborated on in preparation of this present strategy document.





## 3. Context: Learning for sustainability

### Overview

WWF's interest in supporting youth in learning for sustainability emanates from its concern that halting the loss of biodiversity and keeping humanity's footprint within the Earth's sustainable capacity requires many changes including the way humanity generates energy, produces food, uses the planet's resources and deals with the waste it produces. Education is a key process by which enhancement of knowledge and awareness of sustainability issues can be supported while addressing relevant values and behaviour to work towards a sustainable future. This is the reason that WWF has been a key actor in implementing the UN Decade on Education for Sustainable Development (UNDESD) 2005-2015.

Coupled with this is the growing realization that learning for action on sustainability, particularly for 21st Century Youth, must reach beyond the formal education system, and thus may need to strengthen the emphasis on this aspect of the strategies underpinning the UNDESD. The process for developing the Pan-African Youth Strategy on Learning for Sustainability, therefore, has sought to provide a space for young people to articulate their perceptions on what sustainability means, what their role should be in achieving it, and what can be done to equip them to succeed in this role. In facilitating cross-sector, cross-generational, multi-stakeholder discussions and deliberations, a platform that provides the space for young people to engage in processes leading to a sustainable future has been initiated.

### Definition of terms

i) **SUSTAINABLE DEVELOPMENT:** According to the World Commission on Environment and Development:

“Sustainable development is development that meets the needs of the present, without compromising the ability of future generations to meet their own needs.”

The 2002 World Summit outcome document defined the three components of sustainable development as “economic development, social development and environmental protection”.

ii) **SUSTAINABILITY** is the capacity to endure. Wikipedia defines sustainability as follows:

“For humans, sustainability is the long-term maintenance of responsibility, which has environmental, economic, and social dimensions, and encompasses the concept of stewardship and the responsible management of resource use.

“In ecology, sustainability describes how biological systems remain diverse and productive over time, a necessary precondition for the well-being of humans and other organisms. Long-lived and healthy wetlands and forests are examples of sustainable biological systems.

“Sustainability economics’ involves ‘ecological economics’ where social, cultural, health-related and monetary/financial aspects are integrated.

Moving towards sustainability is also a social challenge that entails international and national law, urban planning and transport, local and individual lifestyles and ethical consumerism. Ways of living more sustainably can take many forms from reorganizing living conditions (e.g., eco-villages, eco-municipalities and sustainable cities), reappraising economic sectors (permaculture, green building, conservation agriculture), or work practices (sustainable architecture), using science to develop new technologies (green technologies, renewable energy), to adjustments in individual lifestyles that conserve natural resources.”





In the East Africa workshops preparing for this strategy youth participants were asked what stories they would like to be able tell their grandchildren, in terms of what environmental, social and economic existed in 2012 that are no longer problems as a result of action that was taken by the workshop participants and their peers. These discussions led to a richer understanding of what sustainability means, and how they can achieve it through their own actions, as reflected in the reports on those discussion in the Annex.

## Education for Sustainable Development (ESD)

In December 2002, the UN General Assembly adopted resolution 57/254 to put in place a UN Decade of Education for Sustainable Development (DESD), lasting from 2005 to 2014. UNESCO was tasked with leading the Decade and developing a draft International Implementation Scheme (IIS) for the Decade. The Second Half of DESD 2005 - 2014 called for *engaging with the youth through fostering initiatives and partnerships that open up spaces for identifying, testing and implementing youth-led ideas and innovative approaches in collaboration with a variety of international, regional and national youth led and student organisations.*

Education for Sustainable Development (ESD) requires far reaching changes in the way education is often practiced today. ESD aims to help people to develop the attitudes, skills, perspectives and knowledge to make informed decisions and act upon them for the benefit of themselves and others, now and in the future.

ESD means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires an approach to learning that motivates and invites learners' participation and empowers them to take action for sustainable development. ESD consequently builds individual capacities for communication, critical thinking, constructing future scenarios and making decisions in a collaborative way.

## ESD in Africa (ESDA)

Since ESD should be contextually appropriate and culturally sensitive, reorienting education in Africa towards sustainable development requires education to be more relevant to the attainment of internationally agreed development and poverty alleviation objectives. Key challenges are the need to recognize that human development is closely linked to health and well-being, capacity development, knowledge and living standards; that most Africans live in rural areas; and that the impact of the HIV and AIDS pandemic remains severe.

With the goal of building a platform for African universities to establish such training programs, United Nations University Institute for Sustainability and Peace officially launched the ESDA Project in October 2008. Its main goal is to transform the way the world views education and sustainable development, ensuring that sustainable development is incorporated into curricula at all levels of education and in all levels of society. Its two flagship initiatives are: Regional Centres of Expertise (RCEs) and the Promotion of Sustainability in Postgraduate Education and Research Network (ProSPER.Net). RCE is a network to deliver ESD to local and regional communities. Currently there are 116 RCEs worldwide, 10 of which are in Africa<sup>1</sup>.

Its four core elements are: governance, collaboration, research and development, and transformative education. Core functions are: bringing together institutions at the regional/local level to jointly promote ESD, building innovative platforms to share information and experiences, promoting dialogue among regional/local stakeholders through partnerships for sustainable development and creating a local/regional knowledge base to support ESD actors.

Within the ESDA framework, Kenyatta University has been preparing a Masters of





Science program in sustainable urban development, which aims to produce students who are willing to work with community based projects in informal settlements together with actors such as Umande Trust. Similar programs are being offered in South Africa and Ghana. Jomo Kenyatta University of Agriculture and Technology in Kenya has developed a sustainability strategy for the entire institution, which includes mainstreaming ESD across the curriculum. The Pan-African University is being run by the African Union Commission under the Education Division of the Commission for Human Resource Science and Technology.

**Mainstreaming Environment and Sustainability in African Universities:** UNEP, UNESCO, Association of African Universities (AAU), together with other partners established the Mainstreaming Environment and Sustainability in African Universities Partnership Programme (MESA) is operational in 90 universities across 40 countries in Africa. The MESA partnership programme addresses commitments to sustainable development in Africa and to inter alia promote 'education and awareness-raising, including networking among universities with programmes of excellence in the field of the environment'. It also aims to address the scientific and knowledge gap that exist between Africa and the rest of the world in these fields. Under MESA, for example, curricula have been developed e.g. in re-orienting teacher education strategies at Mbarara University of Science and Technology of Uganda; developed new courses, e.g. the University of Cape Town Masters Course in Law that integrated an environmental law module.

WWF sees education as a key mechanism by which to build knowledge and understanding of the issues on which WWF works while simultaneously encouraging pro-sustainability values and behaviour. WWF's Global Programme Framework includes a commitment to "build concrete conservation solutions through a combination of field-based projects, policy initiatives, capacity building and education work".

WWF's Lake Victoria Catchment Environmental Education Program (LCVEEP) is a regional trans-boundary program working in the Lake Victoria basin in the East African countries of Kenya, Uganda and Tanzania. The program works with schools, communities and local leaders through ESD to promote the conservation of Lake Victoria catchment while at the same time promoting sustainable livelihoods. The program's main focus is on the sustainability of the environment and to bring about improved livelihoods via environmental education. LCVEEP's activities target pupils/students and teachers in schools, community members and leaders in selected sites. It has been operational in three east African countries since 2004. The LVCEEP has since expanded into Rwanda and is guided by the principles and key thrusts of the United Nations Decade of Education for Sustainable Development. The purpose is to empower communities, schools and regional partners with the knowledge, motivation and abilities for sustainable use and management of natural resources.

UNESCO National Commissions are set up by their respective governments to facilitate engagement of their governmental and non-governmental bodies in education, sciences, culture and communication with the work of UNESCO. They constitute a global family with an extensive network of stakeholders, partners and experts. As UNESCO is the lead agency for the UN Decade of Education for Sustainable Development (2005-2014), National Commissions are assisting in its implementation. It is vital to involve youth in the design and implementation of ESD, to engage their organizations' and networks' commitment, solidarity and potential in enhancing ESD as well as to foster young people's ownership of the ESD agenda. In some countries the National Commissions are already working with youth, such as convening youth forums and promoting green economy initiatives that also address youth unemployment.

<sup>1</sup>RCE Ghana (based at Kwame Nkuruma University of Science and Technology); RCE Greater Nairobi, Kenya (based at Kenya Organisation for Environmental Education); RCE





## ESD, Green Economy and Youth

The global financial and economic crisis has exposed the weaknesses of prevailing economic paradigms and, in the process, stimulated a questioning of widely-held assumptions about desirable lifestyles, development models and personal values. Education has been affected by the multiple crises – bringing into question the very purposes of education: what kind of society and economy, indeed what kind of future should education prepare learners for? And how should it respond to the changing realities around us as well as prepare for – and contribute to – a different future? These types of questions have long been important components of ESD, but have now acquired new urgency and relevance.

