

Republic of Namibia  
Ministry of Environment and Tourism



## Namibia Climate Change Adaptation

# YOUTH Action Programme

The Namibia CCA Adaptation Youth Action Programme development process was conceptualised and implemented for the Ministry of Environment and Tourism by Integrated Environmental Consultants - Namibia in association with Hect Consultancy and Bright Green Learning. For more information, please visit [www.iecn-namibia.com](http://www.iecn-namibia.com)



This Climate Change Adaptation Youth Action Programme was developed in July and August 2011 under the youth outreach component of the Africa Adaptation Project Namibia (AAP NAM). AAP NAM is a project implemented by the Ministry of Environment and Tourism of Namibia with funding obtained from the Government of Japan through the United Nations Development Programme.



*AAP NAM - Building the Foundation for a National Approach For Climate Change Adaptation*

# ABOUT THIS ACTION PROGRAMME

This Action Programme, prepared by the Namibia Youth Coalition on Climate Change (NYCCC) for the Ministry of Environment and Tourism (MET), was developed at the Namibia Climate Change Adaptation Youth Conference in Windhoek on 29-30 July 2011. The conference brought together some 300 young people (15-35 years) from high schools, youth groups, other civil society organisations, Government and private sector companies. None of us just popped in for a free lunch; to be selected as participants in the conference, each one of us had to write a motivational letter describing why climate change issues are important to us. This document represents, therefore, a true commitment and a vision by us.

This programme is the Namibian youth's response to the call for youth involvement voiced in the National Policy on Climate Change, which approved by the Parliament earlier this year. It provides the broad principles for actions that should be taken to enable the youth to become decision-makers and actors in climate change matters. Its strength is in the development process: this is a programme developed by the youth for the youth with support from national and international experts in environmental issues and lifelong learning. As young Namibians, we believe that we are experts in advising other stakeholders on the sort of initiatives that would work the best in engaging young Namibians in climate change issues.

The Namibia Climate Change Adaptation Youth Action Programme is not a blueprint for a programme to be implemented top-down by the Government. It is a guideline and a tool for all stakeholders developing and implementing climate change activities focusing on the youth in Namibia. We believe that we can reach our vision, empowered youths taking effective action on climate change adaptation, if we manage to create a steady stream of small and bigger activities by the various stakeholders - be they youth groups at the grassroots, more formal civil society organisations and institutions within the academia, government institutions, private sector companies or international partners.

The NYCCC was created as part of the Youth Action Programme process. However, the coalition is not meant to assume responsibility of climate change action. It exists to help with sharing experiences and networking. The main responsibility for climate change activities and the mobilisation around them is with individual groups and organisations. We, the NYCCC organisations and the youth conference participants, pledge to do our utmost to make this action programme work. As over 70 per cent of the Namibian population is 35 years or younger, we realise that we are a tremendous resource for our country. Moreover, our decisions and actions over the next few years will shape the world we and our children will live in for the rest of our lives.

NYCCC would like to thank MET, and the UNDP Africa Adaptation Project Namibia (AAP NAM). AAP NAM, with funding from the Government of Japan, supported MET in the setup of our coalition, organisation of the youth conference and the development of this action programme.

While we commit to doing our best to realise this programme, and while we do know that a great deal can be achieved without huge resources, we would like to use this opportunity to make an appeal on behalf of the youth groups at the grassroots. This appeal goes to the Government, civil society organisations, private sector and international agencies: Please make resources available for climate change adaptation initiatives by the youth. With your support we can achieve more.

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**PART I**

**BACKGROUND  
TO THE  
PROGRAMME**

# 1. BACKGROUND

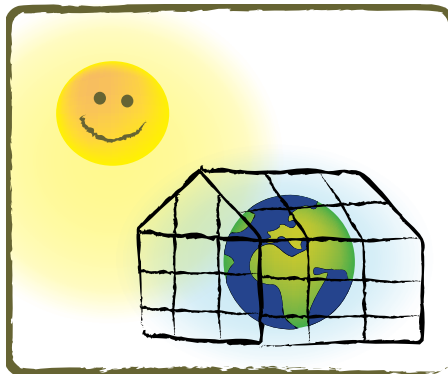
*Climate change is a reality and Namibia must start preparing for its impacts immediately. Young people have an important role to play in this response.*

## 1.1 What is climate change?

Designed by Key Consultancy Services and IECN



This is the Earth, our planet. It is surrounded by its atmosphere, a layer of gases.



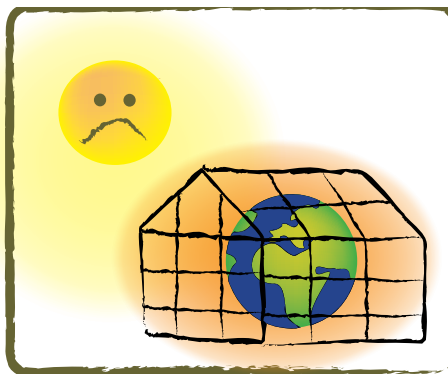
The atmosphere works much like a giant greenhouse (hence "greenhouse gases"). The greenhouse gases trap much of the sun's heat. This makes the Earth warm enough for us to live here.



What has been going wrong for the past 200+ years is that greenhouse gases have increased. It's all those fossil fuels people have been burning to get electricity for their homes, malls and factories and fuel for their cars and aeroplanes.



To make matters worse people have also cut down a lot of trees and mass farming of livestock has increased methane in the atmosphere. Methane is one of the gases responsible for trapping heat in the atmosphere.



Too much of the sun's heat now stays in the atmosphere, and so the climate has gotten hotter. This is called global warming. Global warming, in turn, affects the climate system. This is called climate change.



Climate change is bad news. The nature around us depends on climate, as does all human activity that depends on nature.



## 1.3 Why is climate change adaptation important to Namibia?

Like most developing countries, Namibia does not contribute much to greenhouse gases. However, we are going to be heavily influenced by climate change. Our climate is already dry and highly variable and therefore very sensitive to changes in the global climate system. The predictions are that Namibia will become hotter and, in some places, drier. We must also brace ourselves for more extreme weather events, such as exceptionally heavy rains or exceptionally bad dry spells. Changes like this have the potential to cause substantial disruption in all activities that are dependent on natural resources - and they are plentiful in our country. Over 70 per cent of Namibians depend on subsistence agriculture for their livelihoods and some of the biggest contributors to our national economy - namely agriculture and fisheries - are directly dependent on natural resources.

Luckily, the world does know what to do to make climate change more manageable. There are two main lines of action: climate change mitigation (CCM) and climate change adaptation (CCA). Mitigation refers to everything that can be done to reduce greenhouse gases, for example using less electricity and fuel. Adaptation refers to developing and making use of ways to adapt to the adverse effects that a changing climate will bring. Examples of adaptation include adopting climate hardy varieties of plants and animals, developing renewable energy resources to reduce the dependency of people on trees, and developing effective early warning systems to warn people about disasters, to mention just a few.

Because Namibia is a vulnerable country that contributes fairly little to greenhouse gases, our first priority in climate change response must be adaptation. Ironically, we might know quite a lot about mitigation but far less about adaptation! This is because much of the information about climate change is developed in the industrialized countries, whose main objective is to reduce their greenhouse gas emissions.

## 1.4 Young people and climate issues

The international community under the United Nations Framework Convention on Climate Change (UNFCCC) has been taking action on climate change since 1992. The role of youth has been acknowledged since the early days of the response, and from 2005 onwards the COP meetings (the big international meetings where all UNFCCC states meet) have been accompanied with a youth conference. The deliberations and decisions from the youth conference are brought to the actual COP meeting at the highest level. All UNFCCC countries, including Namibia, are urged to send representation to the Conference of Youth.

Young people must be listened to in climate change issues, because they will be living with the climate decisions made by today's decision-makers much longer than the decision-makers themselves. And as our adaptation efforts should focus on reducing climate change impacts on communities are particularly vulnerable, many segments of the youth certainly qualify as vulnerable groups based on the extremely high youth unemployment figures. However, youth involvement is not just a question of fairness. Young people have much to offer for the development of a more effective climate change response. They are a human resource full of energy and capacity. This is particularly true in countries like Namibia, where the majority of the people are young. In our case, 70 per cent of our population is 35 years old or younger.

## 1.5 Gender considerations and climate change

Climate change affects men and women differently depending on their roles and responsibilities in society. Enhancing equal participation of men and women in planning and implementation processes of adaptation programmes is crucial. Therefore, adaptations policies and measures are required to be gender sensitive to ensure that society as a whole is sufficiently prepared and adapted to climate change. The emphasis for integrating gender aspects in adaptation programmes should be on equal participation and empowerment through information dissemination as well as decision-making inclusion. Gender is an integral component to include if the Africa Adaptation Programme Namibia, and indeed the Youth Action Programme, is to be successful in building the foundation of a national approach to climate change adaptation in Namibia.

## 1.6 The motivation to act exists

Not only are young people important for climate change adaptation action, but many of us are also deeply motivated to take action. This section brings together quotes collected during the programme development process.

“ I am happy that finally Namibian youth can get a platform to discuss issues concerning climate change, I am sure we can do a lot for this country.” - Michael Mulunga, Young Achievers Empowerment Project, on Namibian Youth Coalition on Climate Change (NYCCC)

“ It is only through the involvement of the youth that we will be able to move forward in our climate change response!” - Mandela Kapere, National Youth Council, during his speech at the Namibia CCA Youth Conference 2011

“ Let us be part of the solution and not contributors to the problem” - Charlie Fourie, Junior Mayor of City of Windhoek, during his speech at the Namibia CCA Youth Conference 2011

“ Heat burning from above,  
Many homes washed away,  
Many died and some swept away,  
Diseases all felt  
And sadness upon families it falls.

Economy shaken,  
Biodiversity moved,  
Agriculture shivered,  
And the sea level has risen!  
Alas!

...

Mother Nature cries  
Her calling echoes in all corners of the world  
Hear her say: “Prevent emissions!  
Harvest water!  
Move to high grounds!  
Set policies!  
Educate individuals!  
Change behaviour!

...

*And let this not be mere words.”*

Kristhy Nashongo, Gabriel Taapopi Secondary School, a poem entered for the Multi-Media High School Competition on climate change adaptation (2011).

## 2. CLIMATE CHANGE ADAPTATION

*What do we mean when we say that Namibia should start adapting to climate change? This chapter gives some practical examples, with focus on what young people can do.*

### 2.1 Definition of climate change adaptation

The official definition of climate change adaptation (CCA) by the Intergovernmental Panel on Climate Change (IPCC) is “adjustment in natural or human systems in response to actual or expected climatic stimuli or their effects, which moderates harm or exploits beneficial opportunities.” Put more simply, we can say that CCA refers to **all those actions that people and institutions can and should take in anticipation of, or in response to, a changing climate**. It is, however, not the same as merely coping with climate change effects. The difference between coping and adaptation is demonstrated in the table below.

COPING	ADAPTATION
<ul style="list-style-type: none"> <li>• Short-term and immediate</li> <li>• Oriented towards survival</li> <li>• Not continuous</li> <li>• Motivated by crisis, reactive</li> <li>• Often degrades resource base</li> <li>• Prompted by a lack of alternatives</li> </ul>	<ul style="list-style-type: none"> <li>• Oriented towards longer term livelihoods security</li> <li>• A continuous process</li> <li>• Results are sustained</li> <li>• Uses resources efficiently and sustainably</li> <li>• Involves planning</li> <li>• Combines old and new strategies and knowledge</li> <li>• Focused on finding alternatives</li> </ul>

