



Inclusive Participation in Social Accountability Processes

Enablers and Barriers to Meaningful Youth
Participation in Climate Action in Ireland and
Tanzania

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Executive Summary

Young people (aged between 15-24 years), currently represent 16% of the global population, and are the generation who will be most impacted by climate change. They will also inherit the responsibility for addressing it. Youth in low-and middle-income countries are highly vulnerable to the impacts of climate change, compounded by intersecting inequalities based on gender, geographies, socioeconomic status, and disability status, among others. Climate change affects women, men, and youth of different ages in very distinctive waysⁱ. For example, women and youth are 14 times more likely to die during a disasterⁱⁱ. Furthermore, youth are more likely to encounter obstacles to accessing resources, information, skills, and knowledge. Despite this added vulnerability, they are often excluded from the key decision-making forums determining how such climate challenges should be overcome. Incorporating their perspectives and priorities is thus essential to ensuring social justice and effective climate action.

IIED has been engaged by World Vision Ireland to undertake research on the SAUTI-Youth project and capture lessons learned. The SAUTI-Youth project brings together the organisations of World Vision Ireland, World Vision Tanzania, and Youth Work Ireland Galway, who work to empower Tanzanian and Irish youth to monitor local government implementation of climate policies through the Citizen Voice and Action model (CVA). CVA equips youth groups with tools to enable them to have a voice and assert their right to be meaningful participants in the different policy dialogues with their governments, and jointly agree on ways of improving services. Using the practical experience of the members of these youth groups, the research aimed to identify and articulate the enablers and barriers to participation of youth in climate action in Ireland and Tanzania. Findings from this study will serve to enrich the work of SAUTI-Youth, inform future direction of work, and disseminate and share lessons and findings at the upcoming UNFCCC COP27 in November 2022.

The research involved conducting semi-structured interviews with key project stakeholders including project managers, youth leaders, youth group members and local government. A particular emphasis was placed on capturing the perspectives of marginalised youth to understand their experience of climate action. Climate Youth Dialogues were also held in Ireland and Tanzania, to present initial findings from the research to stakeholders and capture further enablers and barriers to youth engagement in climate action, as well as discuss solutions.

Findings from this research indicate the SAUTI-Youth project and its Citizen Voice and Action (CVA) model received widespread endorsement as a participatory way of working that ensured space was created for all voices to be heard. It provided a structured platform for youth to engage with government opening a channel of communication between youth and government that did not previously exist. Youth capacity to engage on climate issues as well as in working with government was strengthened in both countries. In Tanzania, youth were appointed to village committees and engaged in creation of by-laws on environmental conservation and protection, therefore becoming part of climate decision making. Similarly in Ireland youth leaders were able to build relationships with policy makers, gain an understanding of government commitments, undertake assessments of achievements and have been approached by local government to capture their views on climate change. To improve the CVA model, suggestions focused on further simplifying the language for the younger youth in Ireland in the age brackets of 10-12 years. Youth also appreciated the games and role plays the CVA



approach used and suggested including even more games and interactive activities to further enhance learning.

Important enablers across both countries that supported youth to engage in climate action included a participatory process, youth led approaches and creation of safe spaces where youth could build knowledge and understanding on climate change. All these elements were present in the SAUTI-Youth project. External enablers included a supportive environment from family and friends in Ireland and incorporation of economic empowerment activities in Tanzania, which provided the opportunity for youth to build skills and generate income. The further embedding of climate resilience into these income generating activities, particularly those that are weather dependant, could further build in climate resilience and sustainability.

Barriers affecting youth engagement were largely external and reflective of wider social norms. In Tanzania females faced greater barriers to engagement in climate action due to expectations placed on them by their community to prioritise domestic and family responsibilities first. Building the capacity of a greater section of the community in the project on the importance of youth voice in climate, could help remove this barrier facing female youth. Youth with disabilities faced challenges due to their external environments often not being accessible, so the project could consider ways to further promote accessibility for youth with disabilities. Time constraints on youth availability was another barrier evident in both countries, where youth faced conflicts between climate action activities and existing commitments to school, university, or work. Solutions presented to overcome these barriers included continuing the economic empowerment in Tanzania to overcome work commitments, and in Ireland agreeing to meet with government at times outside of school hours.

The SAUTI-Youth project offers a lot to share with other projects working to strengthen youth voice in climate action. SAUTI-Youth and the CVA model recognise and value the expertise of young people, and the skills they bring to addressing climate change, therefore appreciating the vital role youth play as climate leaders. The following are recommendations for scale up of the project based on findings from this research study:

1. Continue to build on the approach used by SAUTI-Youth, using participatory, youth led approaches and creation of safe spaces, to build youth capabilities in climate and in working with government, to drive forward youth engagement in climate action.
2. Build the capacity of the wider community and local government on the importance of youth engagement in climate action and youth voice. This can help build support and remove restrictive social norms, especially important for female youth in Tanzania.
3. In Tanzania build climate resilience into any weather dependant income generating activities as well as consider including non-weather dependant activities to enhance climate resilience. In Ireland, discuss and agree appropriate timings for youth and local government meetings outside of school hours, to further support youth engagement.
4. Consider the external access difficulties facing people with disabilities e.g., limited transport options to meetings. Factor in additional support to help remove these barriers to enhance their participation in the project.
5. Source financial resources for a more long-term programme to further build youth buy in and sustainable long-term relationships and platforms working with government.

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6. Develop guidance documents to support scale up across World Vision and supporting partners on CVA for youth and climate action. Include more interactive learning activities e.g., games and role plays, and ensure language is youth-friendly if engaging younger users (12 years or below).

Introduction

This is an empirical report of the study conducted on youth inclusive engagement in social accountability processes. This research focused on the work of World Vision Ireland, World Vision Tanzania, and Youth Work Ireland Galway, on empowering Tanzanian and Irish youth to monitor local government implementation of climate policies through the Citizen Voice and Action model (CVA) and engage in climate decision making processes. CVA (box 1) equips youth groups with tools to enable them to have a voice and assert their right to be meaningful participants in the different policy dialogues with their governments and jointly agree on ways of improving services. Using the practical experiences of the members of these youth groups, this research identified the enablers and barriers to participation of youth groups in climate action in Ireland and Tanzania. This research set out to understand the enablers and barriers for youth participation in climate decision making processes in Tanzania and Ireland at local and national levels. Specifically, the study analysed barriers for youth engagement in climate policy and decision-making spaces and explored opportunities and entry points. Youth Climate dialogues were organised to present these barriers and capture perspectives and solutions to support youth engagement in climate decision making. The Climate Dialogues supported the development of solutions on how to meaningfully engage youth in decision making, informed by the project stakeholders including the youth, practitioners, governments, academia, and local leaders present.