The United Nations sees an alternative future out of the crisis in terms of a “Green Economy.” Building green economies and sustainable societies requires more than clean technologies. Humankind will not solve the problems it faces today with the same values and approaches that created them. Hence, the international community needs to understand green economies as sustainable societies, creating a balance between environmental, societal, cultural and economic considerations in the pursuit of an enhanced quality of life<sup>2</sup>.

The concept of green economy has particular resonance with a growing movement of the world’s young people, both in the North and in the “global South”. Recognizing the threats to their future from climate change, biodiversity loss and land degradation, coupled with what they perceive as growing inequalities in wealth and well-being as a result of economic globalization (and also often involving corruption), they are less and less willing to wait for their elders to solve these problems.

There are two important implications of this trend for the future direction of ESD. The first is that there is an urgent need and demand for deeper learning and understanding of ESD approaches such that young people develop knowledge, attitudes and abilities to undertake informed action. The second implication is that “learning for sustainability” must focus more on modalities for taking action and advocating for change, in order to equip youth to be effective as actors in sustainable development. While the DESD strategy has always had a component for non-formal education and promotion of youth initiatives towards sustainable development, it is clear from the consultations and investigations undertaken for this strategy that these aspects will need to be strengthened to meet what Africa’s youth are demanding. A close collaboration between formal and non-formal parts of education is crucial in achieving progress towards sustainability, especially in light of the low school enrolment levels in most African countries.

## 4. Overview of youth in Africa’s sustainable development

### Sustainable development challenges

The destruction of the natural environment directly affects national economies. Pollution, depletion of biodiversity, land degradation, all contribute to climate change, increasing food and water shortages, increasing incidence of severe flooding, prolonged droughts, increased vulnerability to disease, and a decline in human wellbeing. While conserving the natural environment and natural resources is among the most important human challenges today, the necessity of improving livelihoods in developing countries is equally critical.

Environmental sustainability and development are two essential elements in

<sup>2</sup>UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development, 2010/ED/UNP/DESD/PI/1



development planning, and in order to enjoy sustainable development there is need to affirm economic and industrial development on the basis of environmental sustainability. To ensure sustainable development, the natural environment needs to become a collective responsibility for anyone engaged in economic development regardless of age, gender, profession, geographical location, education, culture and socio-economic background.

Young people comprise up to 70% of the population in many African countries; they also make up the largest cohort of the unemployed; these statistics and many others imply that addressing development problems clearly necessitates making youth a core focus of development planning. At the same time youth energy, desire for change, and creativity represent a huge human resource potential to not only make a significantly greater quantitative contribution to development, but also to push qualitative change in ways of working, innovation and institutional reforms, including better governance, combating corruption, and building a healthier social and physical environment. Sustainable management and conservation of the natural environment are critical among these issues, and at the same time present many opportunities for entry points for youth action.

From the perspective of African youth, as expressed in consultative workshops in East Africa, key challenges to achieving sustainable development include the following:

- Interpretation and promotion of development is lopsided and focuses more on the economic dimension.
- Politicizing of the development process; sustainable development has become a cliché – everybody talks about it but few practice it.
- Underlying forces such as poverty, ownership and access to resources, urgent needs guide use of resources.
- Land and resource management practices
- Resource constraints within the national environment management authorities
- Complexity of development issues (covers everything from banana production to improved access to health and education).
- Lack of awareness and know-how; lack of best practice models
- Lack of future based planning; crisis-based management
- Inequitable distribution of water and energy - these are crucial to all three aspects of development.
- Planning is done in silos, and involves government and CSO players. The Private sector need to be better engaged.

The African Youth Charter, which comprehensively takes into account education, employment and other issues affecting African youth, is a demonstration of political will to support youth policies and programmes at the highest level. The Charter stipulates that the goals of development are attainable only where youths are aware of their responsibilities, as well as the complementary role of the family and government. In addition, the goals of youth can be attained if national governments implement the Charter and prioritize youth issues, taking into consideration the fact that young people are of current importance besides being potential future leaders (UN-ECA, African Youth Report 2011).

Parallel to the development of this Pan-African Strategy on Learning for Sustainability, other processes that are relevant to this strategy need to be taken note of. In particular, the UNEP TUNZA International Youth Conference was held in Nairobi 10-14 February 2013, and the African Youth Conference on Post-2015 Development Agenda, 18th-20th November 2012, also in Nairobi. Summaries of the respective declarations of these two events are included in Annex I, as an illustration of other youth voices addressing similar concerns about Africa and the world's sustainable development.





In recognition of the age range where life transitions take place, the African Union has adopted a broader definition of youth that encompasses individuals aged between 15 and 35.

## Challenges to youth empowerment for sustainable development

The key challenges to youth engagement in sustainability are a combination of constraints in the social, political, economic and physical environment.

Resources allocated to ensuring sustainability are inadequate. While there is need to raise awareness on better resource management and practices, budgetary allocations are lacking. This is also reflected in poor and aging infrastructure.

Youth are commonly perceived as a problem rather than as a valuable resource. Adults often interpret youth energy as unruly. Shifting role models and evolving language often result in communication barriers. Lack of ambition or willingness to take on responsibility is a common complaint. There is a trend among youth to “get rich quick”, which impacts the choices they make – many prefer not to invest in long term goals and look for short term interventions that provide instant gratification.

On the other hand youth lack skill and experience, suffer from poor self esteem, and frequently come from disadvantaged social environments. Inadequate education, limited knowledge, an inability to access information, and lack of marketable skills compromise their ability to participate economically.

Poor governance is often cited as a key challenge to achieving desired change. This is manifest in a number of ways. At local authority level, councillors lack the technical and financial skills required to ensure service delivery. At national government level, accountability mechanisms are often weak. Where citizen consultations exist they may not cater for marginalised groups, especially youth. The African tradition of not speaking against an elder exacerbates the problem.

Having said that, many youth are conscious of their responsibility to themselves and their communities and are making efforts to address environmental challenges. However, opportunities for youth participation in mainstream efforts are few. While youth are strongly connected through the growing prevalence of social media, they come from diverse realities and lack a platform that can consolidate and coordinate their efforts to address the challenges they face in accessing required resources and services for themselves and their communities. These and numerous other challenges faced by youth must be taken into account in forging a strategy for youth engagement in learning and promoting sustainable development strategies.

Not engaging youth is not an option, especially when addressing issues of sustainability. Young people have to be prepared to take on the responsibility of nurturing the planet’s resources not only for themselves, but for coming generations as well.

The Rwanda and Uganda national consultations identified the following youth knowledge gaps that will need to be addressed as a first step in addressing the above challenges and opportunities.

What do youth need to learn for sustainable development?

- The concept of Sustainable Development needs to be demystified and unpacked; there is a need to demonstrate the linkages between the three pillars of SD, and how SD relates to daily life
- Entrepreneurial and management skills; skill upgrading
- Opportunities for youth participation
- Life skills – reduce risky behaviour from every aspect including financial and reproductive health management and change management





- Future planning and priority setting
- Lobby and advocacy skills
- Communication and people skills - relating across generations and socio-economic, religious and political divides.

## 5. Youth strategy on learning for sustainability

### Overview

While the national consultations have revealed a wide range of perspectives that reflect concerns uniquely related to national contexts and cultures, they also exhibit some strikingly similar threads. One is that there is a broad anxiety among Africa's youth concerning the threats to their future well-being arising from un-sustainable development policies and practices, and as a result there is a deep commitment to take action to change this. This leads to a recognition that youth need to be better at working together to influence the way governments are addressing these problems, and to change public attitudes.

Secondly, and unsurprisingly, youth are unanimous in demanding opportunities for employment to ensure their future livelihoods. What is particularly notable here is that this demand is coupled with a belief that the concept of Green Economy is seen as a priority option in opening up such opportunities.

Thirdly, all the consultations identified the need for targeting capacity building, training, and formal education in directions that will equip youth to pursue sustainable livelihoods and to play a pivotal role in decision-making for sustainable development.

Youth strongly felt that the focus of all proposed activities and interventions should not be limited to the local and national level, and that they should also tap into regional level opportunities presented by RECs and other sectors operating at that level. ECOWAS's Youth initiatives coordinated through a centre in Ouagadougou, the EAC strategic plan (2011-2015) on Gender, Youth, Children, Social Protection, and Community Development, the SADC youth initiative; the COMESA youth programme and the various sector specific young professional programmes managed by agencies such as the African Development Bank, and CSO initiatives such as the Young Water Professionals, all present opportunities that can enable youth engagement in sustainable development at the regional level.

Harnessing regional level opportunities for youth engagement will enable not only an expanded base for youth participation, but also provides a tool to leverage support and clout in addressing national level challenges and bottlenecks. In addition, key natural resources are shared across borders, and opportunities become more coherent when addressed from a broader regional perspective that allows a more comprehensive scale for operation. This is especially true for renewable energy, water resource management, cross-border conservation ecosystem (such as the Mara-Serengeti complex) options

A framework thus emerged for the Pan-African Youth Strategy on Learning for Sustainability with proposed actions clustered under four core action areas, namely: knowledge and skill building, livelihoods/career building, governance, and youth as change agents. Discussions during the pan-African conference focused on this framework, and basically came to a consensus on such a structure. The specific activities identified under each core area address the issue of scale and include appropriate interventions for the local, national and regional levels.

