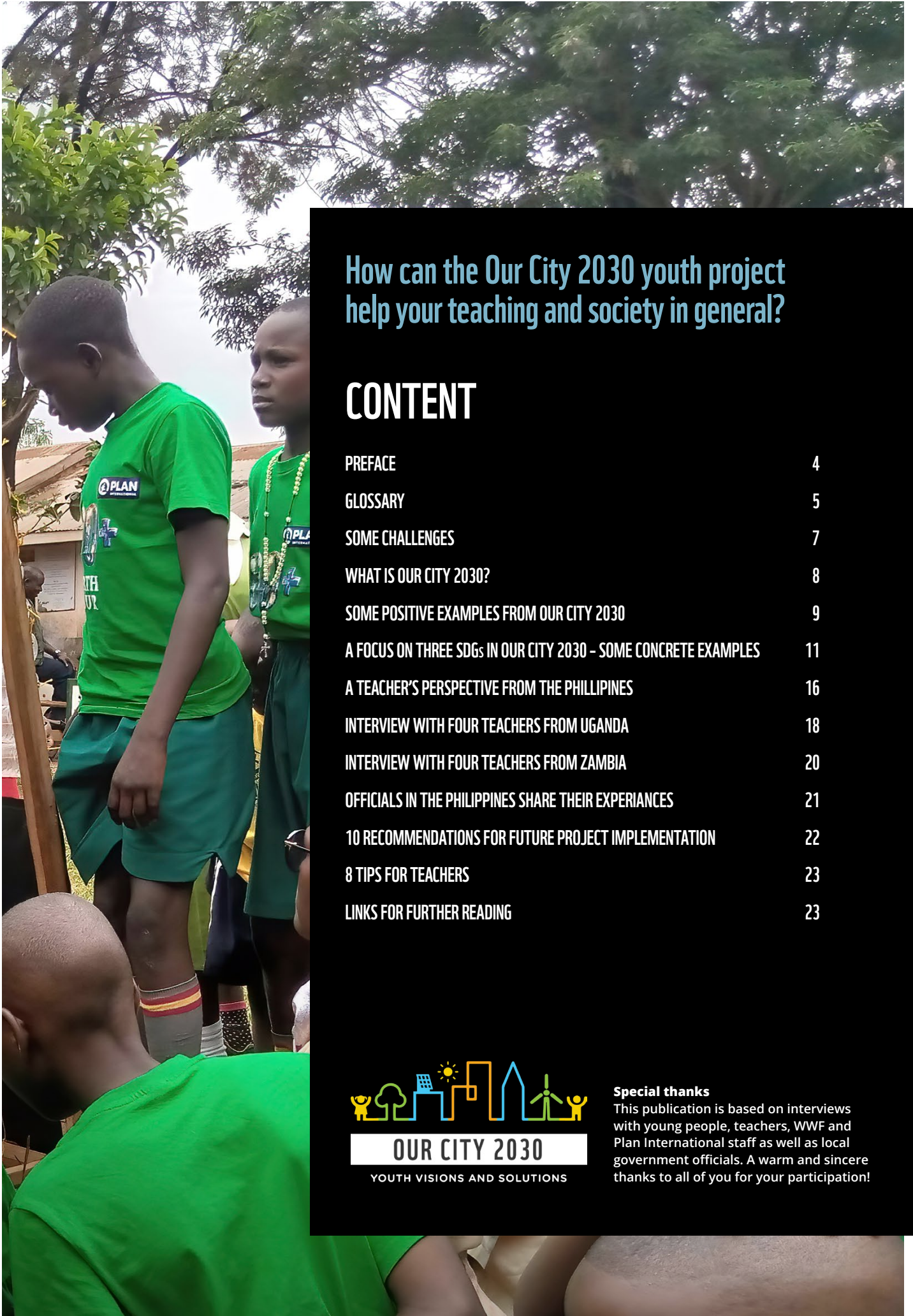


INFLUENCE THE FUTURE
OUR CITY 2030
VOICES OF TOMORROW





How can the Our City 2030 youth project help your teaching and society in general?