Source: CARE International Climate Vulnerability and Capacity Analysis Handbook

### 2.2 Do what you are best at

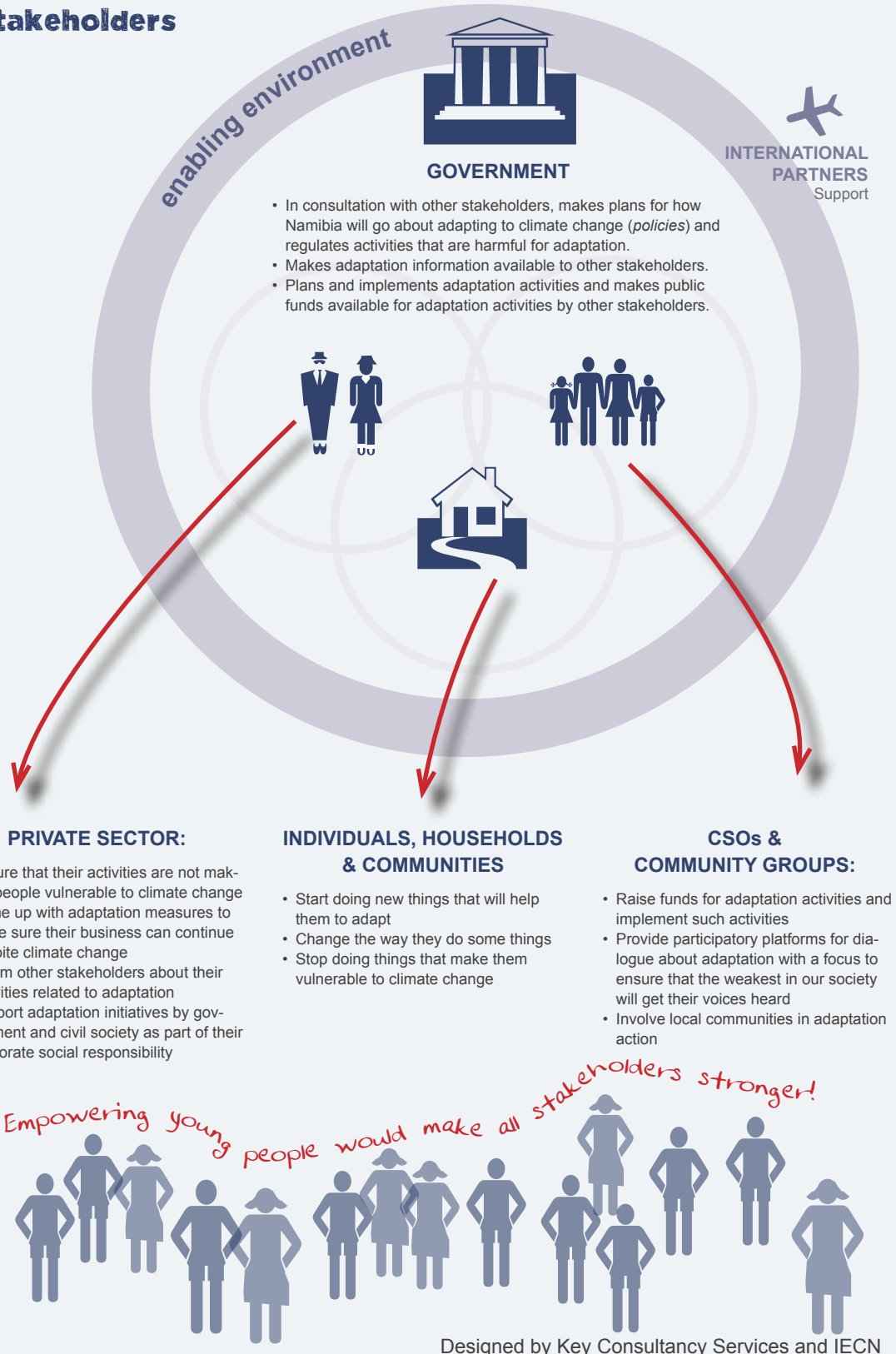
As you might have guessed, climate change adaptation includes a huge variety of things! It will demand thousands and again thousands of actions by individuals, households, community groups, other civil society organisations (CSOs), private sector companies, the Namibian Government and international organisations. These are called the *stakeholders* in climate change adaptation because all of them will be affected by climate change and all of them can make a difference in climate change adaptation.

Different stakeholders have different abilities and responsibilities in climate change adaptation. It is impossible to list everything everybody should do, but **Diagram 1** shows a very basic division of labour. The roles and responsibilities of stakeholders in Namibia are explained in more detail in chapter 7 of the National Policy on Climate Change.

### 2.3 Support the most vulnerable

For Namibia to become strong in climate change adaptation, action is needed at many levels and towards many goals. In the end, however, all our activities should help our people to adapt. In particular, we should support the most vulnerable members, such as women and girls, and communities of our society to become more resilient to climate change effects.

**DIAGRAM 1:  
Adaptation  
stakeholders**



### Who is especially vulnerable to climate change?

- Those who are already poor and vulnerable, because:
  - Climate change threatens food security and employment opportunities
  - Adaptation requires many kinds of resources (see Box 1)
- Those who live in areas that are likely to experience effects of climate change
- Those who get their livelihoods directly from Nature
- Women are considered vulnerable because they often make up the majority of low income earners and are generally dependant on natural resources

There are lots and lots of Namibians whose profile fits all the points above. Just think about the following facts: More than one in four of our households live in poverty; more than half of our employable people are without work (and many of those who have jobs are employed in one of the sectors heavily dependent on environment, such as agriculture, fisheries); more than seventy per cent of our people get their livelihoods from subsistence agriculture - and no part of Namibia is likely to be saved from climate change effects.

This said, it is important to understand that all climate change adaptation activities cannot directly target the most vulnerable communities. There are several types of activities that need to be conducted to make the system strong and more capable to support the weakest. Many of these activities are outside the scope of this document but we will be dealing with some of them - for example activities that aim to motivate stakeholders to take action on climate change might not be directly targeted to the most vulnerable if their aim is to motivate the resource-rich to help the resource poor. Similarly, a pilot project arising from the motivation of a certain group to take action is valuable as a testing ground for adaptation measures even if it is not targeting the most vulnerable. The bottom line is that every action counts!

## 2.4 Develop resilience

So what are we doing when we are supporting communities to adapt to climate change effects? We are developing their *resilience*. Resilience refers to the ability of a community to deal with climate change in a sustainable manner, so when we are building the resilience of a community we are making it stronger. This requires several things, some of which are illustrated in **Diagram 2**.

### BOX 1:

#### Types of RESOURCES PEOPLE NEED

##### to be able to adapt to climate change - and examples of resources

- **Human resources.** Knowledge of climate risks and adaptation measures, skills (f.e. in conservation agriculture), good health to enable labour.
- **Social resources.** Traditional support networks, civil society organisations and groups.
- **Physical resources.** Irrigation infrastructure, seed and grain storage facilities, durable roads.
- **Natural resources.** Reliable water source, productive land.
- **Financial resources.** Diversified income sources.

**DIAGRAM 2:**

**How do we make vulnerable households and communities more resilient?\***



**SUPPORTING CLIMATE-RESILIENT LIVELIHOODS:**

- Promoting climate-resilient agricultural practices
- Supporting diversification of livelihoods, including non-agricultural livelihoods strategies
- Building capacity to analyse risks
- Promoting savings and building capacity to plan for risk management

**DEVELOPING CAPACITY:**

- Strengthening social protection schemes
- Facilitating access to financial services
- Building knowledge and skills on adaptation strategies
- Facilitating access to climate information



**ADDRESSING UNDERLYING CAUSES OF VULNERABILITY:**

- Empowerment of women and other marginalised groups
- Promoting equitable division of labour within households
- Advocacy on rights to livelihoods resources

**REDUCING THE RISKS INVOLVED IN DISASTERS:**

- Establishing food and seed banks in places safe from hazards
- Improving shelter to withstand hazards
- Strengthening access to early warnings
- Facilitating evacuation planning
- Protection of assets

\* **Resilience** is one of the central terms in climate change adaptation. It means the ability of a community to resist, absorb, and recover from the effects of hazards in a timely and efficient manner, preserving or restoring its essential basic structures, functions and identity. (The definition of resilience and the content of this diagram, as well as Box 1, are adapted from CARE International Climate Vulnerability and Capacity Analysis Handbook.)

## **2.5 Some practical adaptation measures groups and individuals in Namibia could adopt**

### ***Agriculture***

#### ***Risks***

Agriculture in Namibia is highly vulnerable to climate change because our agriculture depends mostly on rain for water. Changes in rainfall and increase in evaporation reduce moisture and thereby crop production. In addition to this, extreme climatic events like droughts and floods will have devastating impacts on both livestock and crop production.

#### ***Potential adaptation measures***

- Practise conservation agriculture: till as little as possible, rotate crops and leave crop residues on the field for soil cover. Soil cover can be improved also by planting low-growing cover crops or adding mulch (leaves, grass, shrubs etc.). Conservation agriculture helps conserve water and nutrients for crops.
- Diversify crops by including high-value non-traditional crops (like grapes, dates, mushrooms) If your traditional crop fails, you will get some income from these.
- Use improved seed varieties. For example, Okashana 1 is an early maturing and drought resistant variety of mahangu.
- Use animals that are suitable for the geographic area you live in. For example, goats are more climate-hardy and less hard on the environment than cattle.
- Contact your agricultural extension officer (at the Ministry of Agriculture regional office) for more advice on farming practices.

### ***Food security in urban areas***

#### ***Risks***

As climate change will affect industries and thereby employment opportunities, food security of vulnerable populations living in towns and cities will become even more of an issue than what it is now.

#### ***Potential adaptation measures***

- Initiatives, which aim to generate income and diversify livelihoods while creating learning platforms on both agriculture and climate change adaptation. The AAP NAM supported pilot projects on urban poultry and urban gardening are examples of such initiatives.

## **Water**

### **Risks**

Decreased rainfall and increased evaporation can lead to decrease in surface water and the recharging of groundwater. Already as it is, Namibia is projected to face absolute water scarcity by 2020. This is a situation where Namibians will need more water than the country is able to supply.

### **Potential adaptation measures**

- Harvest rain water and use water efficiently.
- Build dams.

## **Energy**

### **Risks**

With a decrease in rainfall and surface water, the water supply needed to produce hydro-electricity will not be enough. Another challenge is the decline of forests in some areas due to reduction in rainfall.

### **Potential adaptation measures**

- Use energy efficiently and invest in renewable energy sources - other than trees! It is important to become less dependent on trees as a source of energy.

## **Emergencies**

### **Risks**

Extreme weather events involve an increased risk of emergency situations, as we have experienced during the heavy floods in the past four years.

### **Potential adaptation measures**

- Prepare for emergencies, such as floods.
- Pay attention to announcements made by the authorities and comply with their recommendations.
- Inform those who are unaware of the situation, but don't spread rumours.

## **Health**

### **Risks**

Increase in rainfall and long standing pools of water will increase the incidence of malaria, including in the areas where we didn't use to have to worry about it. In addition to malaria, floods will cause outbreaks of water-borne diseases and infections, such as cholera and diarrhoea.

### **Potential adaptation measures**

- Help strengthen public health institutions to cope with the increase in climate related diseases like malaria and cholera during flooding.
- Establish campaigns to educate people in how to prevent and treat climate related diseases