An additional feature emerging from the Conference was the realization that the youth



of the 21st century possess a significant instrumentality advantage over previous young generations as a result of their access to internet-based technologies and communication mechanisms/social networking. Coupled with the growing demand by today's youth for change in the direction of sustainability and human rights (youth's volition to act), the final draft strategy recognizes the huge potential in seeing youth as change agents, and therefore places this component as the central focus of the strategy.

As illustrated in the subsequent graphic, the framework of the African youth strategy on learning for sustainability is proposed as follows:

- **i. Youth as Change Agents:** Utilizing the social networking skills and habits of today's young people to promote a cross-sector/broadened sector approach to sustainability issues, ultimately changing attitudes and behaviour.
- **ii. Youth engagement in improved Governance:** Ensuring that youth, as a large, vulnerable and marginalized segment of the population, have a voice in decision-making, and so to improve governance and leadership
- **iii. Livelihoods/Career building:** Stimulating the private sector towards green economy options while preparing young people to build careers and play a productive role to ensure sustainability in all the sectors
- **iv. Knowledge and skill building:** Mobilizing youth energy and enthusiasm for action towards environmental, social and economic productivity, based on well-grounded awareness and knowledge of sustainability issues and skills to address them; tapping youth creativity and openness to change through support to innovation.

As all of these actions are also driven by a youth vision for a sustainability focus in Africa's development pathway, the overall goal of the strategy may be stated as follows:



Goal: To equip and support youth of Africa with knowledge, skills and opportunities to build social, environmental and economic prosperity through mainstreaming Green Economies approach based on equity, rights and stewardship of resources



## Youth as change agents

**Objective:** To motivate and mobilise young people to realize their potential as agents of change in addressing the challenges to achieving sustainable development.

..... young people are far less locked into traditions and conventional attitudes and practices than their elders, and see opportunities afforded by new technologies to facilitate change and innovation.....

It is broadly understood that today's generation of young adults, more than any preceding one, is a highly inter-connected and communicative one, particularly through electronic media and "social networking". It has, of course, always been the case that young people communicate laterally, with their age peers, more than inter-generationally. Peer education, for example, is first and foremost – though not exclusively – a youth mechanism, including within formal education. But the new vehicles of mobile phones, e-mail and internet-based social networking has radically reinforced this social reality, and is making a qualitative as well as a quantitative change in the power of youth communication.

Secondly, and closely connected to the above, young people are far less locked into traditions and conventional attitudes and practices than their elders, and see the opportunities afforded by new technologies to facilitate change and innovation, not least by mobilizing their peers to advocate and adopt new ways of thinking and behaving. They also tend to be more driven by human rights issues than previous young generations.

It is therefore incumbent on a youth strategy on learning for sustainability to take full account of youth as change agents, through volition and through their exceptional instrumental capacity. It is incumbent on the youth strategy to identify pathways for youth to act on their volition to vastly broaden the constituency of young people who are motivated and equipped to work for a sustainably growing and green Africa.

## Youth Engagement in Improved Governance

**Objective:** To ensure that youth have a voice in policy and decision making from formulation to implementation so as to improve governance and leadership across all sectors and all levels .

.... in particular the reduction and elimination of corruption, youth are strong candidates to play a leading , activist role.

Good governance is the bedrock of sustainability. Ownership of development strategies and initiatives by the most concerned stakeholders and beneficiaries is a necessary condition, and ownership is not possible without transparency, accountability and inclusiveness in decision-making.

As potential drivers of green economies, youth will require and demand a share of the ownership. They must therefore be full participants in decision-making processes.

In terms of transparency, and in particular the reduction and elimination of corruption, youth are strong candidates to play a leading, activist role. It is well established that the propensity towards corruption increases with age. With fewer financial and livelihood obligations than their elders, young people are less tempted than their elders to pursue extra-legal practices. They also tend to be more disturbed when they encounter this. For this reason, equipping youth with the tools to monitor, apprehend and redress corrupt practices can be an effective way to combat them, and hence to foster improved governance.

## Livelihoods/career building

**Objective:** To enhance livelihoods by enhancing employability and entrepreneurship based on sustainable development and green economy principles.

..... mobilising youths' productive energy and enthusiasm for action towards a green economy..... can provide the powerful impetus to the needed shift to sustainable development approaches

Governments, employers and development agencies are increasingly focusing on green economy approaches to meeting development priorities: in reducing poverty, accelerating economic growth, enhancing social welfare conditions and ensuring sustainability of eco-system services while mitigating and adapting to climate change. A key ingredient in achieving this will be realizing the potential gains to be had from focusing on youth as a core driver in these approaches.







In order to realize this potential, it will be necessary not only to provide the educational and training channels needed to build the technical and human resource capacities for a vibrant green economy, but to ensure that opportunities are readily available for employment, entrepreneurship, innovation and livelihoods (including those focused on social well-being and environmental sustainability). Additionally, young people must be made aware of such opportunities and attracted to them as life and career options.

Entrepreneurship in Africa remains underexplored as a majority of the population still views self-employment as a second or third choice for those who cannot get employment.

The International Labour Organization highlights the importance of entrepreneurship education as crucial in encouraging young people to take up entrepreneurship. The Australian Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) defined enterprise education as: "Learning directed towards developing in young people those skills, competencies, understanding and attributes which equip them to be innovative, to identify, create, initiate and successfully manage personal, community, business and work opportunities, including working for them." This is what this strategy proposes.

We propose interventions that will target both stakeholders in the youth development sector and the youth. This will affect the perception of youth positively among stakeholders and at the same time look into improving youth capacity to engage in self-employment ventures and also affecting youth perception of the labour market and their possibilities.

Targeted interventions have proved to work better than haphazard programmes. A combination of Entrepreneurship training with training on specific skills on high demand e.g. beauty therapy and hairdressing (which record high impact rates) would almost guarantee return on investment. We must also include training on Employability and life-skills in appreciation of the fact that not all young people are wired to be entrepreneurs.

## Knowledge and skill building

**Objective:** To empower youth by facilitating an enabling environment that fosters innovation, learning and knowledge building for sustainable development.

The concept of green economy provides a tangible and realizable focus to the sometimes mystifying notion of sustainability. It also offers a positive, motivating vision of the future for today's young generation. Mobilizing youth's productive energy and enthusiasm for action towards a green economy, based on well-grounded awareness and knowledge of sustainability factors, can provide a powerful impetus to the needed shift to sustainable development approaches in the coming years.

Tapping youth creativity and openness to change through support to innovation is a second, but no less important, aspect of this component of the strategy. The point is that young people not only build their own knowledge, but they also contribute to building the knowledge of others. It is a two-way process.

The following section provides details of activities under each of the target areas described above.



Goal: To equip and support youth of Africa with knowledge, skills and opportunities to build social, environmental and economic prosperity through mainstreaming the Green Economies approach based on equity, rights and stewardship of resources

## 6. Activities

Strategic Area	Activities	Outputs	Actors
I. Youth as Change Agents  Objective: To motivate and mobilise young people to achieve their potential as agents of change in addressing the challenges to and achieving sustainable development	i. Create a Youth Platform/ network for sustainable development in Africa	<ul style="list-style-type: none"> <li>• Develop a pan-African youth network to coordinate youth engagement in sustainable development, including advocacy, capacity building, career building and learning;</li> <li>• Institutionalize a Pan African youth congress to carry forward the decisions of the Pan-African Youth Conference on Learning for Sustainability, with equal representation focusing on gender and people with special needs;</li> <li>• Establish, institutionalize and strengthen regional youth networks to facilitate implementation of the objectives of this strategy at regional level in collaboration with their respective Regional Economic Communities and other agencies and organization operating at that level; such networks will take into account the specific regional action strategies adopted by the Pan-African Youth Conference in January 2013.</li> <li>• Strengthening the Pan-African Youth Union (PYU) to implement programs on sustainable development, to consolidate and monitor efforts of national youth councils (NYCs), and to support and monitor implementation of the African Youth Charter;</li> <li>• Through the PYU, promote the African Youth Strategy on Learning for Sustainability to the African Union and the AU Conference of Ministers in Charge of Youth (COMY), requesting them to: <ul style="list-style-type: none"> <li>==&gt; Support implementation of the strategy</li> <li>==&gt; Incorporate the strategic objectives and activities into the youth focused work of the Regional Economic Communities</li> <li>==&gt; Receive and review annual reports on the implementation of the youth strategy</li> </ul> </li> <li>• Through the sponsoring agencies of the African Youth Strategy, including WWF, UN-Habitat, UNESCO National Commissions, Africa Youth Trust and others, explore opportunities for collaborative support towards implementation of this strategy, to include collaboration at continental, regional and national levels;</li> <li>• Convene semi-annual meetings at the regional level for planning and information exchange and to monitor the youth network's action plans, e.g. on Regionally shared natural resources such as forests, rivers, lakes, wildlife corridors etc; regionally harnessed renewable energy options such as solar and wind; identifying types of trees that will be of economic benefit, taking into account all youth aspects in the regional level plans and emerging topics such as climate change, AIDS, etc. These forums can also promote cross generational, rural urban, cross-sectoral debates on pertinent issues related to sustainable development</li> </ul>	<p>PYU, Youth Networks, young professional bodies, National Youth councils</p> <p>CSOs/FBOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>AU, COMY</p> <p>National Youth Ministries, Youth Desks at the RECs youth development CSOs (e.g. AYT, WWF),</p> <p>United Cities and Local Government of Africa (UCLGA)</p> <p>UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO</p> <p>Donor agencies</p>