Box 1: The Citizen Voice and Action (CVA) model

The Citizen Voice and Action model is a social accountability approach designed to improve the relationship between communities and government, empower communities and groups of people to demand accountability from their governments to improve service delivery. It employs participatory approaches bringing government and local communities to plan together.

The primary objective of Citizen Voice and Action is to increase dialogue and accountability between three groups; ordinary citizens, public service providers and government officials (political and administration) to improve the delivery of public services.

Information was collected using multiple research methods, including literature review, in-depth semi-structured interviews with SAUTI-Youth project leaders, youth focal points, youth group leaders and government officials, and conducting Youth Climate Dialogues which drew from the different sections of youth (such as female, male, younger youth, persons with disabilities, students and working youth), practitioners and government officials to further dialogue on the enablers and barriers of youth participation in climate action and suggested solutions to address these challenges.

Background: Youth in Climate Action

Youth and Climate Change

Climate change is considered the most significant intergenerational injustice of our time, yet young people's participation in the processes of decision making for climate action remains largely tokenistic and fragmented at all levels. It is their present and future that is at stake, therefore, their concerns and solutions must be at the heart of all decision-making. Research shows that young people report higher rates of concern and anxiety about climate change and the future of the planetⁱⁱⁱ.

The United Nations (UN) defines a young person as aged 15-24, while the African Union defines it as aged 15-35^{iv}. In this report, the terms "youth" or "young people" are used interchangeably and generally refer to the age group 15-24 years (Ireland) and 15-35 years (Tanzania). The world youth population aged 15 to 24 years is 1.2 billion, which represents the largest cohort ever to be transitioning to adulthood. Over 85% of them live in developing countries and, in many places, they represent as much as 30% of the population and the numbers keep growing^v. Young people are the generation who have barely contributed to climate change but will mostly bear the brunt of the impact (because of poverty, power dynamics that exclude them from spaces of decision making, low education and exposure, limited access and control over resources, limited access to knowledge and skills), and will also inherit the responsibility for addressing climate change. Youth are already confronted with challenges such as exclusion from a fair share of economic progress, which has resulted in rising levels of income inequality and higher poverty rates among this group^{vi}. These increasing levels of poverty and inequality heighten young people's vulnerability to climate change impacts, yet the present systems and processes alienate them from decision making processes at global, national, and local levels. The governance gap that inhibits youth engagement and empowerment in public and economic life is rooted in anti-youth public institutions, policies, legal frameworks, and public management processes^{vii}.

Youth Climate Activism

There has been increasing attention to the role of young people within climate change spaces, particularly climate activism. Many young climate activists have shown tremendous leadership globally and have been a driving force in bringing attention to the climate crisis. Through various global youth movements, young people are raising their voices to advocate for access to decision-making spaces and for mechanisms to enable them to contribute to the design, implementation, and review of climate policies and programmes at all levels^{viii}. The Fridays for Future youth movement brought significant global attention to the current climate crisis, it is however strongly focused on minority youth especially in the global north, with the efforts of young people from low-income communities who have been driving climate and environmental activism in both their communities and globally, not being as well captured and documented.

While individual young people have gained space to speak at global level in recent years, meaningful youth participation requires engagement of youth as collectives to strengthen and



sustain their voice. Youth as a collective need to be supported, empowered, and capacitated to claim climate policy and decision-making spaces at all levels. Research by the **People's Climate Vote** estimated that two in three people aged between 14-18 believe that climate change is now a global emergency, and relatedly a survey that focused on G20 countries found that under-18s had greater support than adults for some bold climate policies to reduce emissions, such as the conservation of forests and land, investment in renewable energy and using climate-friendly farming techniques^{ix}. A global study of 10,000 youth from 10 countries in 2021 found that over 50 percent of young people felt sad, anxious, angry, powerless, helpless, and guilty about climate change, while 45 percent said their feelings negatively affected their daily lives. Countries expressing more worry tended to be poorer, such as those in the global south, or those in the global north that had been directly affected by climate change. Moreover, the climate crisis further exacerbates inequalities, including those associated with gender, race, and income, all of which crosscut the youth population.

Young people have also seized opportunities at international conferences such as COP 26 to make their voices heard. In Ireland, young people participated in the Global Youth Letter on Climate Action, which was a call for action from young people globally, directly addressing the leaders attending COP26, in Glasgow, November 2021. They underscored the importance of social media platforms as mediums through which they stay informed about current events such as climate change issues and articulated that discrimination and prejudice are key challenges for young people and requested improved youth engagement initiatives^x. However, there seems to be a challenge with consistency and sustainability of youth voice beyond large climate events.

Capabilities of Youth and their Institutions

There is a clear demonstration of youth agency on the climate crisis and action, and it needs transformative and intersectional approaches and systems that deliberately seek to strengthen youth voice and meaningfully include them in climate action to reap from it. Youth organisations must be resilient with strong leadership to respond to disruptive changes, supported by a shift towards providing incentives to build the long-term capabilities of young people and their institutions. Wherever possible, youth should not just be participants in climate change programmes; they should also be organisers, policymakers, researchers, climate champions, writers, managers, and coordinators. Their engagement locally, nationally, and globally is vital for building resilience and for developing effective climate response policies.

In Africa, the youth have taken to the streets in some African cities as part of the global protest movement — but their numbers have been tiny compared to elsewhere. One of the youths noted that “They can’t just go ahead and speak like Greta Thunberg, of course, the youth in Africa will have difficulty to say, ‘how dare you’,” he said. The struggles for the youth are tied in the different cultural values, norms and practices that limit youth engagement with decision makers due to the generational gap. With the rate of youth unemployment standing at 12.7 percent in Africa^{xi}, it presents opportunities for planning and integrating youth job needs in the renewable energy transition and other climate mitigation and adaptation actions, including



climate finance. This will necessitate improving the capacity of young people in terms of skills development, making climate finance accessible to youth, and institutional and technical capacity building.

In Tanzania, empowerment of young people to participate in different development processes is regarded as cross-cutting, requiring multi-sectoral efforts including government, civil society, private sector, community-based organisations, families, and the young people themselves^{xii}. Realising this level of coordination and multisectoral planning for young people remains a challenge, with youth participation in governance structures an ongoing challenge. Good governance processes are limited by centralised power structures, reduced civic space and a still-emerging civil society, reducing government capacity and barriers to accessing information. Quality of public services and institutional capacity is low. Limited government accountability exists alongside a lack of public demand for improvement. Civil servants and elected officials are not held to account by citizens^{xiii}. Participation in governance processes is low as per the World Bank's Good Governance Index, Tanzania achieved a score of 36% in 2017 for Voice and Accountability. Meanwhile, poor institutional coordination on climate change and environmental issues is a growing issue with limited oversight and stakeholder engagement. To address this, both political commitment and increased engagement from citizens, civil society, the media, and parliament is essential.