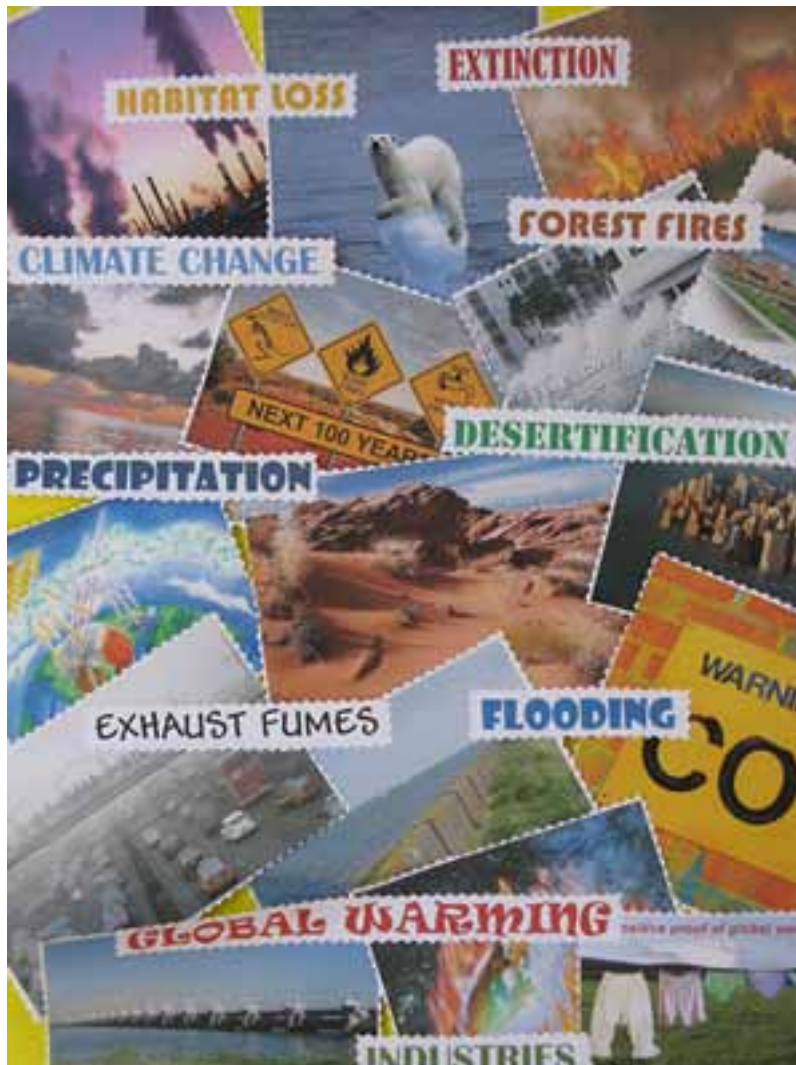
## Coastal sector

### Risks

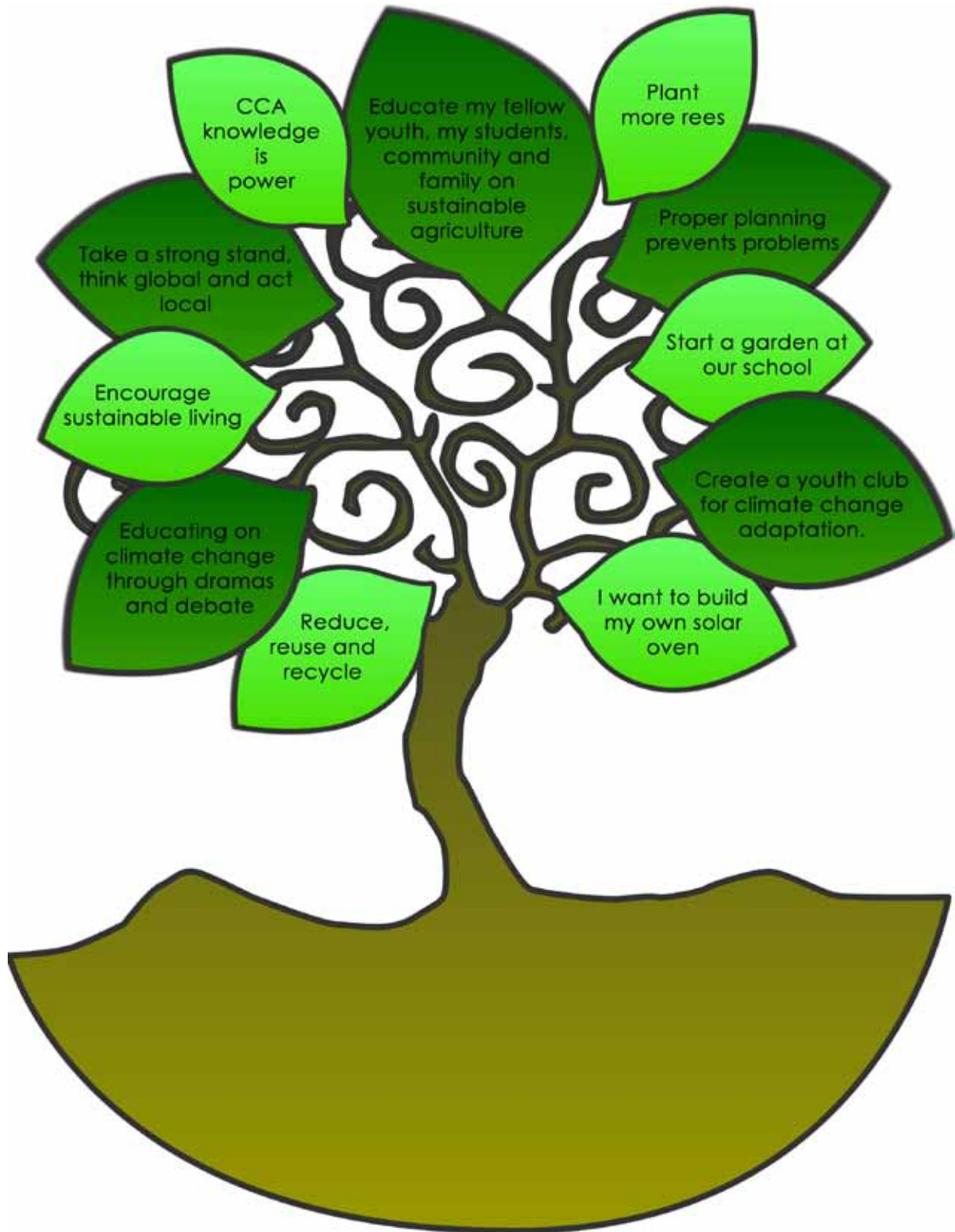
Sea levels along the Namibian coastline may raise 30-100cm within the next 100 years. This increase is projected to flood significant parts of Walvis Bay. It will also affect other coastal towns.

### Potential adaptation measures

- Protect wetlands and the vegetation that grows in the mouths of streams and rivers. Wetlands are like sponges. They absorb water, act as buffers against storms and are sources of fresh water and food.
- Beach and sandpit replenishment. Beach replenishment is important because it increases the size of the beach and reduces flooding on coastal developments – this can be done naturally (such as a river coming down and depositing sediment along the coastline, or in some cases its done by people (pumping sand onto the beach, pumping sediment into the sea).
- The planting of dune vegetation to ensure dune buffers are retained. Dunes are not very helpful buffers to against the sea as dune sand is very mobile – vegetation helps by holding the sand together.
- Cultivate kelp beds. Planting and growing kelp beds (the massive brown seaweed) is a way to reduce wave energy (much like rows and rows of trees can act as buffers from wind). This is especially important if there are storm waves etc – growing kelp will lower the intensity of the wave action so that by the time the waves reach the shore they are not as radical as if there were no kelp beds.



Entry for Multi-Media High School Competition on CCA by Chelna Neetling



Designed by Creators Design CC and IECN with inputs from participants at the Namibia CCA Youth Conference

## 3. NAMIBIAN YOUTH COALITION ON CLIMATE CHANGE (NYCCC)

*To make the individual climate change adaptation initiatives stronger and to help them in networking and sharing, a national coalition - called the Namibian Youth Coalition on Climate Change (NYCCC) - was created.*

### 3.1 Objectives

#### Why NYCCC?



The fact that there now is a coalition does not mean that an organisation has been created, which will take the responsibility of climate change action. The coalition exists to help with sharing experiences and networking. The main responsibility for climate change activities and the mobilisation around them is still with individual groups and organisations.

Coalitions are a well-known cooperation model in the non-profit world. The benefits of coalitions are the diversity of groups they bring together – along with different approaches and skills – and their ability to share and access resources such as media more effectively. Coalitions are also wonderful ways to expand their networks and discover project ideas, similar groups, and resources.

#### Objectives of NYCCC

- Bring together groups taking action on climate change and youths
- Sharing of best practices
- When we speak together, our voice is stronger
- Networking
- Joining together for global conferences

#### NYCCC as an organisation

At the moment, NYCCC is a loose network of institutions, youth groups, individuals, etc., who are all acting on climate change in one way or another. It has scope to be developed into a more formal coalition, or it can remain a loose network. The future direction of the coalition should be decided through a dialogue among its members. Also yet to be decided is which institution should coordinate the coalition. One possibility that has been suggested is that the National Youth Council would take responsibility of the coordination function with support from the Ministry of Environment and Tourism (EE Centre).

## 3.2 Members to date

NYCCC brings together youth groups, environmental education institutions and governmental departments who are dealing with youth or climate change issues or both. One of the members is a continental youth initiative, the African Youth Initiative on Climate Change. The organisations which have been proactive in the initial stages of NYCCC include: Ministry of Environment and Tourism, Ministry of Youth, National Services, Sport and Culture (Directorate of Youth Development), National Youth Council, Ministry of Education, Namib Desert Environmental Education Trust, Young Achievers Empowerment Project, and Physically Active Youth.

## 3.3 Creation process

- Groups known to work with climate change and youths were contacted in April-July 2011 and brought together under the NYCCC (see more information under “Institutional response” below).
- Logo for the coalition was designed by a young design team in consultation with the coalition members.
- A website was developed for the coalition ([www.youthclimate-namibia.org](http://www.youthclimate-namibia.org)). The site is a resource base and a platform for activities and events. The site administration does not require a professional; it has been set up in this way so that it can be run cheaply and without too much administration.
- Up to 300 people were engaged in the Namibian Youth Coalition on Climate Change through their participation at the Namibia CCA Youth Conference. Participants reflected gender equality and strong regional representation.
- Social media presence created:
  - Facebook page ([www.facebook.com/youthclimatenamibia](http://www.facebook.com/youthclimatenamibia)). Objective: Platform for youth to discuss issues pertaining to climate change, to raise general awareness and also to advertise events and activities.
  - Youtube (<http://www.youtube.com/user/nycclimatechange>). Objective: Advertise interesting and informative youtube videos on climate change and climate change adaptation, serve as a tool for reflecting videos made for the youth programme, and other footage.

### ***Institutional response to NYCCC***

The following institutions were contacted and they agreed to be part of the Namibia CCA Youth Action Programme and the NYCCC.

#### ***The National Youth Council (and its regional youth forums)***

Meetings were held with the National Youth Council (NYC). NYC is the umbrella body of all youth groups in Namibia, and is the responsible body for youth development in Namibia (as per the National Youth Council Act (No3 of 2009). The National Youth Council has been the driver, along with Ministry of Environment, for the conference, and is envisaged as being the leading institution taking climate change matters forward.

#### ***Ministry of Youth, National Services, Sport and Culture***

It was suggested through various interviews that the Directorate of Youth Development would be the most appropriate level to work with CCA. Meetings and discussions were held with the Environmental Coordinator about integration and involvement. Regional environmental officers were briefed and mobilized to include CCA in their projects.

#### ***Ministry of Education***

Discussions were held with the Ministry of Education on how best to involve ME regarding awareness and education of climate change adaptation. It was proposed that climate change is covered across the curriculum and therefore actually training teachers to increase impact of CCA to learners was the best approach. An innovative teacher training proposal was then sent to ME for perusal.

***Young Achievers Empowerment Projects (and its regional constituents)***

Visits were made to group meetings of Young Achievers. Up to fifty young people were sensitized and made aware of climate change issues in Namibia. A training of trainers session was held, and the group was mobilized into action and is now running one of the AAP NAM pilot projects in Katutura, Windhoek, which has great potential to be replicated by its regional constituents and other youth groups.

***Physically Active Youth (and its regional constituents)***

The Physically Active Youth were approached due to a suggestion by NYC. Various meetings were held with the group, and they are now running one of the AAP-NAM pilot projects (urban garden). A training of trainers session was also held.

***All high schools in Namibia***

High schools were made aware of the youth coalition through the Multi-media Competition, where-by teachers were mobilized to support interested learners. Various environmental clubs of schools made commitments to act after the AAP-NAM PMU ran an environmental club tender, where the successful applicants were awarded with N\$50,000 to run their CCA project.

***Namib Desert Environmental Education Trust (NADEET)***

The Namib Desert Environmental Education Trust was contacted and are members of NYCCC and actors with regard educating about climate change and sustainability.

***Namibian Environmental Education Network (NEEN)***

This Network was used as a medium for advertising and sending calls for the Multi-media Competition, and the Conference. It has potential to be used as a medium for other events under the NYCCC.

***University of Namibia (UNAM)***

Approximately 40 members of the UNAM Environment Society were trained to spread CC and CCA awareness messages at the Youth Festival - they were called the "Climate Change Awareness Crew". The same youth were involved at the Namibia Climate Change Adaptation Youth Conference as resource persons.

***African Youth Initiative on Climate Change (AYICC)***

Various representatives were contacted about youth and climate in the Namibian context. The AYICC have had successes in mobilising groups and were able to advise. It was also important to align in terms of a continental context. The AYICC were also represented at the Namibia CCA Youth Conference, and were important in terms of discussing Namibian youth involvement in the African delegation of youth at the Conference of the Youth (COY-7) at UNFCCC COP-17 in Durban in 2011.

***UNFCCC Youngo, as well as the COY7-working groups***

NYCCC is represented in the COY-7 working groups, in preparation of youth involvement at the COP-17.

***The Habitat Research and Development Centre (HRDC)***

The Habitat Research and Development Centre was met with on various occasions and is a member of NYCCC. The CCA Youth Conference was held at the Centre to highlight the importance of sustainability in the planning and running of built environments.

***Women's Action for Development (WAD)***

Discussions were held with a representative of WAD. It was subsequently suggested that the Namibia CCA Youth Conference would be a good medium for awareness and empowerment of this group as a result of their suggestions into the Youth Action Programme.

**PART II**

**THE NAMIBIA  
CLIMATE  
CHANGE  
ADAPTATION  
YOUTH ACTION  
PROGRAMME**

# 1. STRATEGIC STATEMENTS

*These strategic statements crystallise what we want to achieve and how we are going to do it.*

## 1.1 Our vision and mission

*The Namibia Climate Change Adaptation Youth Action Programme vision is:*

Namibian communities are resilient in the face of extreme weather events, such as floods. They have learned to cope with many of the climate change effects and they are also developing new ways to adapt. Young people are at the forefront when these innovative approaches for climate change adaptation are developed. The important role of young men and women is equally acknowledged, and their efforts are being supported by other community members, the Government, civil society and private sector.

*The Namibia Climate Change Adaptation Youth Action Programme mission is:*

We strive to empower youths to take effective action on climate change adaptation by:

- Inspiring and motivating
- Promoting gender equality
- Informing and educating
- Mobilising groups and working together
- Creating sustainable action

Our main target group is the youths. Other stakeholders are addressed in terms of advocacy for youth involvement in climate issues.

## 1.2 Our values and basic principles

When addressing climate change and youth in Namibia, we feel very strongly that there are certain values that should always be adhered to. These are our non-negotiable core values. In addition to these, there are certain basic principles that should be adhered to whenever possible. Such principles are important in ensuring that the activities are as effective as possible.

### ***Our non-negotiable core values are:***

- Everybody is equal.
- No action taken under this programme should cause harm to the environment or our communities.
- Young people have the right to get their opinions heard.

### ***Our basic principles are:***

- Involve young people in planning and implementation.
- Ensure that all activities have the potential to become self-sustaining.
- Extend activities outside Windhoek, all regions are equally important in climate change action.
- Take measures to enhance gender equality: when planning activities, take into consideration that girls and women need to be empowered.



Entry for Multi-Media High School Competition on CCA by Marieke Derks

## 2. PROGRAMME COMPONENTS

*This action programme is designed to work as a self-sustaining process. Once we get things going, we develop a virtuous circle leading to an ever stronger response. We need various stakeholders to start activities that aim for three interconnected objectives: motivation, knowledge and practical action. In all these activities, we need to mobilise people and groups to work together and ensure that we are not dependent on external resources.*

This action programme is based on a five-step process. Each step builds on the previous step - and in the end all steps together form a self-feeding process, resulting in a strong system of learning and action (see the magnifying glass in Diagram 3). Our inspiration is in the cutting-edge education and public participation theories, which are successfully being used all over the world to mobilise people around various issues.