Goal: To equip and support youth of Africa with knowledge, skills and opportunities to build social, environmental and economic prosperity through mainstreaming the Green Economies approach based on equity, rights and stewardship of resources

Strategic Area	Activities	Outputs	Actors
	ii. Develop messages for mobilising and motivating youth to action	<ul style="list-style-type: none"> <li>Identify core messages for dissemination at local, national and regional levels</li> <li>Adopt "Youth language" to help translate SD in an easily comprehensible language at local and national level</li> <li>Strengthen SD youth clubs and associations in schools and encourage youth in schools to engage in SD activities both in school and in partnership with young people out of school.</li> <li>Promote the African Youth Charter commitment that "Youth shall have the duty to...Become the custodians of their own development"; Focus on pride, dignity to engage (i.e. to not be dependent on aid). This activity will be undertaken at local, national and regional levels</li> </ul>	<p>PYU, Youth Networks, Young professional bodies, National Youth councils</p> <p>CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>National Ministries of Youth, Education, Labour</p> <p>Youth Desks at RECs, AU</p> <p>UN Agencies (UNHABITAT, UNIDO, ILO, UNDESA, UNESCO)</p> <p>Donor agencies</p>
	iii. Establish and strengthen online and offline communication mechanisms	<ul style="list-style-type: none"> <li>Empowerment centres should be established/strengthened at local and national levels for youth to exchange ideas, using the UN-Habitat One Stop Youth Centres model; Youth centres/facilities/services need to reach rural areas (e.g. use village councils to organize meetings on the issue of SD with the support of local government structures).</li> <li>Establish, and where they exist, strengthen youth desks within the RECs to enable youth communication across countries within a region and across regions within the continent</li> <li>Develop communication tools and interactive mechanisms for all categories of youth; engage service providers in terms of advocacy to develop affordable youth social media tools; organize a series of social networking communications for exchanging positive experiences of young people at national and regional level;</li> <li>Supplement social media with conventional approaches: <ul style="list-style-type: none"> <li>==&gt; Community radio should be used just as much as social media</li> <li>==&gt; Youth groups must bridge the gap and actively campaign in areas without access to technology and social media.</li> <li>==&gt; Promote peer education</li> <li>==&gt; Develop platform for youth to express their perception and experiences with sustainable development in art and theatre formats</li> </ul> </li> </ul> <p>Conduct capacity building and training to the youth and combat substance abuse to increase social and economic productivity</p>	<p>UCLGA</p> <p>Private sector dealing with communication such as trans-national and regional mobile phone companies, radio station operators, IT leaders (e.g. Microsoft, Apple)</p> <p>African and international philanthropists</p> <p>Donor agencies</p>

Goal: To equip and support youth of Africa with knowledge, skills and opportunities to build social, environmental and economic prosperity through mainstreaming the Green Economies approach based on equity, rights and stewardship of resources

Strategic Area	Activities	Outputs	Actors
	iv. Monitor change to ensure enabling environment for youth engagement in sustainable development	<ul style="list-style-type: none"> <li>Evaluate, consolidate, adapt and adopt a common Youth Development Index (YDI) to determine uptake and impact of programs on sustainable development. The Commonwealth has developed a Youth Development Indicator; UNESCO and UNDESA have also developed Global Youth Development Indicators; and UNDP has developed a document on youth and development in Kenya as part of their Human development index initiative. The value of these indicators in informing youth policy can only be understated. However, for these indicators to be applied, it is imperative that they are understood, adapted and adopted.</li> <li>Implement and monitor activities identified in regional and national plans, including emerging topics on sustainable development and the green economy</li> <li>Monitor implementation of the African Youth Charter at national, regional and continental levels; PYU to provide youth reports annually to the AU</li> </ul>	<p>PYU, AU Youth Division, Youth Networks, National Youth councils,</p> <p>CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>COMY, AU, UCLGA</p> <p>National Ministries for Youth, Education, Environment, Planning and Finance</p> <p>Youth Desks at the RECs</p> <p>UN Agencies (UNHABITAT, UNIDO, ILO, UNDESA, UNESCO, UNDP)</p> <p>The Commonwealth</p> <p>Donor agencies</p>
<p>II. Youth Engagement in Improved Governance</p> <p><b>Objective:</b></p> <p>To ensure that youth have a voice in policy and decision making from formulation to implementation so as to improve governance and leadership across all sectors and all levels</p>	i. Develop an advocacy agenda	<ul style="list-style-type: none"> <li>Coordinate identification of key issues for the network to focus on in promoting the youth voice in policies and strategies for sustainable development; indicative issues identified include: <ul style="list-style-type: none"> <li>A body/working group should lobby for environmental mainstreaming in government/ organizational budgets.</li> <li>Launch a permanent campaign to raise awareness of governments and the private sector on the need for sustainability in their activities.</li> <li>Budget should be allocated to ensure a space for youth participation.</li> <li>Lobby for favourable telecommunication policies</li> <li>Governments to encourage the private sector to go green through tax benefits (liberalization vs. environment, land grabs, pesticides)</li> <li>Governments should be lobbied to make green procurements and recycle waste to stimulate the green economy and reduce environmental impact. These procurements should be done from organizations which have a minimum of 40% of their staff being youth.</li> </ul> </li> <li>Government bodies need to be identified (e.g. Ministries of Youth) as well as private sector alliances, and we should insist youth representation in both; package the policy messages in different formats for different audiences</li> </ul> <p>Regional instruments and mechanisms need to be identified and mobilised to engage and leverage for action at national level</p>	<p>PYU, Youth Networks, National Youth councils,</p> <p>CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>COMY, AU, UCLGA</p> <p>National Ministries of Youth, Communication, Industrial Development, Environment</p> <p>Youth Desks at the RECs,</p> <p>UN Agencies (UNHABITAT, UNIDO, ILO, UNDESA, UNESCO)</p> <p>Private sector umbrella bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances</p> <p>Donor agencies</p>

Goal: To equip and support youth of Africa with knowledge, skills and opportunities to build social, environmental and economic prosperity through mainstreaming the Green Economies approach based on equity, rights and stewardship of resources

Strategic Area	Activities	Outputs	Actors
	ii. Establish mechanisms to enable advocacy and youth participation in governance processes	<ul style="list-style-type: none"><li>• Civil society should advocate for space and forums where young people can participate in policy formation, design, and evaluation, as well as in national budget processes; inclusive participative action; inclusive participation in design, implementation and monitoring to ensure good governance</li><li>• Linkages between sector based CSO Pan African networks such as ANEW and PACJA should be mobilised to provide mentorship and enable and promote youth participation in governance processes.</li><li>• Build collaboration and partnerships with key sectors and stakeholder groups for sustainable development</li><li>• Provide training of young people to engage in advocacy on sustainability; build youth leadership skills:<ul style="list-style-type: none"><li>o Engage youth in peace building</li><li>o training in governance and leadership</li></ul></li><li>• Support participation and engagement of national youth councils in decision-making bodies at all levels; synchronize national youth policies with the African Youth Charter on sustainable development matters</li><li>• Facilitate small group discussion in communities and school institutions, clubs and associations; exchanges between communities of young people at national and sub-regional level.</li></ul>	PYU, Youth Networks, National Youth councils, CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF) COMY, AU, National Youth Ministries, Youth Desks at the RECS, UCLGA UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO Private sector umbrella bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances Donor agencies
	iii. Monitor policy and Practice	<ul style="list-style-type: none"><li>• Policy review to target policy advocacy, policy briefs; advocate policies and strategies enabling youth engagement in sustainable development</li><li>• For those countries that do not have NYCs, governments should be lobbied to establish one; for those that have a NYC, ensure that they are appropriately resourced</li></ul>	PYU, Youth Networks, National Youth councils, CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF) COMY, AU, National Youth Ministries, Youth Desks at the RECS, UCLGA UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO Private sector umbrella bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances Donor agencies