In Ireland, World Vision has noted public participation and youth involvement is considered high with Ireland ranked 15th out of 183 countries in youth civic participation^{xiv}. However, intersectional factors such as race, class, gender, culture, language, immigration status and sexuality can affect how young people experience empowerment. Concerted efforts and delivery on climate action are a key challenge, with Ireland listed as one of the worst performers in the EU in reducing greenhouse gas emission. Youth involvement in calling for action on climate change has been growing. Irish secondary school students mobilised in their call on the Irish Government to act on their climate crisis promises, as part of the Friday for Futures protests.

The SAUTI-Youth Project seeks to address the issue of exclusion of youth in climate decision making processes and empower young people to work together with government towards effective climate action.

Challenges for Youth Engagement in Climate Action

At the global level however, despite youth efforts and demonstrated agency, it has been highlighted that young people's voices are still not taken seriously, especially at the global level. During the 2021 COP26 in Glasgow, Scotland, many activists highlighted that the event was not inclusive to young people, and children, adolescents and youth have called attention to the fact that their voices and experiences were not heard^{xv}. There were complaints about lack of representation, and the event was described as the 'most exclusionary' climate summit ever, with lack of representation from young people from Least Developed countries^{xvi}. Additionally, only 30 countries have signed the Declaration on Children, Youth and Climate Action



(Declaration on Children, Youth and Climate Action), which demonstrates a lack of political will and a lack of understanding among governments on how to meaningfully engage youth in developing, implementing, and reporting on climate action plans^{xvii}. There remain many challenges to ensuring that young people’s participation in climate policy and programming is meaningful and not tokenistic.

The youth groups involved in climate and environmental justice campaigns have raised the need for support to understand national and global policies and frameworks to inform their advocacy agendas^{xviii}. Youth are recognised as a force for innovation and action, but they also need to be supported to develop their potential. All youth voices should be given a fair chance. Amongst young people, those from rural areas in the global south are further marginalized and affected disproportionately by the effects of climate injustice, yet unlike their urban counterparts have found little voice. This is due to several factors including the digital divide and limited resources, including visa denials, which lock them out of the crucial stages of policymaking. Meaningful collaboration with youth and grassroots organizations provides an opportunity for all voices to be heard.

To support youth voice in climate action, international frameworks such as the United Nations (UN) system-wide youth strategy, have been put in place to guide meaningful youth engagement through setting up principles for results-oriented youth engagement where young people are treated as equal stakeholders in policy development and implementation^{xix}. These efforts need to be replicated and domesticated at national levels in order to bring about tangible changes in meaningful youth inclusion in climate action.

Research Findings

IIED undertook research to collect lessons learned from SAUTI-Youth project. A total of seventeen interviews were arranged with project stakeholders (project managers, youth leaders, youth group members and local government) to capture their perspectives and experience on enablers and barriers to participation in climate action. A particular emphasis was placed on ensuring the voices of marginalised youth were included in the interviews (including younger youth aged 16-18 years, women, people with disabilities and migrant youth). Two Climate Youth Dialogues were also held in Ireland and Tanzania, to present emerging findings from the research and invite reflections, including additional enablers, barriers, as well as solutions to the barriers faced. The Youth Dialogues brought together all stakeholders in the project including youth leaders, youth group members, local government, and project managers to brainstorm together on solutions to the barriers youth face in engaging in climate action. The results are outlined below from each country, as well as a section that looks at the linkages and opportunities in sharing lessons between countries.

Ireland: Enablers and Barriers to Youth Engagement in Climate Action

Enablers

The greatest enabler of youth participation in climate action in Ireland is a participatory process. Youth were able to engage in climate decision making because a genuine participatory process was placed at the centre of the SAUTI-Youth project. Youth felt heard and listened to, able to contribute their voice to define and determine climate action. The second most quoted enabler was the support that surrounded the youth in Ireland. Youth mentioned the support they received from youth workers, from the SAUTI-Youth Project Manager, from teachers, friends, and family, that served as a key enabler to encouraging and empowering them to engage in climate action. Linked to this point, as a third enabler, the youth mentioned that having networks of organisations working together has created further support and greater impact, where organisations (including World Vision, Youth Work Ireland Galway, Galway County Council and Youth Groups) have joined together to advance a joint and collective purpose. Project effectiveness was also maximised through building upon existing youth groups, structures, and relationships to mobilise and connect youth. The work of SAUTI-Youth in building knowledge from the beginning, through the creation of safe spaces, was a further enabler, where youth felt comfortable to ask questions and receive training on climate knowledge and on engagement with government.

Another key enabler was that the project was youth-led, where youth were the decision makers, able to determine the issues they wanted to pursue for environment and climate action and given responsibilities for deciding on activities that mattered to them, for example on addressing litter issues in their communities. The CVA model recognises and values the expertise of young people, and the skills they bring to the process. Activities that were attractive to youth was a further enabler for youth to engage in climate action, and youth were attracted to the learning opportunities offered in Tanzania, conducting outdoor activities e.g. the community survey and the exposure at COP26, which provided an incentive to engage in the project to gain skills and experience. In some cases, youth with existing knowledge or interest in environment or climate were more likely to engage in climate action. Financial

support through the SAUTI-Youth project, was an additional enabler, which provided the means to mobilise and focus resources on activities supporting youth and climate action. The youth dialogues also noted the importance of technology, through social media, tv and radio, which also helped to promote the work of the project and connect stakeholders together, including youth groups and policy makers.



Figure 1: Displays the enablers of youth engagement in climate action in Ireland, listed from most frequently cited (number 1) to least frequently cited (number 8).

Ireland: Quotes from interviews on enablers to youth engagement in climate action:

'I got the confidence to discuss climate change in a meaningful way but not confrontational.'

'They let us take the lead and decide what direction to go in.'

'Project was very inclusive – anyone that applied was listened to. Any activities we looked to see if there were things we could all do together e.g. through visual, thinking of those hearing impaired'.

'I feel prepared due to the information given and having the space to talk about it—really nice to be able to ask even simple questions – and receive honest, genuine, informed answers – makes the whole group feel more prepared to take part in climate action.'

Barriers and Solutions

In Ireland, the most frequently cited barrier to youth engagement in climate action was lack of time, due to school, university, or work, which makes it difficult for youth to engage in activities. This was particularly the case where government meeting times on policy, often conflicted with times when youth were in school. A second barrier was difficulty in understanding climate change information, with youth indicating that often the climate policy landscape in Ireland is complicated and not youth friendly. A third barrier was that youth felt their voice was not taken seriously by policy makers or older people, this is not referring to the staff involved in SAUTI-Youth, but to the external environment that youth engage in when working on environment or climate initiatives overall. Covid was a significant barrier for the SAUTI-Youth project itself, presenting challenges for in person meetings and building networks and relationships. Another barrier was limited human resources, and the short-term nature of projects lasting for a limited number of years, which can limit the amount of impact and buy in over a short time period.