The five steps of the process are:

**1 Creating inspiration and motivation.** This is the first step, as only people who are inspired and motivated will make the effort to learn about a topic and use their time in taking action for it.

**2 Developing knowledge and understanding through information and education.** It is important to tailor the information in a way that is interesting and relevant for the audience. With regard to detailed information, it is enough that people know where to find it if they are interested in deepening their knowledge.

**3 Mobilising people and groups to work together.** Who else has a stake in the issue at hand - organisations, communities, individuals? We should motivate them and work together with them whenever possible. The Namibia Youth Coalition on Climate Change (NYCCC) was established as part of the Youth Action Programme development process to support sharing and networking and to strengthen the voice of young people in climate change issues, but the main responsibility for mobilisation still lies with the stakeholders.

**4 Taking action.** There is no point in educating and raising awareness, or involving and connecting young people on climate change adaptation, if our aim is not to create concrete avenues for action. Some pilot projects have already been created, and this document contains several suggestions for other actions that could be supported under the youth programme.

**5 Sustaining the action.** Sustaining action or projects over long-term can be a major challenge. It is thus very important to create ownership at the onset of various activities and projects.

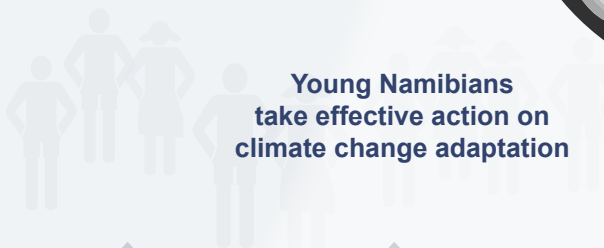
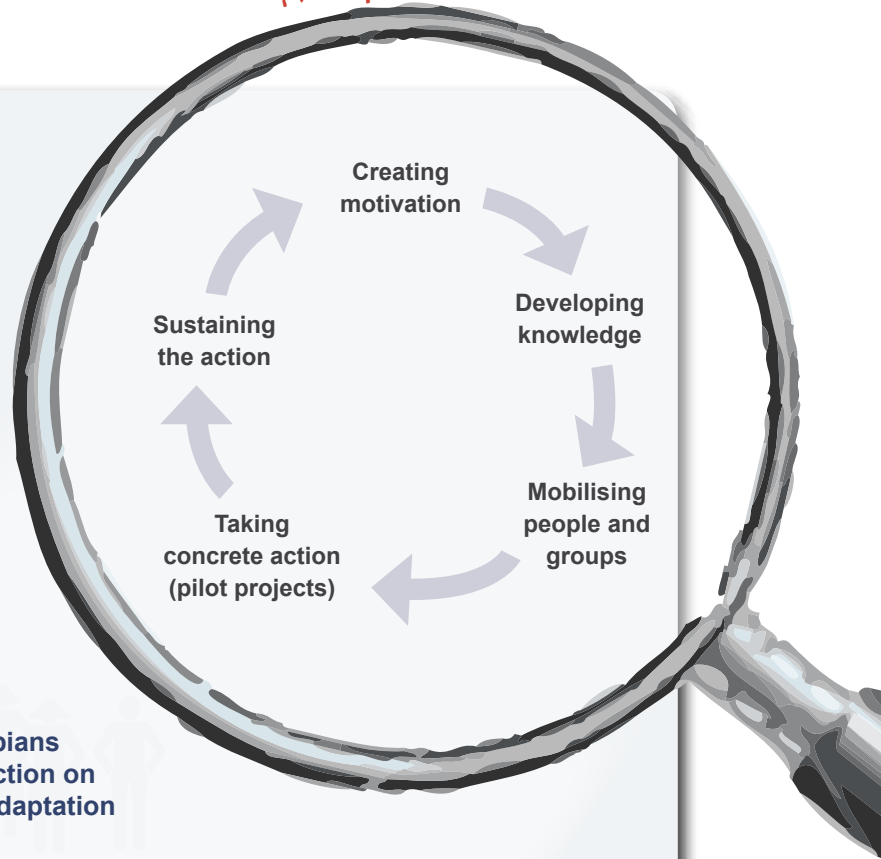
The virtuous circle with its five steps translates to a practical action programme that should lead us to our goal, to a situation where young Namibians are taking effective action on climate change adaptation. The elements of the action programme are illustrated at the bottom part of Diagram 3: The programme is driven by various stakeholders, who will be starting activities that aim for achieving three different, but interconnected, objectives: motivation, knowledge and concrete practical action. In all these activities, the stakeholders will try to work together as much as possible and ensure that their activities are not dependent on external resources in the long term.

It is important to understand that this Action Programme is **not a blueprint for a programme to be implemented top-down by the Government**. It is a **guideline and a tool for all stakeholders** developing and implementing climate change activities focusing on the youth in Namibia. We believe that we can reach our vision, *empowered youths taking effective action on climate change adaptation*, if we manage to create a steady stream of small and bigger activities by the various stakeholders.

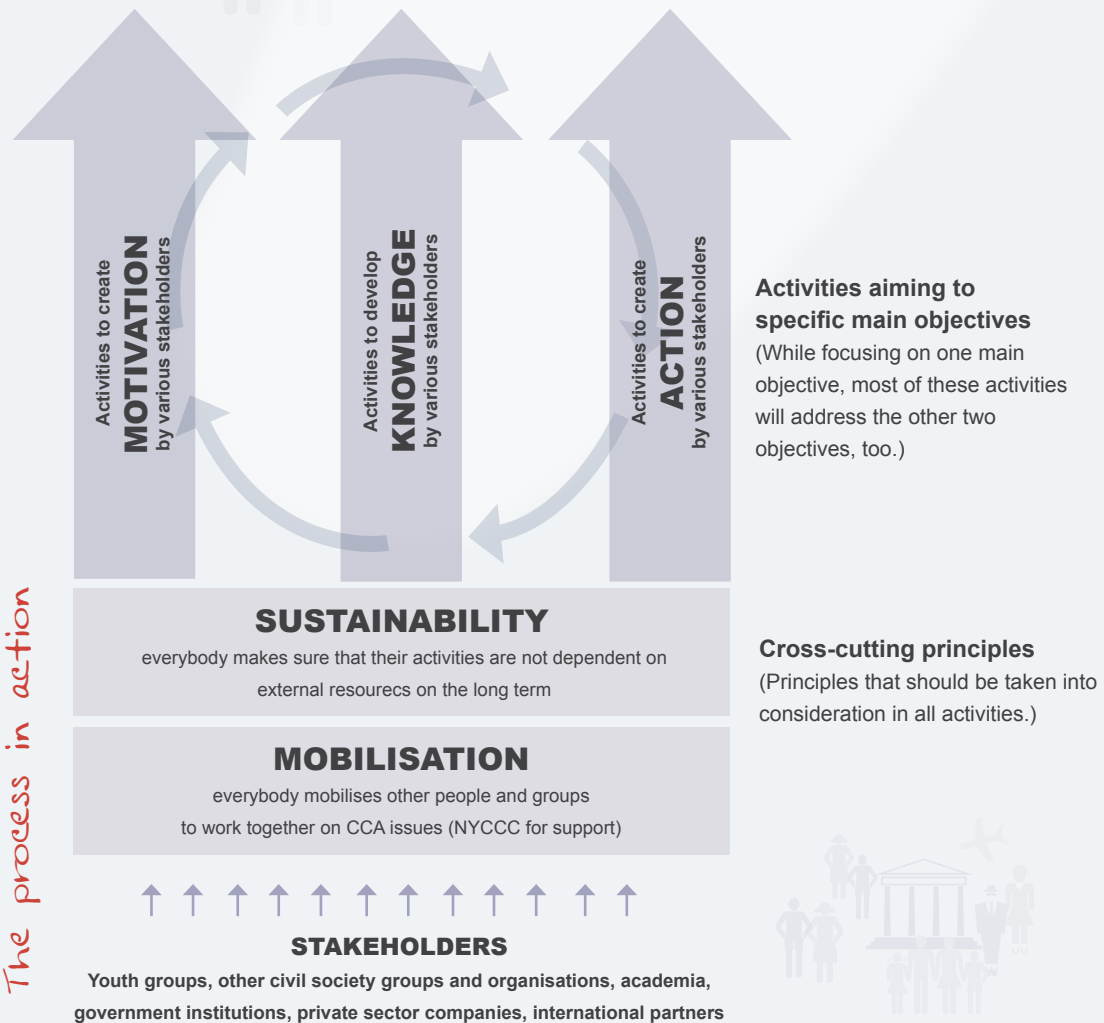
DIAGRAM 3:

**How does our programme work?**

*The process*



Young Namibians take effective action on climate change adaptation





## **PART III**

# **ACTIVITY STATUS, GUIDELINES, AND IDEAS**

# 1. CREATING MOTIVATION

***The overall objective of motivation activities is to inspire and motivate people to get interested in climate change response and take action on it.***

## ***Why is it important?***

Creating inspiration and motivation refers to getting people interested in and motivated about climate change. In practice, activities aiming to create motivation often overlap with activities aiming to develop knowledge. It is, however, important to understand the difference between the two objectives. At the motivation stage, we are not trying to teach people a whole lot of things about climate change, just to make them interested in it. Only somebody who is interested in an issue will be motivated enough to pay attention to information shared about this issue, learn about the issue and possibly even take action on it.

## 1.1 Status

### ***Current state of motivation with regard to climate change action***

No particular studies on climate change awareness among the youth have been conducted, but a survey among the members of parliament, civil servants, civil society organisations and academics conducted by the Institute for Environment and Development (IIED) in 2010 found that these groups were knowledgeable about climate change. Also a case study by Heinrich Böll Stiftung conducted in two rural villages in 2010 found out that community members were generally aware of climate change taking place. Based on these studies, we can assume that general awareness about climate change does exist in Namibia. What probably does not exist so widely is a sense of empowerment around climate change, a perception that we can and should do something to adapt to the effects. The UNDP's 2001 Adaptation Knowledge Needs Survey found that the knowledge needs on youth education and climate change adaptation mainly focused on education materials, approaches for youth outreach, events to promote youth education and empowerment, and funding opportunities for youth action.

### ***Motivation activities completed / on-going include:***

#### **AAP-NAM Project**

- The CCA Youth Conference and the advertising around it.
- CCA multi-media competition for schools and the advertising around it.  
*The call for this competition was sent out to almost every registered high school in Namibia, advertised in the Namibian three times, on three different radio stations, and sent via various email networks (e.g. Namibian Environmental Education Network), posters were printed and driven to every high school in Windhoek).*
- Climate concert to raise awareness to some 1000 high school kids.
- Fruit-tree planting competition for younger kids.

#### **The Young Achievers Empowerment Group (supported by AAP-NAM)**

- The Young Achievers had a stand at the National Youth Week in Rundu (April 2011) and raised awareness on climate change issues in Namibia to the visitors and participants.

## 1.2. Guidelines for creating motivation

### *What should we keep in mind when we develop activities that aim to motivate?*

**Forget horror scenarios.** It would be nice if everybody would feel inspired and motivated to act based on the fact that our planet and the life as we know it are in danger. But this not how the human brain works! To try to inspire and motivate people with horror scenarios is actually counterproductive. It is more likely to make everybody feel desperate and stop trying altogether than to invoke positive action. Rather focus on painting a picture of a challenge, which people can do something about.\* For example, during training sessions for youth groups in Windhoek during 2011, they were first given informative presentations and watched videos, after which they were asked to form groups and draw what they think a “happy and adapted Namibia” would look like.

**Think: What inspires and motivates young people?** What, then, inspires and motivates people to find out more information and to act? Something they find exciting, entertaining, or useful in one way or another. Usefulness could be an opportunity to win something, to earn money, to have fun, to meet new people, to try out something new, to learn things we might need later in life, to have a sense of “doing good” and helping others, or - let’s face it - just to look cool. All the above are valid tricks to use when trying to make people inspired and motivated to take action on climate change. You just need to think of a way to connect climate change to your motivation and inspiration factor. For example, the AAP NAM Project Management Unit organised a free youth concert with climate change messages embedded in the programme.

**Be clear on who your target group is.** “Exciting”, “entertaining” and “useful” have different meanings for different people. If we want our activity to be as effective as possible, we must target it to a group of people who share some common characteristics. This is called our *target group* or *target audience*. While the target group in most of our activities will certainly be some segment of the youths, we should also remember that part of our task is to get the grown-ups inspired and motivated to involve young people in decisions concerning climate change.

**Consider narrowing down your focus.** In an activity focusing on creating motivation, it is not necessary to communicate everything about climate change. Often it is more effective to focus on motivating people on the broader topic of climate change adaptation by highlighting a single issue as a concrete example.

**Be specific about what your target group can do.** Although you don’t want to burden people with too much information at this stage, there is one important piece of information that you should make your number one thing to get through to your target group: You must tell them clearly what they can do about climate change in general or with regard to your specific focus. The more specific you can be, the better. For example, if your aim is to get young people to get interested in climate change adaptation through showcasing an urban poultry pilot project your youth group is successfully running, don’t use a slogan like: “Empowering the youth through urban poultry!”