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OUR CITY 2030

YOUTH VISIONS AND SOLUTIONS

Special thanks

This publication is based on interviews with young people, teachers, WWF and Plan International staff as well as local government officials. A warm and sincere thanks to all of you for your participation!

PREFACE

Climate change as a result of human activity is a fact. Among the consequences are melting glaciers, floods, climate refugees, landslides, desertification and rising temperatures. The UN Intergovernmental Panel on Climate Change (IPCC) has concluded that a 45 per cent reduction in global carbon emissions by 2030 is essential if we are to reach the Paris Agreement goals and cap rising temperatures at 1.5°C.



Students in a Kampala posing in front of their urban garden at their school.

“The future of humanity and the planet lies in our hands. It is also in the hands of today’s younger generation, who will pass the torch on to future generations.”

2030 Agenda, paragraph 53

Our Cities 2030 – Youth Visions and Solutions, is a project whose ultimate goal is to deliver the Sustainable Development Goals, SDGs, with a special focus on climate change, reducing inequalities and ensuring peace, justice and strong institutions. The project also delivers on SDG 4, Quality education, as its main focus is education for sustainable development. Our Cities 2030 was implemented jointly by WWF and Plan International in Sweden, Uganda, Rwanda, Zambia and the Philippines. The aim of the project is to ensure that:

- **Youth contribute** to cities becoming climate smart, resilient and sustainable.
- **Cities commit** to (have developed roadmaps for) trajectories towards 1.5°C, including mitigation and adaptation, as well as being guided by solutions and visions presented by youth.

This booklet is a collection of thoughts and reflections voiced by participants in the Our City 2030 project. It targets teachers, politicians, officials, and other adults who are interested in and want to learn more about how young people think and feel about the importance of developing a sustainable future.

Now let us immerse ourselves in Our City in 2030. Let young people raise their voices and take their place on the public stage.