Final barriers noted by project stakeholders included that youth prioritization can sometimes go to addressing other important issues like homelessness instead of climate action. Accessibility was mentioned as a barrier due to Galway city not being an accessible city, where activities like conducting the survey in the community may have been difficult for people with reduced mobility. An additional barrier mentioned in the Ireland Youth Dialogue was an intimidating policy environment, where if young people don't see themselves reflected in a space, they can feel uncomfortable to engage, particularly when they come from a minority identity. Engaging in places like City Hall can feel intimidating to youth when meeting with policy makers or discussing climate action activities.

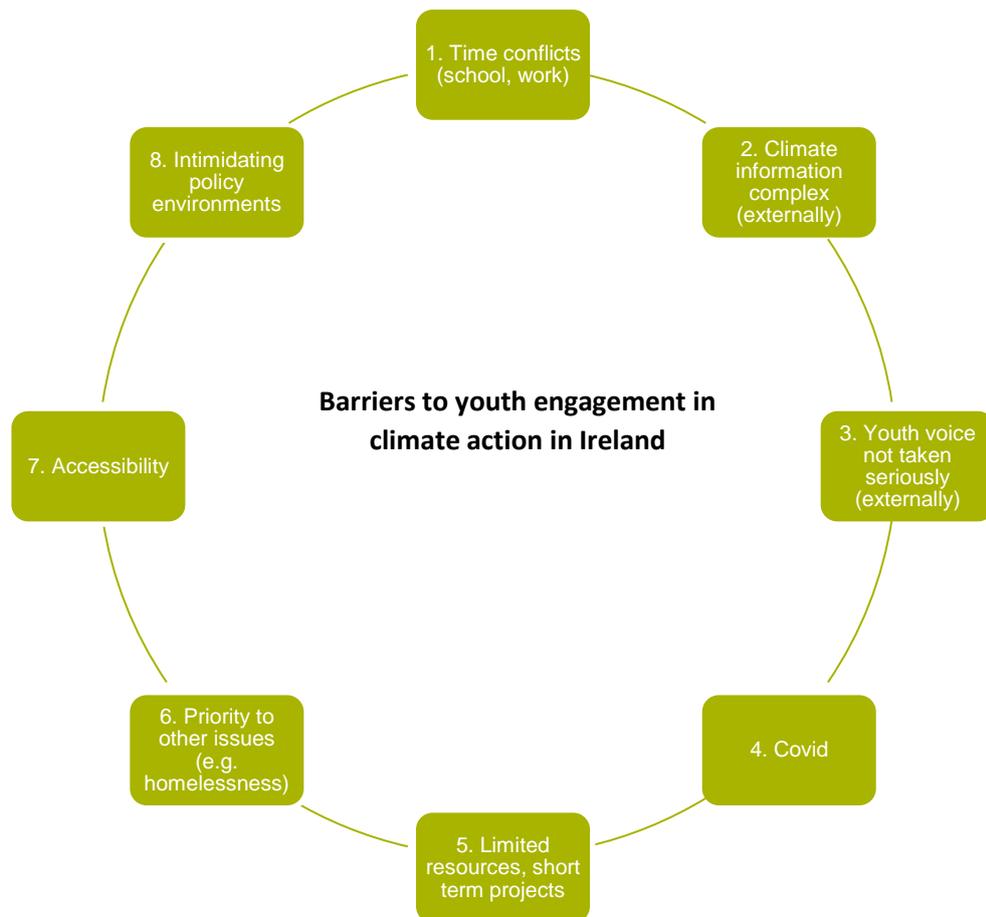


Figure 2: Displays the barriers facing youth in engaging in climate action in Ireland listed from most frequently cited (number 1) to least frequently cited (number 8).

Ireland: Quotes from interviews on barriers to youth engagement in climate action:

‘In Ireland, need to consider the unique challenges around youth availability – school and work.’

‘The language used in some of the spaces of decision making is not palatable to youth, who are only trying to understand the basic knowledge about climate change.’

‘Youth don’t feel valued in meetings when older people talk over them.’

The Youth Dialogues provided the opportunity to present these barriers to project stakeholders and discuss possible solutions. The barriers and corresponding solutions are thus listed below in table 1, presenting suggestions to overcome the challenges youth are currently facing in engaging in climate action:

Table 1: Displays the barriers youth in Ireland are facing when engaging in climate action as well as some solutions that emerged from the Ireland Climate Youth Dialogues

	Barriers	Solutions identified by stakeholders in Ireland Youth Climate Dialogue
1	Time conflict due to school/work	<ul style="list-style-type: none"> - More consideration to youth availability and timing e.g., Local council meetings involving youth could be arranged outside of school hours e.g., at half term, or 4-5pm
2	Climate information and policy landscape complex (externally)	<ul style="list-style-type: none"> - Make climate education part of school curriculum - Clearer communication that is youth friendly - A focused approach to training, specifically offering facilitation, advocacy, social media, policy and technical skills and mentoring training both for in person and online
3	Youth voice not taken seriously (externally)	<ul style="list-style-type: none"> - Inclusion of policy makers in initial capacity building - Identifying youth as a stakeholder group, while developing climate programmes and getting their views to inform climate projects and communication plans
4	Covid	<ul style="list-style-type: none"> - Hybrid meetings
5	Limited human resources and short-term projects	<ul style="list-style-type: none"> - Lobby for more human resources to youth action in climate change, local authority roadmap to include areas for supporting youth in climate action - Skills development for youth workers in political engagement - Link into ongoing processes of political engagement that exist outside a funding context, where youth voice is centred, for sustainability
6	Youth priority to other issues (e.g., homelessness)	<ul style="list-style-type: none"> - Youth worker could play a role in explaining the interconnectedness between issues like climate change and homelessness
7	Accessibility	<ul style="list-style-type: none"> - Hold hybrid meetings- both online and in person- make meetings more accessible - Consider climate activities that people with reduced mobility can engage in
8	Intimidating policy environments for youth	<ul style="list-style-type: none"> - Have continuous youth engagement with policy makers in deliberative dialogues aimed at solving youth problems - Create platforms and opportunities to meet with decision makers, building confidence and instilling a capacity for long term engagement in change making - Learn from Europe e.g., EU Youth Dialogue Process

Tanzania: Enablers and Barriers to Youth Engagement in Climate Action

Enablers

In Tanzania, the greatest enabler to youth participation in the SAUTI-Youth project was economic empowerment. The project included income generating activities as incentives for youth engagement including beekeeping and horticulture activities, which provided an incentive for youth to engage in environment and climate activities. The second greatest enabler was a participatory process, the project created space for everyone to engage and share their voice and perspectives including marginalised youth such as women, people with disabilities and people with albinism, who felt listened to and heard. A third enabler was that youth with existing skills, capacity, education, and experience in areas such as mobilisation or who could speak English, were more likely to be selected as leaders and given the opportunity to engage in climate action. As well as an enabler, the counter effect of this also arose as a barrier that prevented engagement from other youth that did not have the skillset or education level.