**Choose appropriate methods and channels for outreach.** Some inspiration and motivation activities might be all about spreading information through mass media or other means, but even if our activity is an event, we will need to communicate to our target group about it. In fact, advertising around an event has an important role to play in inspiration and motivation.

**Test your idea and outreach materials.** Once we have decided what we are going to do, we should test our idea with people who fit in the definition of our target group. It doesn’t need to be complicated, just float the idea through 5-10 individuals who have not been involved in your planning process. If you are developing some information materials, remember to share them for comments, too. This is particularly important if the activity is being planned by people who are not part of the target group themselves. In addition to your target group, you could also ask for a professional opinion from a person who works with communication or learning.

**Remember mobilisation.** Motivation activities are often mobilisation activities. If we manage to inspire and motivate people, we have taken a big step towards mobilising them becoming our partners in future activities. However, we will also want to involve other stakeholders in the arrangements of our current motivation activity.

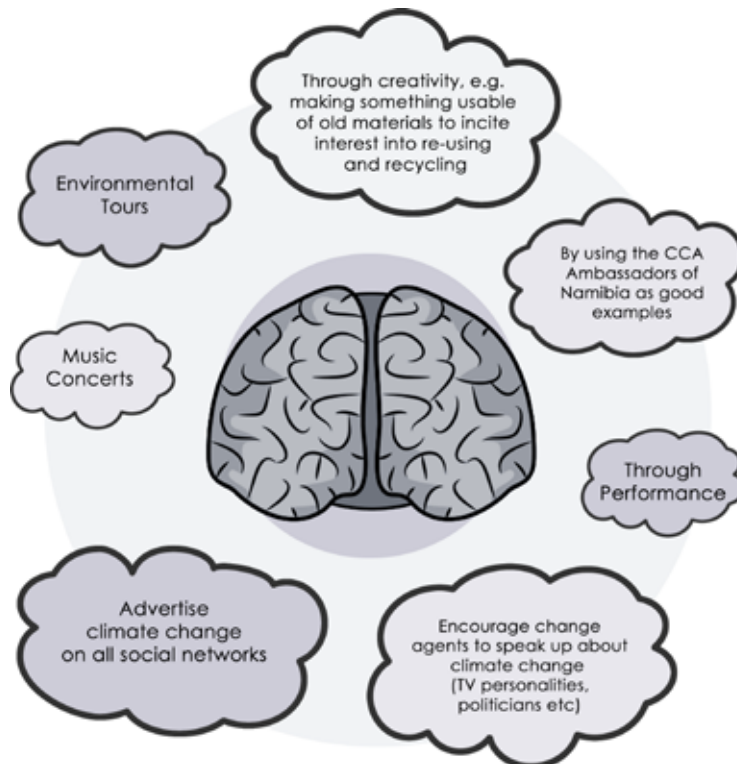
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\* For an inspiring guide on focusing on the positive, check out *Sell the Sizzle*, a British publication that you can find online on <http://www.futerra.co.uk/downloads/Sellthesizzle.pdf>. This publication can also be found on the CCA Youth Conference CD.

**Remember sustainability.** Motivation activities often tend to be once-off events. Even if this is the case with our activity, we should still think how this activity can contribute to future activities by us or by others. See Box 5 on page 36 for ideas about sustainability.

### Concrete Ideas for Things that Could Motivate and Interest Young People in Our Country

The following list was suggested by youth participants during working sessions at the Namibia CCA Youth Conference 2011:



Designed by Creators Design CC and IECN with inputs from participants at the Namibia CCA Youth Conference

## 1.3. Ideas for creating motivation

### *Future motivation activities suggested:*

#### • **Climate Change Fashion Show**

Hold a climate change fashion show in which designers come up with fashion made up from re-usable materials. It would motivate us to learn more about climate change and also incite interest into re-using rather than consuming unnecessarily. Target group: Young urban women between 15 and 25. Recommended partners: College of Arts, MET, interested youth groups.

#### • **Climate Change Sports Events**

Whether it be football, netball or basket ball, a tournament would incite interest for the youth. The tournament could be used as a platform for raising awareness on climate change in Namibia. Target group: High School Learners or Tertiary Students. Recommended partners: MET, ME, NBC, Private companies like MTC or LEO.

#### • **Through Drama**

A drama roadshow would create awareness and motivate young people to investigate the issue further. Target group: High School learners. Recommended partners: MET, College of Arts, FNCC.

**BOX 2:****A few words about TARGET GROUPS**

If we try to speak to everybody at the same time, there is a big chance that nobody will listen to us. Why?

To capture somebody's interest, we should focus on what they find exciting or useful. This is close to impossible if we are talking to a huge group of people whose needs, interests and tastes are very diverse. "The Namibian youth" is one such group. By definition, it includes everybody who is 15-35 years old.

When we plan activities for the youth, it is therefore important that we define our *target group*\*. A target group can be any group of youths who have similar:

- **Needs and interests** and who are therefore likely to be interested in similar activities.
- **Needs, interests and abilities or resources.** Abilities or resources are an important add-on, if our initiative focuses on something that our target group needs to do. It would not make much sense to target people with no access to electricity if our objective is to encourage cutting down the use of electricity.
- **Influence over other youths and / or decision-makers or grown-ups in general.** The power to influence is important if we want to use our target group as *catalysts* or *change agents*, people who will set an example for their peers and who will be listened to by those with the power to change things.

In practice, the above means that when we are defining our target group, we should think about our goal and ask ourselves:

- **Who should we target to be able to reach this goal?** For example, if our goal is to increase the number of young households practicing conservation agriculture, we would target young adults residing in rural areas or in a particular rural area.
- If the target group based on the previous question is too big, **could we focus on a specific group within that group?** Who are the change agents? To continue with the previous example, maybe there is a farming collective of young people, who are known to be forward-thinking and responsive to new ideas?
- **Should we try to reach out to the youths through other people?** For example, if our goal is to stop young people driving their quad bikes in our fragile coastal areas, we might decide to target their parents or their schools or provide a specific training session for the coastal police to inform them about the importance of getting this problem under control.
- Even if our goal is not about young people, **could we target a specific group of youths to get through to the decision-makers?** For example, if we want to encourage schools to recycle paper, we could decide to target the student representatives in the school boards.

Sometimes, though, we will know our target group before we know anything else about our activity or project. This is the case with many of the pilot projects initiated by youth groups or other initiatives that aim to combine climate change response with other challenges in our society, such as unemployment, lack of income and food insecurity. In such cases it is ok to take our starting point in the target group and think what this specific group could do about climate change adaptation.

The bottom line is to resist the temptation of targeting all activities to everybody. Many people might feel that it is not fair to choose to target only some segments of the youth. In many activities targeting is, however, a necessity to ensure that our activity will be as effective as possible. For example, with regard to communication initiatives, studies prove that the most successful communications campaigns are the ones which tightly define their target audiences.

\* *Target audience* is sometimes used interchangeably with target group. Target audience refers to a situation where people are not actively involved as participants, only as audiences.

**BOX 3:**

## **A few words about OUTREACH**

“Outreach” refers to reaching out to our target group(s). We can either *inform them* (one-way process where we talk and hope the target group listens), or *communicate with them* (two-way process, whereby our target group is encouraged to communicate with us and get properly engaged with our topic). Most activities would benefit from a combination of information dissemination and communication activities.

When we do outreach, we must think carefully who we need to reach (see Box 2 about target groups) and what our **main message** should be. Even if we are saying lots of things - like in a meeting or in a brochure or in a radio programme - there should be one main thing that people will remember from what we say. This is our main message. It should be planned to help us to reach the goal of our activity. Other qualities for a good message are: It should be simple, interesting and memorable and include a clear call for action. It should speak directly to our main target group.

When we choose outreach channels, we must make sure that they are appropriate for our target audience and our objectives. We should never, ever decide that we are going to develop a specific communication product for a specific outreach channel (for example, a poster or a radio advert or a video or a newsletter) before we think what we want to achieve with our communication and who we need to reach.

When choosing outreach channels, we should be both realistic and creative.

Being realistic refers to the fact that we must weigh our resources against the potential benefits of using a particular channel. For example, TV adverts might be effective with our target group, but they are expensive to produce and effective only when they are broadcasted so many times that people will have seen them often enough to remember them.

Being creative refers to coming up with new ideas for and being resourceful about outreach. For example, consider using the outreach opportunities provided by existing activities, such as the annual National Youth Week or networks such as the Namibian Environmental Education Network (NEEN). And if you really need to use mass media, you could try developing a partnership with them, based on the idea of the social responsibility of the media or on mutual benefit? Be prepared, though, to learn that they have had lots of people knocking their door asking for the same. But hey, your idea can be better than anybody else's! You never know before you try, but please go well-prepared.

In fact, it happens that in most cases mass media isn't the answer to our outreach needs. Studies show that a more personal contact with your target audience (like meetings, trainings, phone calls, personal letters...) is much more effective in creating attitude and behaviour change than one-way communication through the mass media.

The bottom line is: if you are a youth group at the grassroots, rather proudly use the competitive advantage you have compared to all other stakeholders: communicating with your target group directly or via word of mouth and making it clear that you know them and their needs and interests! If you are an organisation with more resources and want to reach the youth, below is a list of outreach channels recommended by the CCA Youth Conference participants.

**List of outreach channels recommended:**

- Popular radio stations
- Through community and church meetings
- Youth groups and clubs
- Green/environmental clubs in schools
- Using celebrities and political leaders
- High Schools

## 2. DEVELOPING KNOWLEDGE

***The overall objective of activities aiming to develop knowledge is to create the base for informed action.***

### ***Why is it important?***

Knowledge and understanding empower people and encourage them to take action. Moreover, action based on knowledge and understanding is more sustainable and effective than action based on inspiration and motivation only. (But remember that people will be able to deal with more comprehensive information only when they feel inspired and motivated.)

## 2.1. Status

### ***Current state of knowledge on climate change***

Based on the Institute for Environment and Development (IIED) and Heinrich Böll Stiftung studies referred to on page 26, Namibians seem to have a good basic awareness of climate change and people seem to identify certain changes in our climate and environment to be part of climate change. Some of the factors contributing to this awareness might include: changing rainfall seasons and devastating rains and floods that have hit the north and north-eastern parts of Namibia in recent years; information, education and communication activities undertaken by various stakeholders working on climate issues; inclusion of climate change in the Namibian high school curriculum in a cross-sectional manner, and; media coverage of climate change issues by both the Namibian media and the locally available international media (internet and DSTV). It is not clear, however, how wide and deep the knowledge and understanding on climate change issues are. Climate change seems to be becoming an all-encompassing buzzword for several phenomena, creating confusion about the facts and potentially creating hopelessness and apathy. A concern of specific importance for this action programme is that knowledge and understanding on what can be done to adapt to climate change does not seem to be as well-spread as the awareness of the fact that climate change is taking place. The UNDP's 2001 Adaptation Knowledge Needs Survey found that the knowledge needs on youth education and climate change adaptation mainly focused on education materials, approaches for youth outreach, events to promote youth education and empowerment, and funding opportunities for youth action.

### ***Knowledge activities completed / on-going include:***

#### **AAP-NAM Project**

- The Multimedia Competition, aimed at high school learners, was a pilot activity in which learners are encouraged to, on their own merit, research about climate change in Namibia and give their impressions in any form they prefer. 102 submissions were received from 21 schools.
- Bookmarks were developed which illustrated what climate change and climate change adaptation are
- Two training of trainers sessions were held with the two youth groups running pilot activities. These were pilot training sessions and can be replicated.
- The Namibia CCA Youth Conference was used as a medium in which the participants could acquire information materials about climate change, and where participants could learn more from expert presentations
- A teacher training proposal was sent to the Ministry of Education to be used as a potential tool to encourage teachers to teach detailed content in innovative and captivating ways.

## 2.2. Guidelines for developing knowledge

**It's all about information.** How can we support young people to develop knowledge and understanding on climate change? By distributing information and by letting people know where they can find even more information when they need it.

**But information alone is not enough!** Information alone is not going to make a great impact. For example, think about an organisation that develops a fancy information brochure and distributes it as a newspaper supplement to tens of thousands of households. How many people are actually going to read the brochure? And how many of those reading it will remember the content the next day? Or change their behaviour in line with what they have read? A piece of information will really engage people's attention only if they feel that they need that information for something. For example, a person whose house has been destroyed by a flood will quite certainly listen to a radio if there is a programme where potential compensation measures are discussed, but most often we don't have the advantage of having such an engaged target group.

**Don't forget motivation and inspiration.** How to make people feel they need the information we are giving to them if there is no direct link between their daily lives and the information? If we have been successful in creating motivation and inspiration, many people might already be so interested in climate change that they will be interested in our message. However, inspiration and motivation should be part of our activities even when our main objective is to create knowledge and understanding at a deeper level. What we say must be presented in a way that it is of interest to our target group.

**Combine information with action to develop knowledge.** What really works in terms of making people get engaged with the information and learn is to combine the information with action. Examples include action-focused learning events where information is discussed and put into use immediately through practical exercises or group work - or something like the CCA multimedia competition organised by the AAP NAM project. Through the competition, learners were encouraged to do research about climate change in Namibia and give their impressions in any form they prefer.

**We need a mix of methods and channels.** The down side of learning events is that they can be costly and they cannot accommodate large amounts of people. That is why we need a mix of interpersonal communication and information sharing through various channels (see Box 3).