CITIES INVOLVED IN OUR CITY 2030



UGANDA Kampala city



PHILIPPINES Quezon city



RWANDA Nyamata city



ZAMBIA Lusaka city

The organizations behind the Our City 2030 initiative

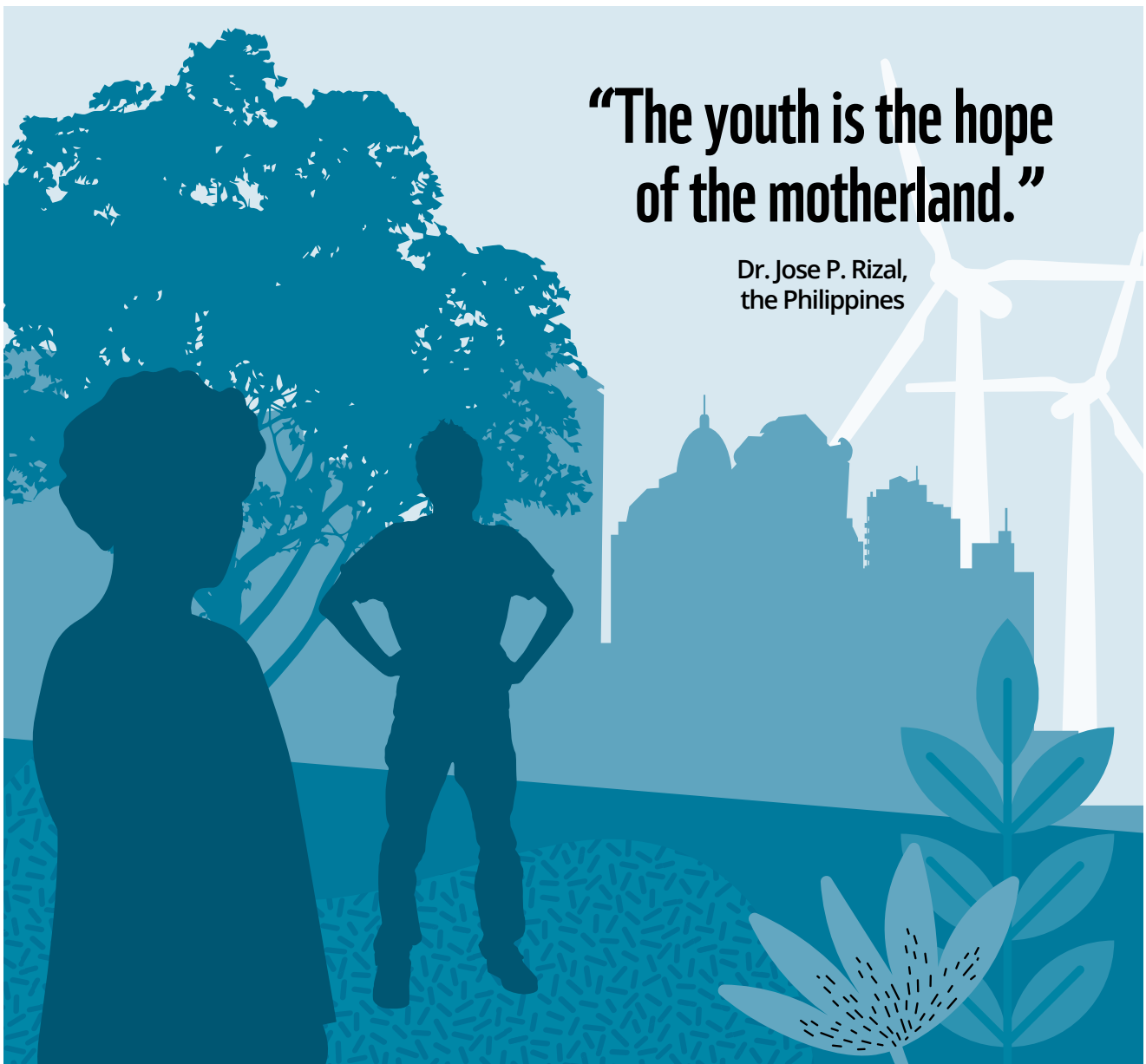
World Wide Fund for Nature WWF – works to sustain the natural world for the benefit of people and nature. WWF collaborates with people around the world to develop and deliver innovative solutions that protect communities, wildlife, and the places in which they live. Education for Sustainable Development ESD is a strategy to develop education with a focus on reflection, discussion, and democratic methods.

Plan International – believe that children, who are among the most affected by disasters and often the least consulted, have the right to participate in disaster risk reduction (DRR) and climate change adaptation. They also have the right to be protected. Our strategy is to work with vulnerable children, especially girls, encouraging them to learn, lead, decide and thrive.

GLOSSARY

- WWF – World Wide Fund for Nature
- DRRMP – Disaster Risk Reduction Management Plan
- HVCA – Hazard, Vulnerability, Capacity Assessment
- ESD – Education for Sustainable Development
- SDG – Sustainable Development Goals
- CO2 – Carbon dioxide





SOME CHALLENGES

“FOR THE FIRST TIME IN THE HISTORY OF THE WORLD, MORE PEOPLE LIVE IN CITIES THAN OUTSIDE THEM.”

An urbanizing planet

For the first time in the history of the world, more people live in cities than outside them. This urbanization has been rapid. If we go back to the beginning of the 19th century, only three percent of the world’s population lived in urban areas. At the beginning of the 20th century, the corresponding figure was 14 per cent. The UN predicts that by 2030, 70 per cent of the world’s population will be city dwellers.