Another enabler was the project support provided by staff throughout the SAUTI-Youth project, including the training on climate from the beginning, the youth friendly language and transport support provided to get to locations, were all cited as important enablers that helped youth engage in climate action. The fact that the project was youth led, meant youth were given responsibility in the project and felt united with others under a common purpose. Additional enablers included that youth were already witnessing the impacts of climate change in their village, and this drove some youth members to take action to address climate change. Having support from family also served as an important enabler, though this was not cited as frequently as the other enablers listed before. A final enabler which was added during the Tanzania Climate Youth Dialogues, was a supportive policy environment, where stakeholders referenced rules, institutions, and regulations in Tanzania on environmental protection, environmental forums for youth, school environmental clubs as well as allocation of financial resources from municipal fund for youth, all of which provide a supportive environment towards youth and engagement in environment and climate action.

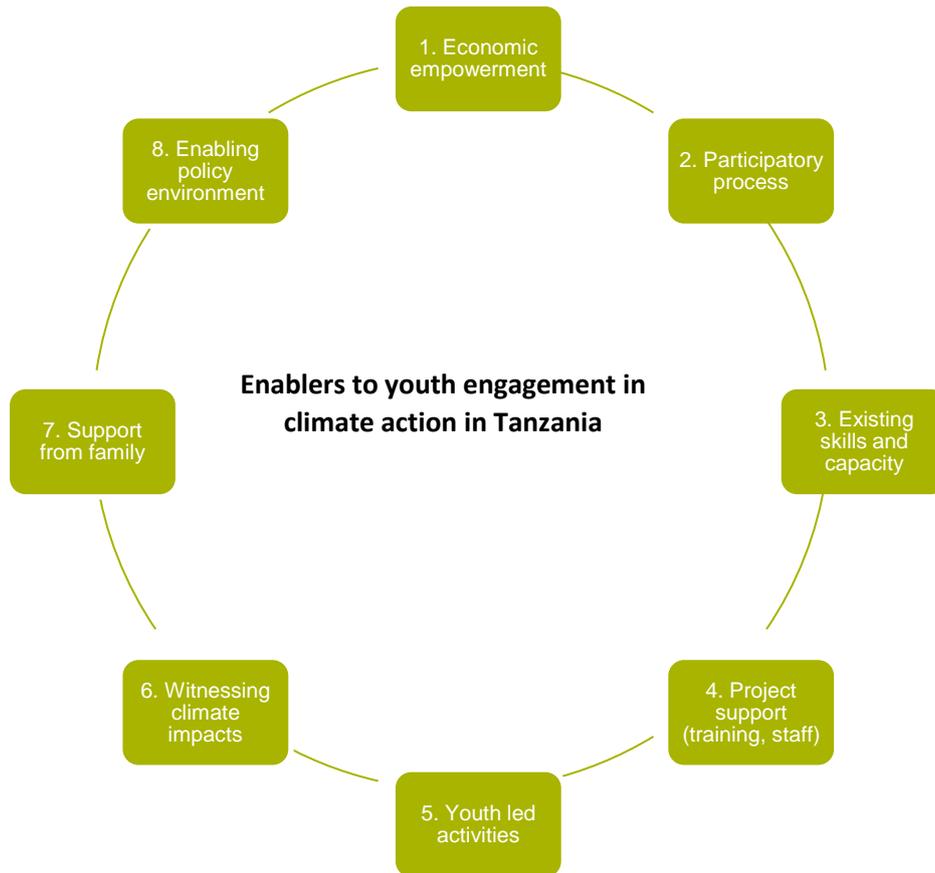


Figure 3: Displays the enablers of youth engagement in climate action in Tanzania, listed from most frequently cited (number 1) to least frequently cited (number 8).

Tanzania: Quotes from interviews on enablers to youth engagement in climate action:

'I am listened to when I stand up to speak about these matters in my village and at local level.'

'Youths always ask "you want us to care about the environment but how can we do it with nothing in our pockets". With economic empowerment, youth find time for community work.'

'I feel empowered to speak up and feel a sense of responsibility to sensitise and train youth into beneficial environmental practices.'

Barriers and Solutions

The main barrier facing youth in Tanzania is restrictive gender norms for female youth, who face barriers from community and family where expectations are for them to fulfil family and domestic responsibilities first, making it more difficult for them to find time to engage in climate action activities. Female youth mentioned there being an expectation that they leave school and stop their education once they marry- which, considering that youth leaders are selected

based on education levels as one criterion, can place them at a disadvantage when youth leader positions are being considered. They also face barriers when speaking up in a community where it may not be the social norm for women to speak. A second barrier faced by youth was a time conflict due to existing work commitments or migration elsewhere for opportunities, which makes it difficult for youth to sustain commitment and engagement in climate action activities.

A third barrier noted by stakeholders was youth preference for short term results that mean youth may lose hope in projects where impacts are achieved over a longer term. Accessibility was an additional barrier for youth with disabilities, where they found it can take longer for them to get to places for meetings due to limited options for transport. Another barrier is that some income generating activities used by the project are weather dependant, and at risk of being affected by changing rainfall patterns, which can discourage youth engagement. These income generating activities, could be made more climate resilient, alongside incorporating activities that are not weather dependant, to allow for building in greater resilience.

Limited funds were also cited, with stakeholders feeling that more support is needed for youth and climate action activities over the long term. The final barriers were youth priority to other important issues in country, as well as noting that often the same youth are targeted for opportunities, those that have existing skills and education, which can disadvantage other youth in need of the opportunities or the chance to build their capabilities.



Figure 4: Displays the barriers to youth engagement in Tanzania from most frequently cited (number 1) to least frequently cited (number 8).

Tanzania: Quotes from interviews on barriers to youth engagement in climate action:

‘Female youth because of the culture, face barriers where they are not allowed to go and speak in front of people.’

‘Youth like short term gains, they become impatient when benefits take long to materialise.’

‘As a disabled man, when there is a need from the community to go somewhere and the place is far, it can be difficult to get there in time.’