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Strategic Area	Activities	Outputs	Actors
III. Livelihood and Career Building Objective: To enhance livelihoods by enhancing employability and entrepreneurship based on sustainable development and green economy principles	i. Stimulate all sectors to adopt green economies options	<ul style="list-style-type: none"> <li>Provide a forum for capacity building for African educators and employers in the area of sustainable development; hold regional inter-generational dialogue with both government and private sector</li> <li>Coordinate development of innovative activities that address sustainability in Africa; harmonize legislation implementation across the nations</li> <li>Promote an enabling environment for youth-led businesses: registration, development and operations; develop an assessment and monitoring framework of working conditions and availability of modern equipment</li> <li>Promote labour balance – capital intensive vs labour intensive</li> </ul>	<p>PYU, Youth Networks, National Youth councils, CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>COMY, AU, UCLGA</p> <p>National Ministries of Youth, Planning, Finance, Labour, Industrial Development, Energy, Environment, Health, Youth Desks at the RECS</p> <p>Regional Economic Communities (RECs)</p> <p>UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO</p> <p>Private sector umbrella bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances</p> <p>Donor agencies</p>
	ii. Enhance opportunities for youth employment in green production	<ul style="list-style-type: none"> <li>Draft a livelihoods/career toolkit/strategy for state and non-state organisations contributing to the job market at national regional and pan African levels:</li> <li>Improve competitiveness of products through market research and quality control</li> <li>Promote investment for capacity building, training and research opportunities for young people.</li> <li>Integrate regional internship and volunteer opportunities into ongoing HR initiatives at the RECs and other regional body level.</li> <li>Enhance the participation of young people in community/communal development actions</li> </ul>	<p>PYU, Youth Networks, National Youth councils, CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>COMY, AU, UCLGA</p> <p>National Ministries of Youth, Planning, Finance, Labour, Industrial Development, Energy, Environment, Health,</p>



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Strategic Area	Activities	Outputs	Actors
			Youth Desks at the RECS, UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO Private sector umbrella bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances Donor agencies
	iii. Promote entrepreneurship in green production	<ul style="list-style-type: none"><li>• Create a Pan-African Youth fund for research development and easy access to finance for innovation and sustainable development focussed entrepreneurship. This can be supported by regional level programmes targeted at promoting innovations in sustainable development</li><li>• Create mechanisms to provide opportunities for youth to innovate, be creative, and test their initiatives; mentor, support and influence the ambitions of young people</li><li>• Provide access to information on funding mechanisms e.g. REDD+, carbon market, mitigation and adaptation; grants and loans</li><li>• Stimulate and mainstream green entrepreneurial learning across the education sectors</li></ul>	PYU, Youth Networks, National Youth councils, CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF) COMY, AU, UCLGA National Ministries of Youth, Planning, Finance, Labour, Industrial Development, Energy, Environment, Health, Youth Desks at the RECS, UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO Private sector umbrella bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances Donor agencies

Goal: To equip and support youth of Africa with knowledge, skills and opportunities to build social, environmental and economic prosperity through mainstreaming the Green Economies approach based on equity, rights and stewardship of resources

Strategic Area	Activities	Outputs	Actors
IV. Knowledge and Skill Building  Objective: To empower youth by facilitating an enabling environment that fosters innovation, learning and knowledge building for sustainable development		<p>Promote Volunteerism and Social learning among youth</p> <ul style="list-style-type: none"> <li>Youth lead by setting examples – document case studies and best practices on youth-led development initiatives (e.g. UN-Habitat's "Ideas to Action: Best Practices in Youth Led Development")</li> <li>Create a virtual exchange/experience-sharing and learning platforms on all social networks (Twitter, Facebook, etc.) for youth in the region; organize video conferences for exchange and experience-sharing</li> <li>Undertake an assessment of national volunteering to attain sustainable development and explore opportunities for regional up-scaling through the RECs</li> <li>Develop a national and regional database on traditional knowledge as pertains to sustainable development</li> <li>Promote establishment of youth organizations and groups for collective action; strengthen capacity of community youth groups; establish community sustainable development task forces.</li> <li>Promote Regional and Pan African networking of youth organisations engaged in activities geared towards sustainable development</li> </ul>	<p>PYU, Youth Networks, National Youth councils, AU Youth Division</p> <p>CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>COMY, AU, UCLGA</p> <p>National Ministries of Youth, Education, Communication, Planning, Finance, Labour, Industrial Development, Energy, Environment, Health</p> <p>Commissions for Higher Education</p> <p>Youth Desks at the RECS,</p> <p>UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO</p> <p>Private sector umbrella bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances</p> <p>Donor agencies</p>
	ii. Build skills to achieve sustainable development	<ul style="list-style-type: none"> <li>Strengthen tertiary academic institutions at national and regional levels by engaging the departments of social sciences, economics, and environmental management in ESD</li> <li>Develop practice standards to guide sustainable development for the social development, economic development and environmental development sectors</li> <li>Ensure ESD is mainstreamed into basic and technical education and promote whole school approaches in ESD at all levels</li> <li>Ensure ESD underlies training in National Youth Service (NYS) curriculum</li> </ul>	<p>PYU, Youth Networks, National Youth councils,</p> <p>CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>COMY, AU, UCLGA National Ministries of Youth, Planning, Finance, Education,</p>

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Strategic Area	Activities	Outputs	Actors
		<ul style="list-style-type: none"> <li>Promote technical and vocational training in Green Economies and related fields: reforestation, Integrated Water Resource Management, eco-tourism, renewable energy, sanitation, waste management and re-cycling, agriculture</li> <li>Integrate green business concepts in education programs</li> <li>Ensure mainstreaming of ESD in all pre- and in-service teacher training</li> </ul>	Communication, Labour, Industrial Development, Energy, Environment, Health, Commissions for Higher Education Youth Desks at the RECS, UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO  Private sector umbrella bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances  Donor agencies
	iii. Establish learning mechanism that enables development of new knowledge	<ul style="list-style-type: none"> <li>Develop an inventory of green innovations such as alternative energy sources at local, national and regional levels</li> <li>Establish centres of excellence and incubation to promote sustainable practice at national and regional levels</li> <li>Promote peer learning at national and regional levels</li> <li>Conduct resource mapping and enable sharing of resources at national and regional levels</li> </ul>	PYU, Youth Networks, National Youth councils, CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF) COMY, AU, UCLGA  National Ministries of Youth, Planning, Finance, Education, Communication, Labour, Industrial Development, Energy, Environment, Health, Institutions of higher learning/ tertiary institutions Youth Desks at the RECS, UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO  Private sector umbrella

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Strategic Area	Activities	Outputs	Actors
	iv. Training in the use of social media	<ul style="list-style-type: none"> <li>• Create a regional training of trainers workshop on social media and ICT4D</li> <li>• Conduct a survey to identify young people's choice of social media at local, national and regional levels</li> <li>• Training in the use of social media for information exchange</li> <li>• Awareness raising on the importance of social media for development</li> </ul>	<p>bodies such as Private Sector Foundations, Chambers of Commerce, or Private sector alliances</p> <p>Donor agencies</p> <p>PYU, Youth Networks, National Youth councils, CSOs in SD related sectors, CSO networks and lobby groups, youth development CSOs (e.g. AYT, WWF)</p> <p>UN Agencies such as UNHABITAT, UNIDO, ILO, UNDESA, UNESCO</p> <p>Private sector dealing with communication such as trans-national and regional mobile phone companies, radio station operators, IT leaders such as Microsoft, Apple, African and international Philanthropists</p> <p>Donor agencies</p>







## 7. Annex I: Nairobi Declaration

### Nairobi Declaration on Learning for Sustainability

A declaration by the African Youth following the Pan African Youth conference on Learning for Sustainability

31 January 2013

### Preamble

We, the representatives of regional, sub regional and national youth organizations, participating in the Pan African Youth Conference on Learning for Sustainability at the Silver Springs Hotel, from 30th – 31st January 2013 theme: Empowering Youth for sustainable Development organized by WWF ESARPO/CARPO/MWIOPO:

Assembled with an aim to equip and support youth of Africa with knowledge, skills and opportunities to build social, environmental and economic prosperity through mainstreaming the Green Economies approach based on equity, rights and resources custodianship;

Realizing that Africa needs a robust approach as it relates to environmental, social and economic challenges being faced and possibly for the future; noting that young people form the vast majority of the continent's populations and are the most affected in terms of natural disaster;

We acknowledge also the lack of political will from our governments, economic dependency, as well as external decisions and or interventions which continue to pose a challenge to the development of a common paper on learning for sustainability.

We affirm that significant development issues like natural resources degradation, loss of biodiversity in our main ecosystems and socio-economic challenges have not been adequately addressed in past frameworks.

We commit to defining priority areas of intervention in various sectors as well as agree on the roles and responsibilities of youth in "learning for sustainability".