This wave of urbanization places enormous demands on cities that will have to absorb millions of people. They will have to put in place developed strategies for housing, infrastructure, educational opportunities, poverty reduction, etc. Urban populations are already responsible for more than 70 per cent of global CO2 emissions. Urban dwellers’ increasing appetites for different foods, goods and energy exert increasing pressure on the world’s land and marine areas and the global climate. The good news is that solutions able to meet the demands of urban lifestyles without exhausting the planet’s ecological capacity already exist.

Sustainable Development Goals – SDGs

If we look at the planet as a whole, we find a vast number of challenges. World leaders have agreed on 17 global goals to achieve three major breakthroughs by the year 2030:

- to eliminate extreme poverty
- to reduce inequalities and injustices across the world
- to improve the environment and halt climate change

The Sustainable Development Goals (SDGs) are a blueprint for achieving a better and more sustainable future for everyone. They address the global challenges we face, including those related to education, poverty, inequality, climate change, environmental degradation, peace and justice.



Our City 2030 visioning in Palma High School, Philippines. Students discuss and identify aspects of Sustainable Development and relate them to their own interests and the specific SDGs that they think they correspond to and then post them to the relevant SDG icon.

WHAT IS OUR CITY 2030?

“IN SHORT, THE PROJECT IS A YOUTH INITIATIVE DESIGNED TO INSPIRE YOUNG PEOPLE ...”

The goal of the Our City 2030 initiative is to capacitate young people about current climate issues, especially those related to the 1.5°C global warming goal, and to disseminate innovative ideas to solve these issues.

It aims to provide them with a platform (forum or climate council) that will enable them to connect with the city administration so that their visions and solutions can be integrated into the city roadmap for achieving the 1,5-degree target in the Paris agreement.

The project is focused on the younger generation and designed to build their capacity to contribute towards a climate-smart and resilient city and sustainable lifestyles.

The project is an initiative from WWF in collaboration with Plan International.

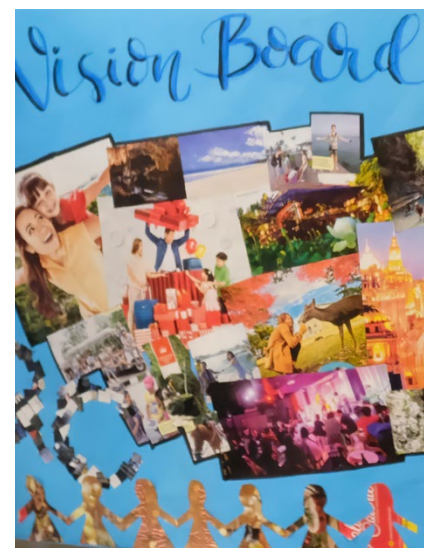
In short, the project is a youth initiative designed to inspire young people to think about what they want their city to look like in 2030. The project underscores the realization that young people today are no longer passive recipients of whatever local government plans for them – instead, it is this generation that is now the driver of change.

As project unfolds, young people acquire knowledge about environmental challenges not only in the wider world, but also locally, and they learn how to run campaigns and how to take an active position. The proposals they come up with are presented in a Climate Council – a forum in which young people meet the adult world.



A headteacher giving a guided tour and explaining their experience with the urban garden at one of the schools in Our City 2030.

The students were given old magazines which they cut pictures/texts from to make a "Vision Board". This activity helped the youth to visualize the kind of city they envision by 2030. It also facilitated a culmination of their learning during the day and a faster thought process for the youth when they come up with their vision statement.





The Mayor of Kampala City (extreme left, in blue suit) tours the exhibition showing a model "sustainable" city made by the students, during the 2019 Climate Council.

WHAT IS A CLIMATE COUNCIL?

HOPE MUTAKILA JR, A 19-YEAR-OLD STUDENT FROM LUSAKA IN ZAMBIA, SHARES HIS PERSONAL EXPERIENCES OF OUR CITY 2030:

“Students from different schools or youth groups identified problems that they perceived as serious and developed solutions to address these.”