The Tanzania Youth Climate Dialogues provided the opportunity to present these barriers to project stakeholders and discuss possible solutions. The barriers and corresponding solutions are thus listed below in table 2, presenting ways to overcome the challenges youth are currently facing in engaging in climate action in Tanzania:

Table 2: Displays the barriers youth in Tanzania are facing when engaging in climate action as well as some solutions that emerged from the Climate Youth Dialogues

	Barriers	Solutions from the Tanzania Climate Youth Dialogues
1	Restrictive gender norms	<ul style="list-style-type: none"> - Engage wider community on importance of female engagement in climate action to create support - Provide special opportunities for women in projects
2	Time conflict due to work/migration	<ul style="list-style-type: none"> - Improve the provision of social services in villages that provide opportunities for youth to stay (good schools, adequate water supply, jobs) - Village projects could engage and employ youth
3	Youth prefer short term results	<ul style="list-style-type: none"> - Project to include information on the short term and long-term benefits to manage expectations
4	Accessibility	<ul style="list-style-type: none"> - Project to consider the added external barriers facing people with disabilities in activities and consider access options to ensure their full engagement
5	Some income generating activities weather dependant	<ul style="list-style-type: none"> - Incorporate climate resilient agriculture as well as diversification- mix of activities including those not weather dependant to build in resilience
6	Limited funds, leading to poor implementation of environment and climate policies	<ul style="list-style-type: none"> - A special fund from the UN and developed countries to support climate and youth action - Government allocation of a certain percentage of funds for environmental conservation - Youth loans include environmental protection criteria
7	Youth priority to other issues	<ul style="list-style-type: none"> - Strengthening environmental clubs and motivating youth at an early age on importance of environment
8	Same youth targeted for opportunities	<ul style="list-style-type: none"> - Target other youth for opportunities and arrange a mentoring programme where youth leaders work with new youth leaders to further build capabilities

Opportunities for Cross-Country Learning

The barriers and enablers that emerged were unique to each country given their contexts. However, similarities were apparent due to both countries experience of implementing CVA through the SAUTI Youth project. Opportunities for sharing learning between countries on overcoming barriers faced was also apparent. These are outlined below in this section.

Time is the most significant barrier for youth in Ireland, due to existing school, university, and work commitments. This barrier also appeared in Tanzania but was specific to work commitments. Ireland could learn from Tanzania on their efforts to address this challenge regarding work commitments through incorporation of skills development and economic empowerment activities in their project, which also became the greatest enabler for youth to engage in climate action. Thus, changing a previous barrier into an enabler. In addition, regarding time constraints due to school or university commitments for youth in Ireland, this could be tackled through discussing with local government the opportunity to hold youth and government meetings outside of school hours, for example, during mid-term break, school holidays or in the hours of 4-5pm, to ensure youth availability to attend. Youth brought forward these suggestions during the Climate Youth Dialogue in Ireland.

The research indicated that Ireland has huge amounts of support from those that surround the youth, that served as an important enabler for youth to engage in climate action. Youth mentioned the support they had from their families and their friends, that helped build confidence and encouragement to engage in climate action. The restrictive gender norms in Tanzanian society, reduced the support that female youth members had, and served as the main barrier, where females found it difficult to engage in youth climate action due to expectations from community and family to fulfil domestic and family responsibilities first. Tanzania could therefore learn from Ireland on how to create a supportive community around the youth and what this looks like. The project in Tanzania could also consider engaging the wider community in sensitisation at the beginning of the project, to outline the importance of engagement of female youth to further build support. While the project is focused on youth voice, and it is vital youth have a supportive space to engage, the people that surround the youth should also be engaged to appreciate the importance of youth voice, so they can be supporters and enablers rather than barriers to youth engagement in the project.

Youth prioritization to other important issues also emerged as a barrier in both countries, where youth, considering their limited availability, found it hard to find time for climate action as well as working on other important issues. Solutions from the Youth Dialogues in Ireland noted the opportunity of youth workers to help with explaining the inter-connectedness of issues e.g., between homelessness and climate change, and in Tanzania the opportunity of schools and environmental clubs to provide education on the importance of climate action to inspire and engage youth.

Youth in Ireland mentioned the use of technology as an enabler through social media platforms, as well as appearances on news channels and local radio, that created interest from policy makers and a further communication channel between the two. Youth in Ireland could share this learning and experience with Tanzania in using technology as a further means of sharing their experience and connecting with local, national, and potentially international actors on climate action.

Representation and Participation of Youth Leaders and Marginalised Youth in Citizen Voice Action model

Representation and participation of Youth Focal Point Leaders

The SAUTI-Youth Project and its Citizen Voice Action model received widespread endorsement as a participatory way of working that ensured space was created for all voices to be heard. It was a primary enabler to youth engagement in climate action in both Ireland and Tanzania. CVA provided a structured platform for youth to engage with government and have their voice heard, opening a channel of communication between youth and government that did not previously exist. Youth capacity to engage on climate issues as well as in working with government was strengthened in both countries. In Tanzania, youth were appointed to village committees and engaged in creation of by-laws on environmental conservation and protection, therefore are now part of climate decision making. This has built youth confidence to engage and hold government to account. Similarly in Ireland youth leaders were able to build relationships with policy makers and have been approached by local government to capture their views on climate change. Technology was a useful supporting mechanism for youth in Ireland to articulate their views and to connect with media and policy makers. The approach also allowed the youth to lead on activities and environment issues that mattered to them, which helped to strengthen ownership and engagement.

Across both countries the approach of the SAUTI-Youth project was commended as a key enabler of engaging youth in climate action. The participatory approach used throughout the project gave space for all to engage including marginalised youth, where they felt their voice was heard and listened to. The youth led approach, letting youth identify the issues to address themselves and have the responsibility to train and engage other youth groups, was another important factor, where youth felt they had power to define and direct climate action efforts in their area. The safe spaces created by the project staff and youth workers also helped to ensure youth felt comfortable to learn about climate change and ask questions and creating these spaces from the beginning helped to ensure youth had the confidence from the start to gain a background understanding of the project and climate information. The information was presented in a youth friendly format, which also helped youth to understand the issues. The approach taken by SAUTI youth could be shared with other youth projects as an important example to learn from, in ensuring youth voice is heard in climate action. Some Youth Leaders and Youth Group members did however note some challenges working with adults and local government in that sometimes their voice is not taken seriously. Building capacity of local government and community on importance of youth voice in climate action could help remove this barrier and further enhance youth voice and representation.

Representation and Participation of Marginalised Youth Voices

Youth leaders and youth group members felt all voices were heard within the project and listened to. Suggestions were provided on how to strengthen the engagement of marginalised voices even further in the project through tackling some of the wider external barriers that marginalised groups face in society.