We the young of Africa affirm our commitment to accelerating the impact of the Pan-African Youth Strategy on Learning for Sustainability and call on our governments, stakeholders and donor agencies to recognize and input to various policies that address youth.

### We demand that:

- Youth strategy on sustainable development and green economy
- Create a common platform for African youth
- Develop a policy on Education for Sustainable Development
- Create an effective network
- Identify the best practices of youth in terms of Sustainable Development
- Customize the strategy through appropriate action plans
- Put in place a follow-up process on the implementation of the strategy
- Strengthen the role of youth in Sustainable Development
- Explore opportunities for collaboration
- Assess youth capacity
- Promote a robust role of youth
- To be able to identify effective and efficient ways to enhance youth development
- Deepening our understanding of Education for Sustainable Development issues including policies
- The voices of youth are considered in the drafting process of youth strategy







- Make sure to consider marginalized youth
- Craft a common vision for African youth towards the transition to green economy
- Outline strategies on how to tackle poverty and environmental degradation in Africa
- Emerge empowered as agents of change
- Come up with measurable action plans for youth education in both formal and non-formal education
- Develop a protocol for the next ten years so that the youth generation to come can
- build on that protocol for sustainable development.

#### We commit ourselves to

- Support the Pan African Youth Strategy on Learning for Sustainability.
- Continue sensitizing our colleagues, parents and friends on the actions we can collectively take to fight to ensure sustainable development.
- Taking the lead in Green economy and sustainable development initiatives.

#### To be able to pursue an action plan, we urgently demand:

- A funding initiative managed by youth for youth access to renewable energy technologies.
- Biological and sustainable agriculture projects for youth groups to ensure food security and adaptation.
- Funding for monitoring and evaluation and documentation of existing youth projects on sustainable development in Africa.
- Capacity-building of youth to effectively communicate Education for Sustainable
- Development at local level.

We, the youth of Africa demand that the recommendations outlined herein need urgent implementation in order to achieve the Pan African Youth Strategy on Learning for sustainability.







## 8. Annex II: What the youth are saying – national and regional consultations

In preparing this strategy, a number of consultations were held in East and Central Africa, and in Madagascar. Research was also undertaken to survey youth focused initiatives in other parts of the continent and at the Africa regional level. In Central Africa, national consultations were held in Cameroon, Gabon, DRC and CAR. In East Africa, workshops were conducted in Rwanda, Uganda, Kenya and Tanzania.

Following is a summary of the actual outcomes of the consultations in East Africa, Central Africa and Madagascar. Also presented are summaries of the UNEP TUNZA International Youth Conference held in Nairobi 10-14 February 2013, and the African Youth Conference on Post-2015 Development Agenda, 18th-20th November 2012, also in Nairobi.

### Kenya Planning Workshop

The meeting was convened 22-23 Nov 2012, by the UNESCO National Commission for Kenya together with the African Youth Trust. 43 youth representatives participated from across Kenya, as well as a number of youth-serving agencies. Decisions and recommendations included the following.

#### *Unemployment*

- Encourage youth to be Proactive
- Youth Social Media Platform
- Alternative training

#### *Rural Urban Migration*

- Attitude Change
- Participatory systems of Devolved Government
- Development of infrastructure

#### *Conflict between Knowledge and Culture*

- Resource Centres and Satellite projects
- Cultural industries/Indigenous knowledge

#### *Corruption*

- Instilling back morals and values of the society
- Enforcing of anticorruption policies
- Protecting and encouraging whistleblowers

#### *Policy*

- Sensitization and awareness
- Strengthen accountability of Youth engagement in Policy
- Networking

#### *Youth Voice*





- Use of new media
- Establishment of competent body that harmonizes policies

#### *Recommendations for follow-up*

- Kenyatta University Forums
- Formation of Networks
- Development of Virtual Networks
- Working with the Government
- Assign a number of organizations with various tasks and roles
- Circulate reports to participants for report and feedback
- Participants share report with their network.

## Rwanda Planning Workshop

The meeting was convened 15-16 Nov 2012, by the Kimisagara One Stop Youth Employment and Productive Centre together with the Ministry for Youth and ICT. 32 youth representatives participated from across Rwanda. After identifying the challenges and opportunities for youth engagement, they identified the following action areas towards the development of a strategy for learning for sustainability.

#### *Objectives:*

- Understand SD, its components and their inter-linkages
- Empower youth to engage in SD
- Identify existing initiatives and opportunities for youth engagement in Rwanda

#### *Proposed activities:*

##### *Youth action:*

- Youth policy review
- **Participation** - strengthen youth networks, strengthen youth committees for better advocacy, encourage youth to participate, training, exhibition, campaign, decision making
- **Innovation**: Add value to what exists to be more perfect.
- **Competition**: Do not rely on experience but rely on capacity and quality
- **Advocacy**: For improved access to finance, increased market share opportunities, quality of education.
- Raising awareness through booklets, art, music, theatre, etc.
- Take responsibility for their own development
- Income generating initiatives
- Learning opportunities
- Experienced peer mentoring

##### *Government action:*

- Youth policy review
- Encourage youth participation in decision making process
- Capacity building
- Facilitate information sharing and access by youth to information especially on opportunities such as funds
- Incorporate SD in national curriculum at all levels of education





- Mainstreaming SD in all institutional policies (and clarify SD where it is already existent) make a deliberate effort to assess policy through: incentives, revenue sharing (e.g. environment - protected areas and national parks shares profit from revenues with local communities for development)
- Providing training in entrepreneurship skills
- Centralized career guidance
- Public private partnerships

**UN, FBO, NGO action:** Follow the policy set by the government and empower them when and where needed.

A steering group was established to provide oversight and follow-up to the plans developed. The steering group committed to mobilise other stakeholders such as the private sector and key government departments to ensure an inclusive process.

## Uganda National Consultation

The meeting was convened 19-20 November 2012 by the Uganda National Youth Council together with the National Environment Management Authority. Thirty-three youth representatives participated in the workshop. A Steering Committee was established to provide oversight to the follow-up and implementation of the emerging plan. The following presents key components of the proposed plan.

Goal: To change the mind set of youth and society to embrace sustainable development.

Objectives:

i. To demystify sustainable development and increase understanding of the concepts at individual, local, national and regional level through knowledge development and nurturing critical thinking, through:

- Research
- Sensitization
- Holding social events and promoting relevant cultural activities

ii. To facilitate an enabling environment for youth to engage in and promote sustainable development, through:

- Identifying bottlenecks and challenges in the operational environment including policy, resource allocation, political goodwill at all levels
- Identification of the different youth groups and segments.
- Needs assessment at different levels.
- Sensitization/Publicity for the program for example through Media, conferences.
- Capacity building and training of trainers
- Monitoring and Evaluation

iii. To promote and strengthen linkages among youth and other stakeholders for information sharing and collective action, through:

- Developing a communication and Media strategy and tools (social Networks)
- Develop youth, gender and special needs-friendly IEC material
- Create small focus groups in community and academic institutions (Clubs and Associations)
- Public Youth Forums/ Dialogues
- Community Youth Exchanges; local, regional and international







- Social engagements; Sports, music and food galas
- Training and Learning Meetings, e.g. ekisagati
- Community Outreach: offer services and topical issues; CSR
- Research and Benchmarking

A Steering Committee was established to provide oversight to the follow-up and implementation of the emerging plan, chaired by the National Youth Council and supported by NEMA and key CSOs.

## Tanzania National Consultation

The workshop was convened 18-19 January 2013 and hosted by the Tanzania National Commission for UNESCO, and attended by youth from across the country. Key outcomes of the two-day workshop are the following.

*Strategic Objective I (policy):* To involve youth in the policy making process, review and ensure full accountability in the implementation and accessibility of policies made to enhance sustainable development.

### *Proposed Actions:*

- There should be a meaningful youth involvement and participation in policy making process, review and harmonization of all policies.
- Each policy should have subsidiary laws and/or framework to ensure better implementation and accessibility of the said policy.

*Strategic Objective II (institutional):* To ensure creation of national youth organ(s) towards unifying the voice of young people

### *Proposed Actions:*

- To advocate establishment of National Youth Council
- To scale up resources allocation towards implementing sustainable development
- To harmonize and collaborate efforts made by like-minded organizations

*Strategic Objective III (culture):* To have well informed and skilled youth especially from rural areas to manage sustainable development.

### *Proposed Actions:*

- To conduct awareness and capacity building activities that will impart awareness on participation and implementation towards sustainable development efforts
- To promote traditions, customs and values that protect and ensure sustainable development through media and outreach.

*Strategic Objective IV (education and training):* To have empowered, responsible youth who can effectively participate in achieving sustainable development

### *Proposed Actions:*

- Provision of sustainability based training to youth
- Improve access and sharing of relevant information
- Promote understanding on the value of education and the culture of learning amongst the youth

## Central Africa Consultations

WWF Central Africa Regional Program Office (CARPO) is implementing a Green Heart of Africa Regional Strategy (GHOA). Under the GHOA, youth strategy recommendations are based on internal consultations with WWF regional and country staff in the Central





Africa Region, partner organizations and youth groups.