**Knowledge is needed in various areas.** While the specific climate change information needs felt among the Namibian youth defined by the participants in the Climate Change Adaptation Conference, international educators are giving us the following advice:

**Background information:**

- The science of climate change and environmental processes.
- Local environmental conditions and the risks related to them.
- The basics about how the local environment can be managed to ensure sustainability and reduce the risk of disasters.

**Information related directly to climate change mitigation and adaptation:**

- Possible mitigation and adaptation measures (what young people can do as individuals and the actions that can be taken by civil society, government and private sector).
- Channels young people can use to influence decision-making on climate issues.

**Select your target group and frame the learning content wisely.** As knowledge is needed in various areas, we will need to be strategic. Who needs what knowledge for what reason? (See Box 2)

**Don't information overload and be sure to leave your target group with a positive message they can act on.** Even if our activity would be a training event lasting for several days with the possibility to include a lot of information about all aspects of climate change, we should resist the temptation to "information overload". Most importantly, we have to ensure that the information package we are delivering to our target group is tailored in a way that leaves them with a positive message they can act on.

**Test your ideas and information materials.** Once we have an idea what our knowledge activity is going to be like, we should test our idea with people who fit in the definition of our target group. It doesn't need to be complicated, just float the idea through 5-10 individuals who have not been involved in your planning process. If possible, also contact a communication or a learning expert for their opinion and advice. The same should be done with any specific learning materials you are developing.

**Remember mobilisation.** Knowledge activities are great opportunities for mobilising people and groups. There are several ways in which you can cooperate with others. See Box 4.

**Remember sustainability.** The most important sustainability concerns in many knowledge activities are ensuring that our hard work in developing the activity and the lessons learnt from it will be available to inform future activities. See Box 5 for ideas about sustainability.

**Identified information needs suggested (by participants at the Namibia CCA Youth Conference 2011) were:**

- Involvement of all sectors in climate change adaptation
- Information on drought/flood resistant crop varieties
- Solar energy and its availabilities
- Funding opportunities for youth groups
- More information on adaptive strategies
- More information on sustainable living

## **2.3. Ideas for developing knowledge**

***Future knowledge activities suggested:***

• Mobilise environmental officers (and environmental groups) to hold interactive teaching events on climate change in rural regions, or short seminars at churches or community meetings. Target group: Rural youth. Recommended partners: MET, MYNSSC, NYC.

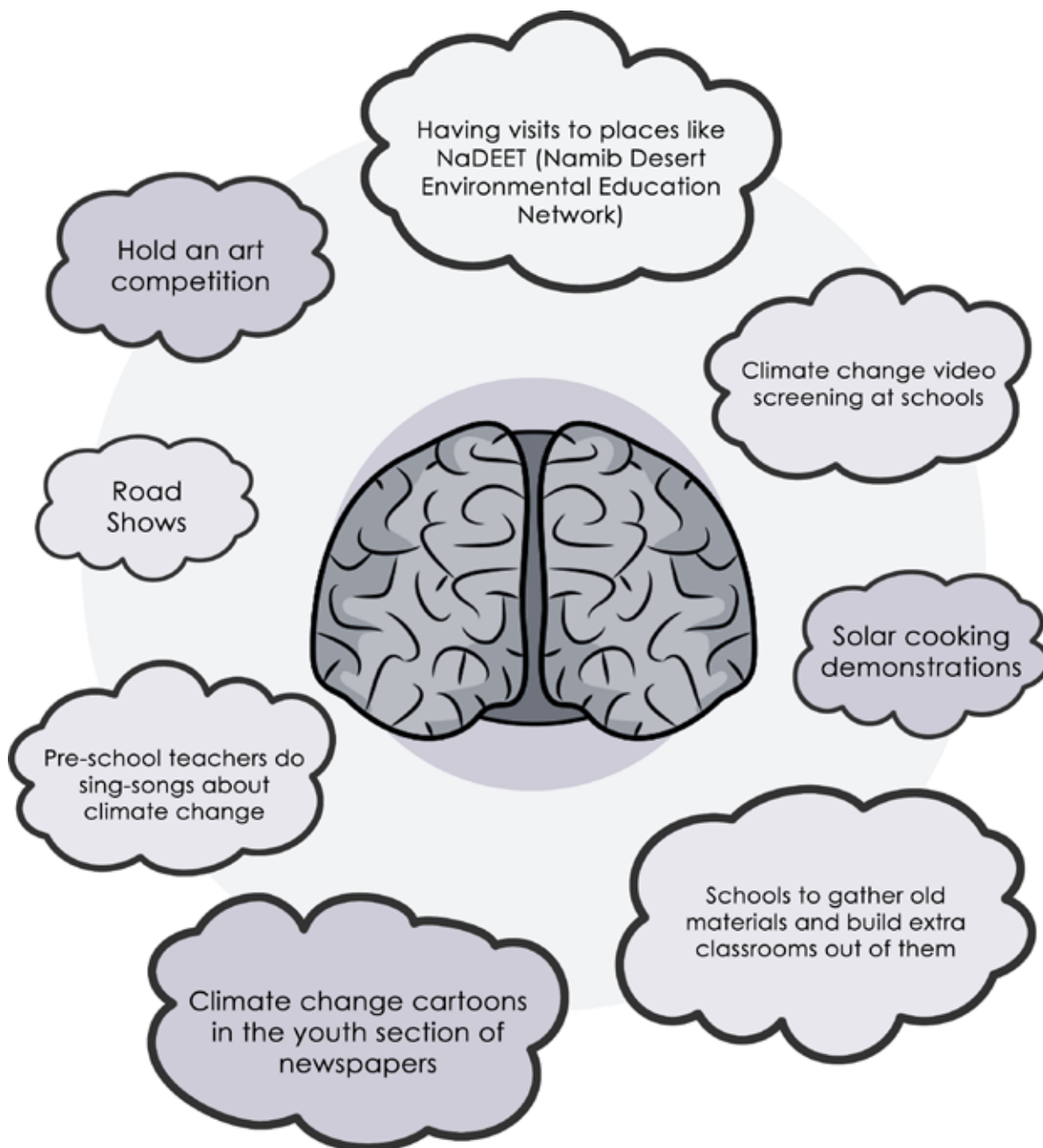
• Drama or comedy about climate change adaptation. Target group: Rural youth. Recommended partners: MET, NANASO, FNCC, College of Arts.

• Demonstrating climate change adaptation techniques and practices. This would include demonstrations of communities' actions on CCA (such as gardening projects). Target group: School drop-outs. Recommended partners: MET, MAWF, Traditional leaders, church councils.

• Awareness campaign through the establishment of CC Youth Clubs. Establishing mini clubs within each constituency would mean that they can create more awareness within and relevant to their area; as well as be used as a medium of best practice and information sharing. Target group: Rural youths. Recommended partners: MET, MAWF, MYNSSC, NYC, High Schools.

• Hold local art competition on climate change. This activity was recommended to engage local community artists in climate change, and to create a buzz and interest in the wider community as a result. Target group: Artists and art enthusiasts. Recommended partners: MET, MAWF, Art Galleries, College of Arts, NYC, Traditional leaders, youth groups.

## Brainstorming ideas



Designed by Creators Design CC and IECN with inputs from participants at the Namibia CCA Youth Conference

**BOX 4:**

## **A few words about MOBILISATION**

An old African proverb says: “If you want to go fast, walk alone. If you want to go far, walk together.” In other words: together we can achieve more.

This is particularly true when trying to make the most out of limited resources. Cooperation is important also because it prevents people from re-inventing the wheel, reduces duplication and allows everybody to feel that they are important. There are many organisations and groups in Namibia who are working with climate change issues already. They should work together and mobilise also those who would be able to make changes within the climate environment if they decided to take action.

Below are some basic guidelines for going about mobilising people and groups:

**Map your possible partners.** At the level of individual climate change adaptation initiatives, mobilisation means that we should look around us and think who all should be involved in our activity or project. This could be individuals, groups, organisations, private sector companies, state institutions, whoever we believe might be interested or useful. Who is working with similar issues? Who is interested in similar issues? In whose interest it would be to be involved although they might not yet realise it? Who could help us in terms of advice or resources?

**Be creative.** We should remember that resources do not always mean money. It could also be advice, mentorship, volunteering time, equipment, infrastructure, or connections - whatever we need to make our activity or project happen.

**Prepare to do marketing for your idea.** When we have mapped who we should try to mobilise to work with us, it's time for mobilisation action. This starts with preparing our case. We need to have our facts straight when we are asking people to join us. What is it that we want to do? What makes it such a brilliant idea? What are we asking from them and why is it in their interest to join us? Find your inner marketing person and be as persuading and convincing as possible.

**Remember that mobilisation and partnerships are not about asking others to do our work for us!** If we are approaching others with this idea in mind, we should think again. We will only annoy the people we approach. And what is worse, our project is not likely to be successful if we are not committed to do some hard work for it.

**Don't be let down if somebody turns you down.** When we are searching for partners, we will be contacting many people. Some of them are bound to say no to us. Respect their decision and continue with next organisation on your list.

**Honour your commitments as a partner.** Once you are working in a partnership with others, honour your commitment to the partnership. Some advice: Do what you have promised, don't make promises you cannot keep; be accessible and open, and try and clear misunderstandings immediately when they arise.

**Keep on connecting people and groups to each other;** we are all working towards the same goals and guarding our connections jealously will not benefit anybody.

**Use the Namibian Youth Coalition on Climate Change platform.** The coalition was created to support networking and sharing of best practices. For more information about the coalition, check page 19.

## 3. ENABLING PRACTICAL ACTION

***Overall objective of action-focused activities: to create pilot projects and other initiatives through which young people can start taking concrete action on climate change adaptation.***

### ***Why is it important?***

There is no point in getting young people interested in climate issues and ensuring that they know a great deal about what climate change is and how people can adapt to its effects unless there is something concrete they can do about it. This is why we need to start practical projects on actual climate change adaptation measures.

This is not to say that young people cannot take action if somebody does not help us to start a project. Those of us who are concerned about climate change and have the resources for taking adaptation action in our personal lives, will surely start making it part of our daily lives. And there are many of us who are already so enthusiastic that we will start climate change adaptation projects in our communities. But many youths, even if inspired and informed, will need the possibility of joining an existing project - or they might need to have the encouraging experience of an existing project to get inspired to start their own.

Practical pilot projects have several benefits. The more we are part of practical action, the more we will start applying the lessons learned in our own lives. We will share our experiences with others around us, and they will also get interested and involved. Furthermore, pilot projects are needed to develop the knowledge and skills that are required to transform a pilot activity to something more substantial, either a large-scale programme or - even better - a change in people's behaviour. The fact is that Namibia needs to develop new ways to adapt to climate change. Pilot projects are excellent inspiration and testing grounds for developing new ideas. And - while our main concern is climate change adaptation - through pilot projects we will be able to address other challenges, such as unemployment, lack of income and food insecurity.

### 3.1 Status

#### ***Current state of action-focused climate change adaptation activities targeting youths***

While youths have been involved in action-focused climate change adaptation projects targeting the general population\*, practical adaptation pilot projects focused specifically on the youth have been rare before the AAP NAM supported pilots, which are described in more detail below.

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\* The two principal projects that have supported the piloting of practical CCA measures in Namibia are:

- *Adapting to Climate Change through the Improvement of Traditional Crops and Livestock Farming* under UNDP's Namibia Country Pilot Partnership for Integrated Sustainable Land Management (CPP-SLM).
- *Adjusting Community Agricultural Practices to Reduce Climate Change Risk in Omusati Region* under UNDP's the Community Based Adaptation (CBA) initiative. Implemented by OIKE, a local farmers' organisation in the Omusati Region.

**BOX 5:**

## **A few words about SUSTAINABILITY**

Sustainability refers to making sure that our activities are not dependent on external resources on the long term. Resources refer to both funding and technical expertise, such as skills and knowledge.

Sustainability is really important in projects that are meant to be running for a longer period and in events that are supposed to take place more than once. However, it is also important in those activities, which at the first sight seem to be happening only once (publication of a brochure, organisation of a conference or a concert, competition...) Why? Because all activities provide us with a possibility to learn and develop the capacity of our group. The lessons learned can then be shared with others working with climate change issues. This will make our national response stronger and benefit everybody.

Below are some basic guidelines for developing the sustainability of your activities:

**We should think about sustainability every time we start planning for an activity.** Starting up a project or an activity is often so much fun that we tend to forget about sustainability although it is one of the most important things in project development.

**Make a budget and a plan to generate income.** You need to have an idea of what things will cost. If your activity needs a steady flow of income in order to survive, make a plan for how you can generate that income through your activity.

**Use participatory community development principles when developing your activities.** Participatory community development is a research-based practice which, among other things, increases the sustainability of projects. The basic idea is that when a community has the leading role at all stages of project development and implementation, and when they have invested their own resources in the project, ownership and commitment will be created.

**Think about incentives.** A project requires a lot of work from the people who are implementing it. What can keep them committed to their project? Think about incentives, like a possibility to earn an additional income or to learn new skills.

**Use partnerships to create sustainability.** By spreading responsibility of your project across several different groups, you are building a stronger support structure. If one group discontinues their support, at least there are others who can take on more responsibility.