In Tanzania, the cultural barriers due to restrictive social norms facing female youth members are significant. Female youth struggled to find time to engage in climate change adaptation and mitigation activities due to expectations placed on them by society that they should prioritise their domestic and family commitments first. The sensitisation of the community to the value of youth and of ensuring female youth voice is important, to help remove some of the barriers females face.

In both Ireland and Tanzania, it was noted that often the same youth can be selected for opportunities. When youth leaders are selected, care should be taken to ensure opportunities to build capabilities for new youth leaders that can complement the current leaders and allow greater access to opportunities. In Tanzania, as often females are taken out of school once they marry, they may not have as much education and skills as male counterparts, and therefore may miss out on being selected as a youth leader. The engagement of the community in the sensitisation suggested above on the importance of female youth voice, could also help ensure females are not disadvantaged when youth leaders are selected.

Youth with disabilities mentioned the external barriers they faced in Tanzania in getting to locations on time due to limitations regarding transport options. In Ireland, youth noted Galway was not an accessible city, therefore youth with disabilities may encounter challenges with activities such as conducting the community survey. Consideration of access for people with disabilities to meetings and project activities and factoring in additional support could help remove some of these barriers experienced to further their participation in the project.

In Ireland, there were suggestions to include older youth voices in the project (those over 25 years old) and youth from traveller backgrounds, to gain additional perspectives in climate issues. While the information was presented in a youth friendly format for the majority of youth that engaged, there was suggestions to simplify the language further for the younger youth in Ireland in the age brackets of 10-12 years, where the language may have been slightly complicated for this age group. Youth also appreciated the games and role plays the CVA approach used and suggested including even more games and interactive activities to further enhance learning.

Recommendations for scale up

The SAUTI-Youth project offers a lot to share with other projects working to strengthen youth voice in climate action. The project and CVA model recognise and value the expertise of young people, and the skills they bring to addressing climate change and utilise participatory and youth led approaches to bring youth voices into decision making processes and to monitor government climate action. The below are recommendations to consider for scaling up the SAUTI-Youth project informed by the research findings:

1. Continue to build on the approach used by SAUTI-Youth, using participatory, youth led approaches and creation of safe spaces, to build youth capabilities in climate and in working with government to drive forward youth engagement in climate action.
2. Build the capacity of the wider community and local government on the importance of youth engagement in climate action and youth voice. This can help build support and remove restrictive social norms, especially important for female youth in Tanzania.
3. In Tanzania build climate resilience into any weather dependant income generating activities as well as consider including non-weather dependant activities to enhance climate resilience. In Ireland, discuss and agree appropriate timings for youth and local government meetings outside of school hours, to further support youth engagement.
4. Consider the external access difficulties facing people with disabilities e.g., limited transport options to meetings. Factor in additional support to help remove these barriers to enhance their participation in the project.
5. Source financial resources for a more long-term programme to further build youth buy in and sustainable long-term relationships and platforms working with government.
6. Develop guidance documents to support scale up across World Vision and supporting partners on CVA for youth and climate action. Include more interactive learning activities e.g., games and role plays, and ensure language is youth-friendly if engaging younger users (12 years or below).

Conclusion

The SAUTI-Youth project is an example of a genuinely youth led project, that through participatory approaches, safe spaces and building of youth capabilities in climate and engagement with policy makers, provides an example for others to follow on how to meaningfully engage youth in climate action and decision making.

Youth were able to engage in climate action through the CVA model used by SAUTI-Youth, which ensured their voice was valued and heard. It provided a structured platform for youth to engage with government, opening a channel of communication between youth and government that did not previously exist. Youth capacity to engage on climate issues as well as in working with government was strengthened in both countries. In Tanzania, youth were appointed to village committees and engaged in creation of by-laws on environmental conservation and protection, therefore are now part of decision making. Similarly in Ireland, youth leaders were able to build relationships with policy makers, gain an understanding of government commitments, undertake assessments of achievements and have been approached by policy makers to capture their views on climate change. The approach also allowed youth to lead on activities and climate issues that mattered to them, which helped to strengthen ownership and engagement.

Important enablers across both countries that supported youth to engage in climate action included a participatory process, youth led approaches and creation of safe spaces where youth could build knowledge and understanding on climate change. All these elements were present in the SAUTI-Youth project. External enablers included a supportive environment from family and friends in Ireland and incorporation of economic empowerment activities in Tanzania, which provided the opportunity for youth to build skills and generate income.

Barriers affecting youth engagement were largely external and reflective of wider social norms. In Tanzania females faced greater barriers to engagement in climate action due to expectations placed on them by the community to prioritise domestic and family responsibilities first. Including a greater section of the community in the project on the importance of youth work in climate, particularly female youth, could help remove this barrier. Youth with disabilities faced challenges due to their environments not being accessible, so the project could consider ways to further promote accessibility for youth with disabilities and include activities that youth with reduced mobility could engage in. Time constraints on youth availability was another barrier evident in both countries, where youth faced conflicts between climate action activities and existing commitments to school, university, or work. Solutions presented to overcome these barriers included income generating activities in Tanzania to overcome work commitments, and in Ireland agreeing to meet with government at times outside of school hours.

The SAUTI-Youth project offers a lot to share with other projects working to strengthen youth voice in climate action. The project and CVA model recognise and value the expertise of young people, and the skills they bring to addressing climate change, therefore appreciating the vital role youth play as climate leaders, providing the space for youth to bring their contributions to inform effective climate action and decision making.