The GHOA strategy has identified a number of sectors that are priorities for intervention to reduce threats and drivers of forest and biodiversity loss across the Congo Basin. These include commercial bushmeat hunting, ivory and wildlife trade, unsustainable timber, industrial plantations (e.g. palm oil productions), artisanal and large scale mining, and small scale agricultural expansion in priority conservation areas.

Three strategic areas have been identified for youth engagement, with 10 Key Recommendations of interventions and activities that are designed to contribute to both the development of a green economy and the overall goals of the GHoA strategy.

*Strategic Objective 1:* Promote Education for Sustainable development at school and for out of school youth.

Strengthen ESD efforts in the Bakossi Landscape

Coordinate and provide technical assistance and capacity building to local and international partners involved in ESD efforts

*Strategic Objective 2:* Promote and Professionalize Green Sector jobs/livelihoods and provide access to young people

Assess and strengthen the capacity of training colleges in forestry and the environment

Train and support rural youth in priority landscapes in livelihood and Natural Resource Management best practices.

Support the development of good social and environmental practices and standards

Integrate a regional internship and volunteer opportunities program into ongoing HR Planning exercises

*Strategic Objective 3:* Strengthen civil society institutions of young people to influence government policy and corporate sector practice in the areas of Green Economy and Environmental justice.

Inform, engage and mobilize youth and youth groups around nationally and locally relevant conservation and green economy issues

Partner to build youth group capacity in environmental advocacy, strategic planning, organizational management, communication

Facilitate the process for the development of national youth and environment action plans

Support inclusion and access of youth groups to decision makers and decision making processes

## Madagascar/Indian Ocean Islands consultations

WWF Madagascar Western Indian Ocean Program Office (MWIOPO) has undertaken an initiative to develop a youth engagement strategy. Key outcomes are as follows.

Vision: Youth citizen responsible, determined and ready to act and to lead others towards the construction of a sustainable society and a better future for all (Tanora vanona, sahy sy vonona miasa sy mitarika ny fanarenana sy fanarenana ny fiarahamonina sy ny tontolo hivelaran'ny tsirairay sy ny rehetra).





### Strategic goals

So as to achieve this vision which mainly targets young leaders, able of mobilize their peers, WWF has identified four interdependent and intertwined strategic goals.

- Create an environment favourable for educating young people on citizenship so they can know their rights and responsibilities, and act for the benefit of all.
- Support young people so that they develop their autonomy and become full-scale role players in the country's sustainable development.
- Promote green entrepreneurship which takes into account the practices striking a balance between the priorities of economic development and the environmental needs (sustainable use and less footprint)
- Strengthen the civil society organizations of young people in order to promote the voluntary and responsible membership of young people, to allow them to express their voice and defend their interests

## UNEP TUNZA International Youth Conference

10-14 February 2013, Nairobi

The UNEP TUNZA youth advisory council came up with several issues which they presented to the First Universal Session of the UNEP Governing Council. They proposed that UNEP should: provide appropriate frameworks and mechanisms to measure the full costs, both environmental and social, of producing goods, lead by example in encouraging financial incentives to promote entrepreneurship among the youth, help create a mechanism for sharing technologies through financial incentives and funding via government research, introduce ESD in formal education curricula, create a database of information on sustainable development that is open and accessible, and launch programs that aim at providing professionals with the appropriate training and skills.

The declaration further called on UNEP to allow youth to participate in decision making that includes training on skills for inclusive involvement, involve youth in the policy making processes relating to the environment, encourage stakeholders to become more transparent and accountable in their work, enforce stricter environmental laws, involve indigenous and local people in all governmental processes, authorize experts from WHO and other relevant official institutions in the sector of public health to conduct frequent checks in pharmaceutical companies, commission a quality mapping of water resources by setting up water quality monitoring techniques, have better control over the extracting and processing of natural materials, support several efficient campaigns such as UNEP and FAO's new ThinkEatSave, and support and facilitate youth led campaigns and projects aimed at preserving ecosystems.

## African Youth Declaration on Post-2015 Agenda

18th-20th November 2012, Nairobi

The aim of this assembly was to assess the progress made in achieving the MDGs, challenges faced and come up with concrete actions towards acceleration of progress and planning for the Post-2015 Agenda. It was organized by Organization of African Youth-Kenya in partnership with UNDP, UN-Habitat, PACJA, FEMNET, VSO Jitolee and Faces of Peace Kenya.

They acknowledged that the continent had made great strides towards achieving the MDGs and had great potential for lifting its citizens from poverty. They reaffirmed that importance of inclusion of Africa's youth in decision making processes, access to information and youth rights issues were key to accelerating the MDGs as well as the post-2015 development agenda. African youth consultants together with the





government should be key actors and forerunners in determining the future of their own countries.

Several actions were suggested for accelerating progress of the MDGs as follows: commitment by government in honouring its pledges, strengthen institutions to fight against corruption and empowering youth through mobilization and sensitization, implementing sustainable and impactful poverty eradication program, providing enough resources to children, youth and women related ministries, creating awareness of MDGs among local youth and encouraging active participation, increasing equitable access to environmentally friendly and sustainable water and sanitation services, establishing information management systems and monitoring, data collection, communication and sector engagement, transforming youth leadership and new policy governance, including local in a bottom-up approach in policy formulation with regard to gender, youth and minority groups inclusion. UN and development partners are urged to support projects geared to mitigating the impacts of climate change, empowering the youth to assume a critical role in realization of a country's vision, civil society organizations engaging the community in understanding causes of poverty and coming up with ways of addressing the challenges.







## 9. Annex III: Summary of Conference Participant Commitments and Action Recommendations

Pan-African Youth Conference on Learning for Sustainability

January 30-31, 2013

Silver Springs Hotel, Nairobi

### Knowledge and skill building

*Objective:* To create a green world in all domains using green economies

*Activities:*

- Ensure maximum participation in basic education
- Ensure youth access to information and promote peer education
- Establish a pan-African youth network

### West Africa

- Engage youth in nursery bed and tree planting
- (UNEP, Ministry of forestry and environment, youth organizations/networks)

### Southern Africa

*Capacity Building:*

- Training and education
- Funding mechanisms eg REDD+, carbon market, mitigation and adaptation
- Ownership and empowerment

*Policy and advocacy:*

- Policy review- policy advocacy, policy briefs
- Packaging the policy in different formats for different audiences
- Regional integration

*Research, knowledge management and communication:*

- Creating an information database of work that was previously done
- Consultations with various stakeholders
- Use of appropriate media/technology for communication
- Innovation, science and technology



## Central Africa

- Reforestation (3 Volunteers Initiative man-woman-child for reforestation and green economy; education and sensitization in the region)
- IWRM
- Eco-tourism
- Renewable energy
- Sanitation
- Waste management and re-cycling
- Agriculture

## East Africa

- Engaging green innovations as alternative source of energy
- To create Pan African Youth fund for research development and easy access of finance for innovation
- To conduct resource mapping and enabling sharing resources
- To establish centres of excellence and incubation
- National Youth Service (NYS)
- To conduct capacity building and training to the youth and combat substance abuse to increase social and economic productivity.

## North Africa & Indian Ocean

- Sensitize and motivate the youth
- Promote peer learning
- Promote technical and vocational training in the field of Green Economy
- Build IEC capacity of youth associations as part of the Green Economy

### b.) Livelihoods/career building

*Objective:* Youth engaged in an effective partnership

To improve working conditions and ensure availability of equipment in order to avoid brain drain; To review and ensure African curriculum, to address the need and capture content that to ensure employability of African graduates; To build careers and create more jobs in solving environmental challenges faced today

To improve working conditions and ensure availability of equipment and develop a curriculum that addresses sustainable development and prepares youth for green employment.

*Activities:*

- Draft a livelihoods/career toolkit/strategy (Capacity building);
- build strong network in Pan African region;
- encourage youth to be proactive;
- value and operate required competence

Develop an assessment and monitoring framework of working conditions and availability of modern equipment. (2)Coordinate development of innovative activities that address sustainability in Africa (3) Provide a forum for capacity building for African educators and employers in the area of sustainable development (4) establish a Pan African fund for SD and entrepreneurship (5) Harmonize education.