A prime example of this type of problem and its solution was presented by Chilufya Chisanga, a 16-year-old student at a model school in Zambia. She realized the extensive flooding Lusaka City had experienced since the 1980s was due to a combination of heavy rainfall, a low topography and highly permeable limestone (sitting on impermeable bedrock) which is all too easily saturated.

All that water was going to waste and most of the city continued to suffer from an erratic water supply during the dry season. Driven by the water shortages that affected three-quarters of the population in the peri-urban areas of the city, she identified the development of a sustainable water harvesting system as a possible solution.

Chilufya called this the **“Water Waste Solution (WWS)”** and proposed a way in which water could be harvested through the creation of strategic drains and numerous water reservoirs around the city. This water could then be used for various economic activities, including agriculture and

construction. She argued that this would not only address the water shortage issue but also problems caused by flooding and unemployment.

The Our City Implementation Team visited all the model schools to assess the solutions pupils had developed and chose the best of these for presentation at the Youth Climate Council. The Youth Climate Council attracted local decision-makers from strategic institutions.

The local decision-makers were impressed to hear young people bring to the table brilliant ideas for solving problems that the city had faced for a long time. They expressed the wish that events like this could be scheduled more frequently – highly effective meetings between young people and adults from different institutions, including the media and NGOs that could serve as an arena for open discussions around new and innovative solutions.

The meeting created a possible starting point for further collaboration. The Mayor committed to visiting schools frequently and welcomed young people who wanted to know more about various issues to visit his office “without fear or intimidation”, Hope Mutakila concluded in his presentation of experiences from Our City 2030.

SOME POSITIVE RESULTS FROM OUR CITY 2030



INDIVIDUALS

When young people are given responsibility, they deal with it maturely. The youth started to have deeper understanding of the challenges posed by 1.5°C Global Warming goal and work with DRRM (National Disaster Risk Reduction).

Youth leadership has been enhanced through climate councils and the establishment of a Youth Council in one of the key target cities, Lusaka City in Zambia.

This is an excellent platform that will enable young people to be more proactive when it comes to climate action. Young people today are much more aware about climate change than previous generations. They have seen it happening on TV and social media platforms how young people are now represented worldwide in talks around climate change and sustainable development. This project provides an avenue for young people to promote ways in which they can become part of this generation of climate change advocates and for teachers to use their role in the community to teach young children about the environment.



CITIES

Subsequent to the institutionalizing of local youth councils by the Philippines government, these councils served as models and youthful vision and solutions solving was integrated into city policies.

Our City 2030 has bridged the gap between youth and city leaders. The project has recognized the capacity of young people and at the same time opened the mindset of local government to a younger generation willing to help them plan for a better future.

The project brought in more cities to take action, especially during a regional stakeholder meeting in Nairobi that invited young city leaders from several cities. After the meeting these young parliamentarians committed to implementing climate action policies in their cities. They underscored the importance of diverse actions to make the cities they represented sustainable.

The project is unique because it created a platform for regional peer learning in collaboration with other cities. Students were granted frequent meetings with city authorities to discuss climate issues and challenges impacting schools and residential areas. Our City 2030 inspired the creation of school green clubs that initiated a number of climate action activities, e.g., sensitization and awareness campaigns and tree planting.



SCHOOLS

An increasing number of students and teachers became involved in the project. Students in particular were helped to develop their social skills, especially those pertaining to self-confidence, leadership and communications, via a platform that enabled them to express their ideas and eventually discover their innate abilities and to use these to share with and inspire others.

All schools have started pilot projects such as tree planting, water harvesting, organic farming etc., as examples of climate adaptation.

Ecosystem restoration was practised, e.g., tree planting in Nyamata City in Rwanda. Schools in Kampala City planted trees in their school compounds.

When climate change becomes more pressing, awareness programmes are not enough. The youth can be helped even after capacity-building activities with meeting places, city accountability and feedback from city officials.