Annex

Jam boards: Group discussions- Youth Climate Dialogues

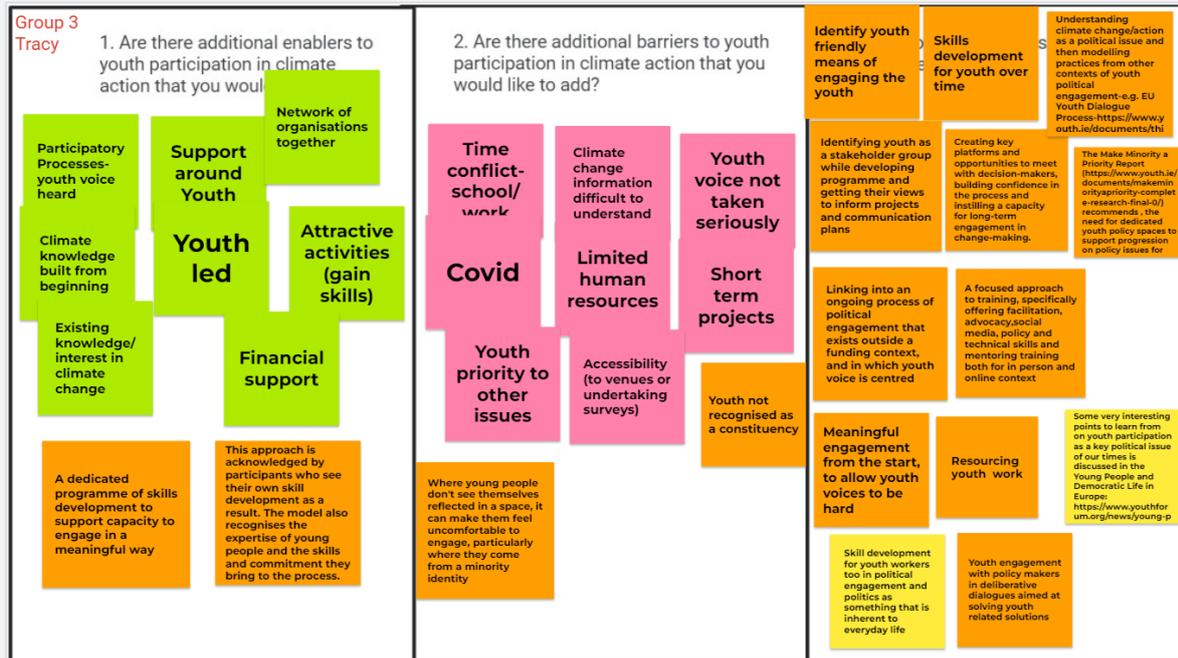
Ireland- Group 1

<p>Group 1 Sarah</p> <p>1. Are there additional enablers to youth participation in climate action that you would like to add?</p> <ul style="list-style-type: none"> Participatory Processes- youth voice heard Support around youth Network of organisations together Climate knowledge built from beginning Youth led Attractive activities (gain skills) Existing knowledge/ interest in climate Financial Support activities that attract young people technology Support of adults 	<p>2. Are there additional barriers to youth participation in climate action that you would like to add?</p> <ul style="list-style-type: none"> Covid Climate change information difficult to understand Time conflict- school/ work Accessibility (to venues or undertaking surveys) Limited human resources Youth voice not taken seriously Short term projects Youth priority to other issues Intimidating env- city hall to engage 	<p>3. Can you think of any solutions to the barriers listed?</p> <ul style="list-style-type: none"> when local council meetings- prefer to be evening meetings Friday meetings- flexibility to join- could 4-5pm work? during school holidays- mid term break Issues are connected- youth worker can play a key role in unpacking this Hybrid- makes more accessible engaging on things matter to me peers in youth council Lobby for more human resources to youth action in climate from dept env climate action, focus on opportunities for input local authority roadmap- need to include youth voice in climate action Intentional inclusion of policy makers in initial capacity building
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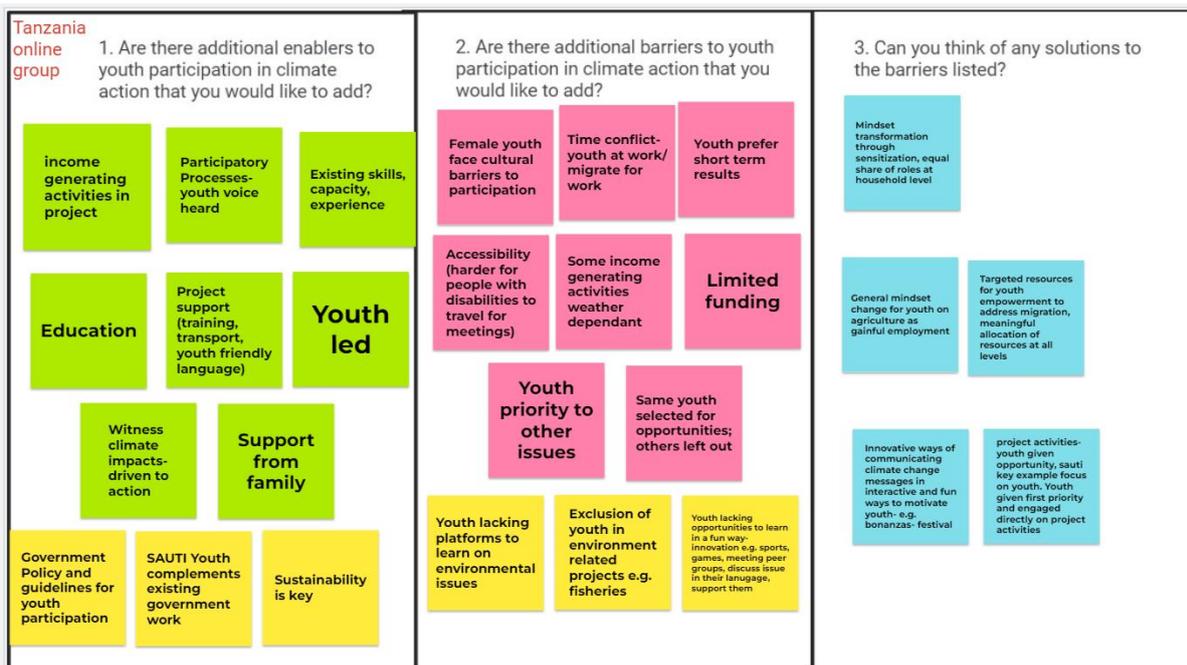
Ireland- Group 2

<p>Group 2 Annet</p> <p>1. Are there additional enablers to youth participation in climate action that you would like to add?</p> <ul style="list-style-type: none"> Participatory Processes- youth voice heard Youth led Network of organisations together Climate knowledge built from beginning Attractive activities (gain skills) Existing knowledge/ interest in climate change Financial support Youth Friendly and accessible Making climate action relevant to youth issues Support around youth 	<p>2. Are there additional barriers to youth participation in climate action that you would like to add?</p> <ul style="list-style-type: none"> Time conflict- school/ work Climate change information difficult to understand Youth voice not taken seriously Covid Limited human resources Youth priority to other issues Accessibility (to venues or undertaking surveys) Short term projects Mental health challenges Youth in ages above 25 are not included Talking with little action people assume we are uneducated and uninformed 	<p>3. Can you think of any solutions to the barriers listed?</p> <ul style="list-style-type: none"> include diversity of youths -older young people Take action more than talking Make climate education part of school curriculum More consideration to youth availability/timing Making strong connections between climate change and other problems like homelessness Get youth to represent youth voice Reasonable time and preparation to ensure meaningful engagement hearing about the science side fuels my passion communication needs to be clearer
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Ireland- Group 3



Tanzania- online group





Photos of group discussions from Tanzanian Climate Youth Dialogues



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SAUTI-Youth is a European Union co-funded project lead by World Vision Ireland, in partnership with Youth Work Ireland Galway and World Vision Tanzania. This research was carried out with the financial support of the European Union. Its contents are the sole responsibility of World Vision Ireland and do not necessarily reflect the views of the European Union. Please visit the European Union at https://european-union.europa.eu/index_en