## West Africa

- Development of regional trainers tool kit on Career development and basic life skills (WWF, ECOWAS, and CSOs, University of Ghana)
- Create a virtual hub of sharing of best practices and other research materials i.e. Technology transfer, innovations and technology development bank (AU - Human Resource Science & Technology Unit, ECOWAS, BBC AFRICA, WEST AFRICAN DEMOCRACY RADIO)
- Develop a regional youth network to coordinate sustainable development initiatives (CSOs from Pan African Youth conference, and other regional youth platforms)

## Southern Africa

Entrepreneurship and mentorship:

- Entrepreneurship and innovation
- Promote sustainable use of natural resources
- Promote value addition in natural resources
- Availability of grants and loans

Technology transfer

Mainstreaming of science education

- Mainstreaming of science in early childhood/primary education learning
- Improved competitiveness of products

Cleaner technology

Strengthening the reward system

## Central Africa

- Advocacy and lobbying of decision-makers
- Integrate sustainable development education into training courses

## East Africa

- Enabling environment for easy business, registration, development and operations
- Labour balance – capital intensive vs labour intensive
- Harmonize legislation implementation across the nations
- Capacity building, training and research opportunities for young people.

## North Africa & Indian Ocean

- Mentor, support and influence the ambitions of young people
- Create opportunities for youth to innovate, be creative, and test their initiatives
- Integrate green business concepts in education programs
- Create an enabling environment that promotes youth-led enterprises – a “youth zone”



## Governance

### Objective:

- To identify a responsive, dedicated youth agenda with clear defined structure that promotes youth engagement in improved governance
- To mobilize all segments of youth to ensure that government and private sector activities are sustainable.

### Activities:

Harmonize the cross cutting issues from different regions to form a pan African youth strategy; (2) form a Pan African youth congress with equal representation focusing on gender and people with special needs and subsequent youth conferences (3) resource mobilization (4) capacity building; (5) peace building

Training and building capacity of young people to engage in advocacy on sustainability (2) development of IEC material (3) Undertake an assessment of national volunteering to attain sustainable development; (4) use of media tools (text messages, social media, and community radio); (5) establishment of community sustainable development task force.

## West Africa

- Hold Regional inter-generational dialogue with both government and private sector (Government, CSOs, WWF, Youth Networks)
- mobilize all segments of youth to ensure that government and private sector practice sustainable development
- Inclusive participation in design, implementation and monitoring to ensure good governance (Youth Networks, WWF, NED, OSIWA, BBC AFRICA, WEST AFRICAN DEMOCRACY RADIO)

## Southern Africa

- Training in governance and leadership
- Representation and mentorship
- Networking
- Advocacy
- Inclusive participative action
- Social learning
- Collaboration and partnerships

## Central Africa

A. Convene semi-annual meetings for planning and information exchange and to monitor the youth network's action plan on Central African forests, taking into account all youth aspects in the COMIFAC plan and emerging topics such as climate change, AIDS, etc.

B. create small group discussion in communities and school institutions, clubs and associations; exchanges between communities of young people at national and sub-regional level; launch a permanent campaign to raise awareness of governments and the private sector on the need for sustainability in their activities.





## East Africa

A. To identify a responsive dedicated youth agenda with a clear defined structure that promotes youth engagement in improved governance.

- Since the Pan African Youth Union (PYU) already exists as a continental structure, strengthening PYU to implement programs on sustainable development to consolidate and monitor efforts of NYCs is favoured.
- For those countries that do not have NYCs, governments should be lobbied to establish one.

B. To mobilize all segments of youth to ensure that government and private sector practice sustainable development.

- Good governance would mean the youth have a listening ear to hear and engage youth to participate in sustainable development.
- Money/budget should be allocated to ensure a space for youth participation.
- Governments have to be lobbied/pushed to encourage the private sector to go green through tax benefits. (liberalization vs. environment, land grabs, pesticides.)
- A body/working group should lobby for environmental mainstreaming in government/organizational budgets.
- Government body needs to be identified (i.e. Ministry of Youth) and so do private sector alliances, and we should insist youth representation in both.
- Civil society with all stakeholders should advocate for space and forums where young people can participate in policy formation, design, and evaluation, as well as in national budget processes.
- Youth should lead by example through volunteerism.

## North Africa & Indian Ocean

- Promote establishment of youth organizations and collectives
- Strengthen capacity of community youth groups
- Support participation and engagement of national youth councils in decision-making bodies at all levels
- Synchronize national youth policies with the African Youth Charter on sustainable development matters

## Youth as change agents

*Objective:* To increase access and strengthen the capacity of youth in using social media facilities in addressing current challenges towards sustainable development

Safeguard the youth voice in the process of sensitization of young people and decision makers through utilizing new information and communication technologies

To increase access and strengthen capacity of youth in using emerging technologies and social media in addressing challenges to sustainable development





#### *Activities:*

(1) develop the content of the common message to be shared; (2) training in the use of social media; (3) Raise awareness on issues affecting youth for effective results; (4) promote the concept of social media; (5) Engage the service providers in terms of advocacy to development affordable and youth social media tools

- Identify core messages for dissemination
- Advocacy and lobbying at all levels
- Sensitization and training of the population
- Monitoring and evaluation

conduct a survey to identify young people's choice of social media; (2) conduct capacity building training for young people; (3) to organize exchange visit and sharing of best practices; (4) develop a youth development index (YDI) to determine uptake and impact of programs on sustainable development.

- African Youth for Sustainable Development Facebook page has been created to enable the easy communication of African Youth
- Youth language to help translate SD in an easily comprehensible language

### West Africa:

- Create a regional training of trainers workshop on social media and ICT4D (Youth Networks, ECOWAS, OSIWA, USAID- IREX)
- Engage service providers in terms of advocacy to develop affordable and youth friendly social media tools (Youth Networks, Telecommunication Authorities, Consumers Associations)

### Southern Africa

- Training in the use of social media for information exchange
- Creating platforms on social media for information exchange
- Supplement social media with conventional ways
- Educate people on the importance of social media for development
- Promotion of C4D, ICT4D
- Saleables: Innovation, Training on use of media, Favourable telecommunication policies

### Central Africa

- Create a virtual exchange/experience-sharing and learning platforms on all social networks (Twitter, Facebook, etc.) for youth in the region
- Organize video conferences for exchange and experience-sharing
- Implement activities identified in the COMIFAC plan, including emerging topics on sustainable development and the green economy

### East Africa

- Empowerment centres should be established for youth to exchange ideas.
- Platform (website/portal) should be established to allow a forum for youth to engage; should include social media features as well as resources on sustainable development. Portal should be used to share best practices and achievements (positive peer pressure)





- Community radio should be used just as much as social media.
- Youth groups must actively campaign in areas without access to technology and social media.
- Youth centers/facilities/services need to reach rural areas (govt/donors/stakeholders need to stop only focusing on urban areas).
- Pride, dignity to engage (i.e. to not be dependent on aid). We have talent in Africa but its not being featured. Africa is not poor!

## North Africa & Indian Ocean

- Promote peer education
- Strengthen communication capacity
- Organize a series of social networking communications for exchanging positive experiences of young people
- Encourage government engagement with all stakeholders
- Develop communication tools and interactive mechanisms for all categories of youth

## Participant commitments

### Southern Africa

- Identify relevant stakeholders and link with them
- Connect with Pan African Youth Council, SADC Youth Councils, and National Youth Councils
- Write fundable proposals on SD and GE
- To be accountable to the society and government
- To share information on SD and GE
- Networking for partnerships

#### *Non-participating Stakeholders engagement:*

- Use of media
- Organise meetings and workshops
- Networking for partnerships

### Central Africa

Participants will report back to their constituency at the next regional forum

### East Africa

- Follow up on strategies implementation
- Disseminate information by holding meetings in own countries with the youth
- Look at ways in which our various organizations can impact informal education of uninformed youth and the unemployed youth through the ESD
- Engage the youth through the use of social network
- Rahel from Eritrea: Follow up on having PYU adopt proposed activities and role.
- Moyas from Kenya: Will streamline policies and charters to be in line with performance targets within the strategic plan.



- Isabella from Uganda and Magdalene from Africa Youth Trust: Stream line sustainable development components within own activities, and popularize it among peers.
- All participants should hold lead stakeholders accountable to their commitments.
- Fasil from Ethiopia: promote suggestions at the Addis Ababa University
- Samuel from Uganda and Rahel from Eritrea: will make sure to streamline strategic plan within the NYC of Uganda.
- Will also intensify advocacy on sustainable development among youth and youth groups.

## Specific commitments made during the Way Forward

- To brief others in various countries on what transpired in this conference
- To disseminate the information to other groups
- Holding inter-agency meetings to inform other agencies on the interests of this meeting
- To share the ideas learned from this meeting in various countries
- Strengthen strategies with the outcome of this workshop
- To maintain this network
- To involve all the stakeholders when organizing workshops
- To incorporate the ideas with UNESCO
- To take advantage of the already existing structures to establish a memorandum of co-existence.
- Inform the policy makers on environmental matters
- Set up monitoring and evaluation structures to ensure that the ideas are implemented
- Challenge value system individually and form the community in reference to sustainability
- Creation of a web link that can share the ideas widely.
- Take advantage of the research done on the presentations of this workshops to use them in other areas
- Each country should engage in activities to celebrate the international youth Day every August









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To stop the degradation of the planet's natural environment and to build a future in which humans live in harmony with nature.

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