**Keep good records.** In order to be strong, a group or an organisation cannot be dependent on a couple of people only. This does not mean that everybody should be doing everything. What it does mean is that the people managing the activities should keep good records. (Contact information to members and partners, meeting agendas and decisions, letters, emails, quotations, an archive of any information material produced and the original files needed for reproducing the material, progress reports...) The filing system should not be too complicated but it must be logical and up-to-date so that others can take on the project if needed. At the same time, members should be informed about the latest developments on a regular basis.

**Monitor and evaluate.** It is difficult to learn from successes and mistakes, if we don't know whether our activities are achieving the intended objectives or not. Therefore, we should try to establish a basic monitoring and evaluation (M&E) system for each activity. *Monitoring* means that we should check our progress against our plan to find out whether everything is going ok. If not, we should make a plan to get things back on track. *Evaluation* is done at the end of the project to find out how much difference we really made. For more information on M&E in the Namibian context, check for example [www.nid.org.na/pdf/publications/MEinsidelr.pdf](http://www.nid.org.na/pdf/publications/MEinsidelr.pdf)

***On-going or completed pilot projects include:***

**1.AAP-NAM Project**

**Urban gardening**

- Objective: Encourage youth to take action on CCA matters.
- Target audience: All youth, but this pilot will be run long-term by Physically Active Youth.
- Description: Urban gardening is a popular mechanism towards both mitigation and adaptation. Such garden was established at the Multipurpose Youth Centre in Katutura, Windhoek. The youth grow different vegetables during different seasons of the year and the produce is used for an after-school feeding programme. The project currently involves approximately 100 youths.

**Urban indigenous poultry project**

- Objective: Encourage youth to take action on CCA matters.
- Target audience: All youth, but this pilot will be run long-term by Young Achievers Empowerment Project.
- Description: Keeping urban indigenous poultry is a mechanism towards adaptation. It provides food security and income generation through the use of a hardy and adaptive species of poultry. The project, based in Windhoek's Katutura, currently involves approximately 50 youths.

**Fruit-tree planting competition**

- Objective: Create awareness on CCA among the younger youth
- Target audience: Younger youth (teenagers and younger), specifically the members of Physically Active Youth.
- Description: Fruit tree seedlings are given to different kids to grow at the Physically Active Youth Centre. The one that grows their trees up to a certain height first will win a prize. This activity will be aligned with the Urban Gardening Activity.

**Environmental Club Tender**

The AAP NAM Project Management Unit ran a tender for High School Environmental Clubs to run CCA projects – N\$ 50 000.00 was handed over to a number of environmental clubs with the best CCA projects.

**2. Ministry of Youth, National Service, Sports and Culture (National Youth Service)**

**Backyard Gardening Project**

Description and objective: A horticulture project was initiated in 2005 behind the International Youth Hostel (Katutura) as part of the Rural Youth Programme to act as a medium to provide training to youth groups on backyard gardening.

**Target audience:** The programme is an initiated to empower young people living in rural and peri-urban areas.

**3.Oshakati Youth Centre Environmental Club**

**Environmental Club**

Objective: Raise awareness in the region, engage in afforestation activities, cleaning campaigns, recycling.

Target audience: Unemployed youth.

Description: The environmental club run a lot of activities on environmental awareness, especially tree planting, city cleanups, awareness campaigns.

**4. Wise Youth Club**

**Tonateni Beads and Basket cc**

Objective: To earn an income off re-using and recycling products which generally litter the landscape.

Target audience: Unemployed youth.

Description: The group makes dustbins, pen holders, jewellery boxes, bags and many other items from beer caps and other materials, and sell them as a form of income generation.

## 3.2. Guidelines for developing pilot projects

**Make it concrete.** Pilot projects on climate change adaptation should focus on concrete activities. Box 5 on pages 40 gives some generic ideas of potential adaptation measures pilot projects could be built around while Chapter 3.3 lists the specific pilot projects suggested at the Climate Change Adaptation Youth Conference. Note that neither the box, nor the list, is exhaustive, so do not let them restrict your creativity. CCA covers everything that helps people or environment to adjust to actual or expected climatic stimuli or their effects!

**Ensure it's community-based and participatory.** The project should be the baby of the community or group who is going to benefit it and implement it. An external facilitator can support the community by guiding them through a participatory process by which they identify their challenges and potential CCA solutions to these but outsiders should never impose projects on communities. A truly participatory planning process is such where everybody, especially the marginalised and the disadvantaged, gets a chance to have their say. It is here where especially women and girls need to be included in decision-making processes of the development of your pilot project. Various techniques exist for engaging the entire community.

**Inspire and motivate your group.** When starting to plan for a project, we might find that we need to inspire and motivate our community or group to get interested in the idea. Some ideas for creating inspiration and motivation can be found on page 29. But remember that you are the best expert when it comes to making your community interested in something. Convene a group of other people who you know are also interested in projects; together you can make a plan for how to get the broader community on board, too.

**Look for information to develop knowledge and understanding among your group.** Whether you are still looking for a concrete project idea or you already know what you want to do, it is a good idea to look for more information on climate change adaptation measures. For example, if you are about to start a gardening project, you will probably need to learn about gardening in general, and you would also like to check that the plants you are planning to grow are not invasive foreign species, which - under the changing climate conditions - might cause unexpected harm to our ecosystems.

**KISS!** KISS is a popular term in project development. It is used by all kinds of organisations from small community projects to big multinational companies. Actually KISS is an acronym that comes from the words *keep it simple, stupid* - meaning that people who do not keep their projects as simple as possible are a bit stupid. Why? Because projects that are too complicated take a lot of time to manage and they often end up failing. Good pilot projects are projects that are manageable for a community, not too big and not too ambitious.

**Keep it inexpensive.** Because pilot projects are implemented by communities, they should not be expensive. Rather, they should rely mainly on other resources than money. The community should identify their individual and collective gifts and resources. Funding is not everything. A great deal can be achieved using existing resources - be they skills, infrastructure or volunteering time - in an innovative manner.

**Mobilise support from others.** Mobilisation is another cross-cutting principle in this action programme and it is really relevant in pilot projects. You'll find more information about mobilisation in Box 5.

**Ensure it's not dependent on external resources.** This is what we mean by sustainability, which is one of the cross-cutting principles of this action programme. Although a project might require some external funding and expertise to get started, it should not be based on an expectation of continuous external support (see Box 4 for more information on sustainability).

**Agree on practical arrangements.** Other things we need to work out within our group include the practical arrangements: Who will be responsible for what and what are the arrangements for dealing with the finances of the project. Many pilot projects include the sale or sharing of agricultural produce, and it is important that we agree from the onset what are the general rules regarding such activities and what measures should be taken to ensure that everything is done in a transparent manner. The same concerns general decision-making within the project.

## 3.3. Ideas for pilot projects

### *The introduction of school gardens*

**Objective:** The garden will be used as a tool for acquiring knowledge and skills around adaptive measures, and general biology/agriculture.

**Target audience:** High School Learners and Teachers.

**Description:** Encourage all schools to run a small garden for the school community. For instance, it can be a project that the Grade 11's are responsible (so that every year a different class takes responsibility).

### *Green day*

**Objective:** To raise community awareness and incite action into growing trees for CCA.

**Target audience:** Youth in Ongwediva.

**Description:** Themed activities are run every month; e.g. afforestation day, rain water harvest day. At these events, there will be fun activities. Young people will have the opportunity to come and be part of the solution (e.g. help construct rainwater harvesting at certain places as one of the events).

### *Planting trees for water management in flood areas*

**Objectives:** To raise rural community awareness of trees acting as buffers against flooding.

**Target audience:** Rural youths.

**Description:** Often trees are cut down for fire wood and their function as flood buffers are eliminated. A day of planting in flood prone areas would educate communities on the importance of flood buffering.

### *Collect Me to Earn Money Campaign*

**Objectives:** To create income generation for youths in an effort to diversify income and relax the dependence on agriculture for livelihood.

**Target audience:** Unemployed youths.

**Description:** Create incentives by recyclers for community members to clean their community by recycling companies giving small donations to community members who bring sorted rubbish from the community areas.

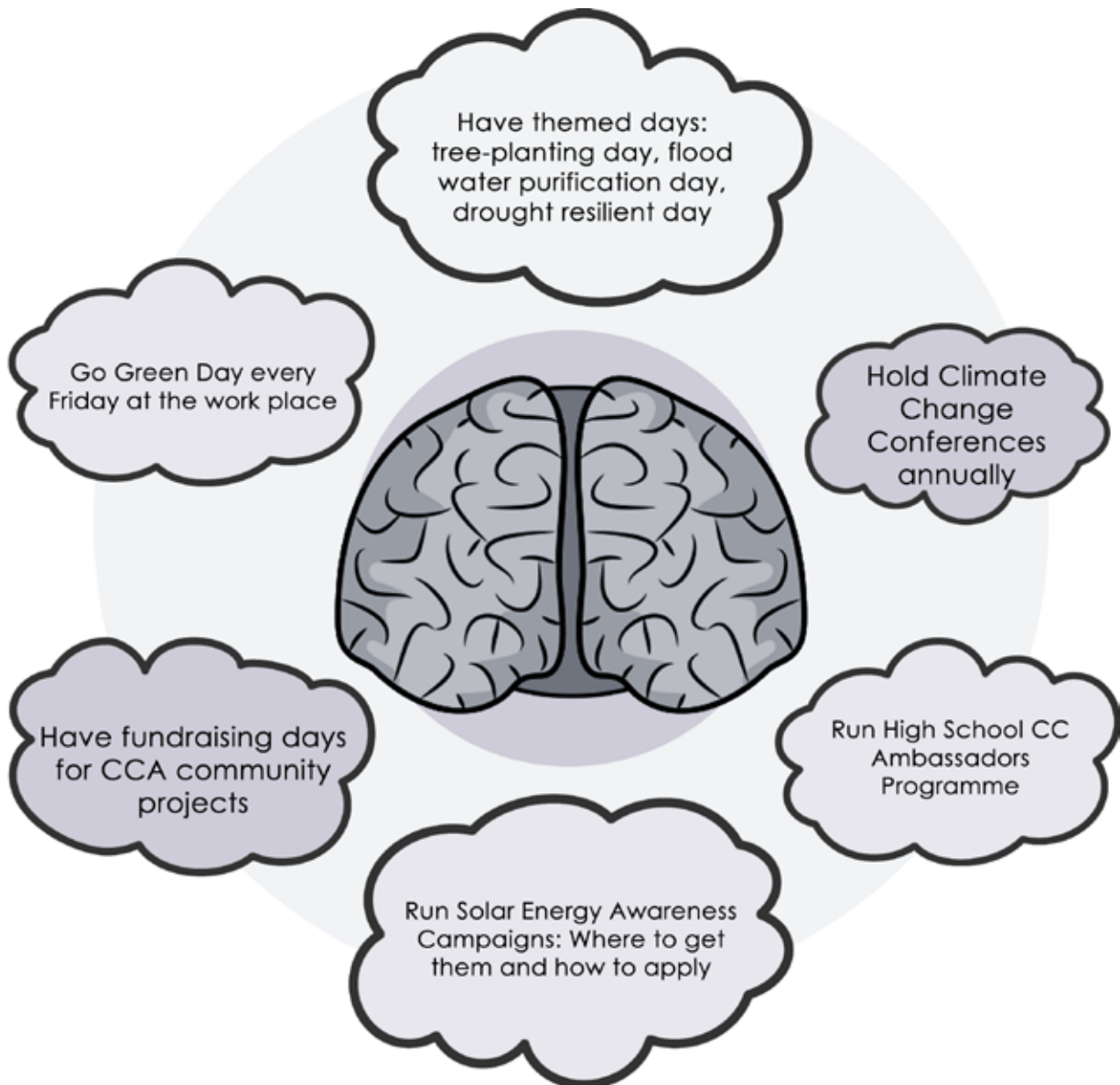
### *Biogas Project*

**Objectives:** To reduce the dependence on the national grid for electricity, to use self-sustainable forms of electricity.

**Target audience:** All youth.

**Description:** The Young Achievers in Tsumeb are starting up a biogas project where they demonstrate the use of biogas to the community.

## Brainstorming ideas for action programmes



Designed by Creators Design CC and IECN with inputs from participants at the Namibia CCA Youth Conference

## **PART IV**

# **TOOLS & RESOURCES**

**1. Name of our project / activity** \_\_\_\_\_

**2. What is the main objective of this project / activity?**

Inspire and motivate

Develop knowledge and understanding

Create a platform for concrete action

**3. Briefly describe our objective: *As a result of this project / activity we will have...***

---

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**4. Who is our main target group (or groups)?**

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**5. Why did we choose this target group (or groups?) *These people are important for achieving our objective because...***

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**6. What activities do we intend to take to achieve our objective among the target group(s)?**

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**7. How does this project / activity contribute to other Youth Action Programme elements?**

It inspires and motivates by \_\_\_\_\_

It develops knowledge and understanding by \_\_\_\_\_

It mobilises groups to work together by \_\_\_\_\_

It creates a platform for concrete action by \_\_\_\_\_

**8. Which groups, organisations or individuals should we contact for cooperation?**

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**9. Outreach. *We are planning to inform our target group(s) through...***

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**10. Sustainability: *To ensure that this project/activity will not be dependent on external funding and expertise, we are going to...***

---

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1. Name of our project / activity Indigenous Urban poultry

2. What is the main objective of this project / activity?

Inspire and motivate

Develop knowledge and understanding

Create a platform for concrete action

3. Briefly describe our objective: *As a result of this project / activity we will have...*

educated a core group of young people in our area who will inspire and teach others to start similar climate change adaptation initiatives

4. Who is our main target group (or groups)?

The local Scouts association (our own group) and unemployed youths in our area

5. Why did we choose this target group (or groups?) *These people are important for achieving our objective because...*

Scouts: committed role models + the coop can be built at the club premises.

Unemployed youths: their time and skills should not be wasted and they need to be empowered with skills + income

6. What activities do we intend to take to achieve our objective among the target group(s)?

Building of a chicken coop, Purchase of about 20 chicks (of the climate hardy variety), training in chicken farming and other climate change adaptation measures, sale of chicken & eggs, training sessions for other groups.

7. How does this project / activity contribute to other Youth Action Programme elements?

It inspires and motivates by demonstrating an example of doing good + earning an income

It develops knowledge and understanding by the training sessions

It mobilises groups to work together by scouts and unemployed will be working together

It creates a platform for concrete action by urban indigenous poultry

8. Which groups, organisations or individuals should we contact for cooperation?

organisations working with unemployed youths, the Agricultural college (they could provide the training), Pupkewits (apply for sponsorship for the materials for the coop). NYCCC (to keep them informed)

9. Outreach. *We are planning to inform our target group(s) through...*

Scouts: updates at the regular club meetings. Unemployed: poster adverts at the spots where people wait for work, word of mouth.

10. Sustainability: *To ensure that this project/activity will not be dependent on external funding and expertise, we are going to...*

be selling chicks and eggs and this will generate enough income to keep the project running and people committed to it. Training sessions provide the needed know-how.

## Weblinks

### AAP NAM Project

[www.met.gov.na/aap](http://www.met.gov.na/aap)

The AAP NAM Project is responsible for laying the foundation for climate change adaptation in Namibia; visit their site for activities, further information and resources, and expert contacts.

### Ministry of Environment and Tourism

[www.met.gov.na](http://www.met.gov.na)

The Ministry of Environment and Tourism of Namibia website.

### Namibian Youth Coalition on Climate Change

[www.youthclimate-namibia.org](http://www.youthclimate-namibia.org)

The Namibian Youth Coalition on Climate Change is a loose network of individuals, youth groups, line ministries, educational institutions and NGOs all acting on climate change initiatives. Check out the website for new information, interesting activities, and much more.

NYCCC on Facebook [www.facebook.com/youthclimatenamibia](http://www.facebook.com/youthclimatenamibia)

NYCCC on Youtube Channel [www.youtube.com/nycclimatechange](http://www.youtube.com/nycclimatechange)

NYCCC on Twitter [www.twitter.com/justinebraby](http://www.twitter.com/justinebraby)

### **Namib Desert Environmental Education Trust (NaDEET)**

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

NaDEET practice and teach about sustainable living, and have a lot of resources on climate change on their website.

### **Youth Climate**

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

Dispatches from the International Youth Climate Movement.

### **Intergovernmental Panel on Climate Change**

[www.ipcc.ch](http://www.ipcc.ch)

The IPCC assesses the scientific, technical and socio-economic information relevant for the understanding of the risk of human-induced climate change, and is the scientific body for the UNFCCC.

### **UN Framework Convention on Climate Change (UNFCCC)**

[www.unfccc.int](http://www.unfccc.int)

The UNFCCC is the international legal framework for climate change globally. Their website has many different resources and additional links.

### **ELDIS theme package on climate change, ELDIS dossier on adaptation**

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

ELDIS webpage on climate change is almost like a database of information and resources, especially within the context of adaptation.

### **Africa Adapt**

[www.africa-adapt.net](http://www.africa-adapt.net)

Africa Adapt is a network in which best practices and projects can be illustrated, and published information in the African context on adaptation can be shared.

### **Adaptation Learning Mechanism (UNDP/GEF)**

<http://www.adaptationlearning.net>

The Adaptation Learning Mechanism is a tool which is used to share adaptation projects and resources amongst all countries and institutions dealing with adaptation.

**MISA Namibia (web)**

Media Institute of Southern Africa promotes media diversity and pluralism. Check out their website for contacts for your project awareness and more information on climate change.

**Climate Change Media Partnership**

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

**Integrated Environmental Consultants Namibia (IECN)**

[www.iecn-namibia.com](http://www.iecn-namibia.com)

The IECN team works predominantly on climate change and sustainability and has many resources on their website.

**Desert Research Foundation of Namibia (DRFN)**

[www.drfn.org.na](http://www.drfn.org.na)

The Desert Research Foundation is a useful site for various activities and information on climate change in Namibia.

## Documents

**Natse Otweya! (MET)**

<http://www.met.gov.na/AAP/Downloads/Natse%20Otweya%20Book%20Insides.pdf> or [www.iecn-namibia.com](http://www.iecn-namibia.com)

The Natse Otweya is a community climate change adaptation toolkit that was developed for the Omusati Region in Namibia and is a useful resource for anyone looking for a user guide to community adaptation.

**Namibia VAA Study (MET/DRFN)**

<http://www.met.gov.na/Documents/Namibia%20CLIMATE%20CHANGE%20V%20and%20A%20Assessment.pdf>

The Namibia Vulnerability and Adaptation Assessment is a comprehensive report on risks, impacts and vulnerability of Namibia.

**Namibia Climate Change Theme Papers**

There are eleven theme papers written for the CCA Ambassadors Programme Namibia. Visit the blogspot to find more information and where to find all of them.

<http://www.cca-ambassadors-namibia.blogspot.com/>

<http://www.nadeet.org/educationalMaterial.html>

For the following information documents:

Bush Telegraph: Climate Change (NaDEET)

Bush Telegraph: Forests (NaDEET)

Bush Telegraph: Energy (NaDEET)

Bush Telegraph: Water (NaDEET)

Bush Telegraph: Sustainable Living (NaDEET)

Bush Telegraph: Empowering women for sustainable living (NaDEET)

It's Time to BE Efficient – guide to sustainable living in Namibia for rural citizens (NaDEET)

It's Time to Solar Cook – a guide and cookbook (NaDEET)

**Ecotourism Learning Sheet (SEEN)**

<http://www.nied.edu.na/divisions/projects/SEEN/SEEN%20Publications/Environmental%20Information%20Sheets/Society%20and%20Governance/3.%20Ecotourism.pdf>

Supporting Environmental Education in Namibia (SEEN) developed a few learning sheets to help aid learning within specific themes. This is the one on ecotourism.

**Global Warming Learning Sheet (SEEN)**

<http://www.nied.edu.na/divisions/projects/SEEN/SEEN%20Publications/Environmental%20Information%20Sheets/Development%20and%20Environment/6.%20Global%20Warming.pdf>

**Power and Energy Learning Sheet (SEEN)**

<http://www.nied.edu.na/divisions/projects/SEEN/SEEN%20Publications/Environmental%20Information%20Sheets/Development%20and%20Environment/5.%20Power%20&%20Energy.pdf>

**Climate Change and Children. A Human Security Challenge. (UNICEF)**

[http://www.unicef-irc.org/publications/pdf/climate\\_change.pdf](http://www.unicef-irc.org/publications/pdf/climate_change.pdf)

**Improve your goat and beat climate change (MAWF/CPP NAM)**

<http://www.undp.org.na/SharedFiles/Download.aspx?pageid=44&fileid=216&mid=84>

**Baobab Magazine issue on young people and farming (ALIN)**

[http://docs.google.com/viewer?a=v&q=cache:sXevXxLc2fcJ:www.agriculturesnetwork.org/magazines/east-africa/61-partnership-for-learning/at\\_download/magazineissue\\_pdf+Baobab+Magazine+young+people+and+farming&hl=en&gl=na&pid=bl&srcid=ADGEEsi7Vf8KO5nm7K4o6euSNHmjOhDJ3RIHq2GV8htu91zlwlvL9wMIKxMqa\\_fXjJSZR57ICbZhKKCst2Ikir\\_IoLUFUd9s2XoBCb68abp2S5dDdRvd3No5-9kX\\_sti3vbcShwLPfk&sig=AHIEtbTw-4\\_8BL0Ey\\_AV7P3nYWL0BraTGg](http://docs.google.com/viewer?a=v&q=cache:sXevXxLc2fcJ:www.agriculturesnetwork.org/magazines/east-africa/61-partnership-for-learning/at_download/magazineissue_pdf+Baobab+Magazine+young+people+and+farming&hl=en&gl=na&pid=bl&srcid=ADGEEsi7Vf8KO5nm7K4o6euSNHmjOhDJ3RIHq2GV8htu91zlwlvL9wMIKxMqa_fXjJSZR57ICbZhKKCst2Ikir_IoLUFUd9s2XoBCb68abp2S5dDdRvd3No5-9kX_sti3vbcShwLPfk&sig=AHIEtbTw-4_8BL0Ey_AV7P3nYWL0BraTGg)

**Sell the Sizzle (FUTERRA)**

[www.futerra.co.uk/downloads/Sellthesizzle.pdf](http://www.futerra.co.uk/downloads/Sellthesizzle.pdf)

Sell the Sizzle is a report which recommends positive communication for effective action and behaviour change.

**Youth Advocacy Training Curriculum (PLAN)**

<http://www.dentoncountyfederation.org/index.php?id=56>

**Turn up the Volume. Children and youths advance their rights in the media (PLAN)**

[http://www.plandanmark.dk/uploads/41275/turn\\_volume.pdf](http://www.plandanmark.dk/uploads/41275/turn_volume.pdf)

**Global Warning: Childrens' Right to be Heard in Global Climate Change Negotiations (PLAN)**

[http://www.plandanmark.dk/uploads/41275/turn\\_volume.pdf](http://www.plandanmark.dk/uploads/41275/turn_volume.pdf)

**World Youth Report (UN)**

<http://social.un.org/index/WorldYouthReport.aspx>

**Climate Change Youth guide to Action (TakingITGlobal)**

[http://tig.phpwebhosting.com/guidetoaction/Climate\\_Guide\\_to\\_Action\\_en.pdf](http://tig.phpwebhosting.com/guidetoaction/Climate_Guide_to_Action_en.pdf)

This guide is great for small or big groups alike wanting to start up their action on climate change – much like the Youth Action Programme is a guiding document for Namibia.

**Community-Based Adaptation to Climate Change (IIED)**

<http://pubs.iied.org/14573IIED.html>

**CRISTAL – Community-based Screening Tool (IUCN, IIED et al.)**

[http://www.careclimatechange.org/tk/integration/en/quick\\_links/tools/community-based.html](http://www.careclimatechange.org/tk/integration/en/quick_links/tools/community-based.html)

CRiSTAL is a screening tool designed to help project designers and managers integrate climate change adaptation into community-level projects.

**Youth Livelihoods Development Program Guide (USAID)**

<http://www.equip123.net/docs/e3-LivelihoodsGuide.pdf>

**Livelihood Options for Girls (USAID)**

[http://www.healthpolicyinitiative.com/Publications/Documents/1072\\_1\\_Livelihood\\_Options\\_for\\_Girls\\_A\\_Guide\\_for\\_Program\\_Managers\\_FINAL\\_3\\_1\\_10\\_Print\\_PDF\\_acc.pdf](http://www.healthpolicyinitiative.com/Publications/Documents/1072_1_Livelihood_Options_for_Girls_A_Guide_for_Program_Managers_FINAL_3_1_10_Print_PDF_acc.pdf)

## Important contacts

### **Africa Adaptation Project Namibia (MET)**

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### **Ministry of Environment and Tourism, Environmental Affairs**

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### **UNDP Energy and Environment Unit**

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### **National Youth Council**

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### **Integrated Environmental Consultants Namibia**

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### **Country Pilot Partnership for Namibia Climate Change Adaptation**

065 251 080  
Birga Ndombo

### **Small Grants Programme**

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### **Young Achievers Empowerment Project**

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### **Physically Active Youth**

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The Namibia CCA Adaptation Youth Action Programme development process was conceptualised and implemented for the Ministry of Environment and Tourism by Integrated Environmental Consultants - Namibia in association with Hect Consultancy and Bright Green Learning. For more information, please visit [www.iecn-namibia.com](http://www.iecn-namibia.com)



This Climate Change Adaptation Youth Action Programme was developed in July and August 2011 under the youth outreach component of the Africa Adaptation Project Namibia (AAP NAM). AAP NAM is a project implemented by the Ministry of Environment and Tourism of Namibia with funding obtained from the Government of Japan through the United Nations Development Programme.



*AAP NAM - Building the Foundation for a National Approach For Climate Change Adaptation*



Republic of Namibia  
Ministry of Environment and Tourism



For more information on the Namibia Climate Change Adaptation Youth Action Programme, please contact:

Africa Adaptation Project Namibia (AAP NAM)  
Project Management Unit  
Tel. 061 284 2704

The Namibia CCA Adaptation Youth Action Programme development process was conceptualised and implemented for the Ministry of Environment and Tourism by Integrated Environmental Consultants - Namibia in association with Hect Consultancy and Bright Green Learning. For more information, please visit [www.iecn-namibia.com](http://www.iecn-namibia.com)



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*AAP NAM - Building the Foundation for a National Approach For Climate Change Adaptation*