Our City 2030 helps both students and educators to learn more about climate change and harness this in the service of their communities, cities and countries and encourages them to inspire others by sharing with their peers, family and colleagues.



GLOBAL LEVEL

The realization that the project was simultaneously being carried out in other countries gave the student participants the feeling that we really do share a single planet and that our struggles especially in conjunction with the current climate crisis are not isolated cases restricted to one country or continent.



Students of Judge Feliciano Belmonte Sr. High School discussing their assessment for Quezon City during the Visioning Workshop.

There are 17 Sustainable Development Goals.
Our City 2030 has focused on three of them.



**A FOCUS ON THREE SDGs
TAKEN UP BY OUR CITY 2030
SOME CONCRETE EXAMPLES**



THREE SDGs – SOME CONCRETE EXAMPLES

SDG 13: CLIMATE ACTION

The core activities at Our City 2030 are capacity building around key topics for teachers and students, workshops to develop visions and solutions for presentation by the students at climate councils.

These activities (1) inform participants about current issues and any ongoing initiatives taken by national and local governments, (2) inspire young people to visualize; and (3) highlight the importance of collaboration when it comes to implementing sustainable and climate-smart solutions.

A very important Our City 2030 goal is the creation of smart roadmaps limiting global warming to under 1.5°C by 2030. In the following you can read how different initiatives could bring us closer to this goal:

UGANDA

The youth are connected to a platform where they meet the city planners and public officials, which enables them to feed back into the trajectory monitoring system and in the overall planning system of the Kampala city authorities.

A platform for young people called A Youth Dialogue has been created. Here students are able to meet

with city planners and public officials to increase accountability, informing them what the city is doing in terms of climate change mitigation and adaptation and for city leaders to inform the young how they can become involved in city planning. The platform is designed to give young people access to information and resources.

The second platform is the Climate Council where young people presented visions and solutions on climate change. They delivered 8-10 statements about sustainable city plans and also some innovations (plastic recycling, urban farming, mini city plans – transportation, energy, waste collection, building designs).

The city authorities in Kampala have also provided a Youth centre where young people can develop their skills on urban farming, small business processes, and renewable energy.

The city of Kampala has launched many initiatives designed to activate young people but this is unfortunately not widely known. It is not enough to set up a website to spread ideas. So, during Our City 2030, officials realized that they had to increase the information initiatives towards the youth because Uganda has the youngest demographic in the world – 77 % of its population is under 25 years of age.



Students pose while sitting on their innovation, which is actually a chair made from recycled plastic bottles.



RWANDA

Rwanda has ratified the Paris agreement and as a consequence a number of interventions designed to limit global warming to 1.5°C are scheduled to take place in Nyamata City. These include a monthly car-free day, the greening of public spaces and schools, the creation and coaching of school environmental clubs in collaboration with Plan International and WWF under the aegis of the Our City project, engaging the private sector in waste management initiatives, promoting low carbon and renewable energy resources.

Environmental clubs have been established and are operational in schools in Nyamata City. These clubs have prepared individual action plans for each school to help them become more sustainable and to tackle environmental related risks. As a result of the first climate council tree seedlings were planted in 2019 and are annually distributed to all Nyamata city schools for greening and remodelling purposes.

The youth in Nyamata City have been invited to attend monthly meetings with the Rwanda National Police where they are given an environmental protection related message.

The Nyamata city community including youth and women is encouraged to participate in a monthly car-free day and communities are sent messages related to climate

“By changing the way we treat the environment we can restore balance to nature and give us a better climate.”

change mitigation and adaptation (planting trees, adoption of clean energy like gas and biogas, promotion of public transport etc.).

THE PHILIPPINES

In Quezon City, the project has helped by providing a platform for youth participants to develop roadmaps together with city officials. To strengthen this platform, students have run visioning workshops and explored capacity-building scenarios around ESD, DRRM/HVCA, climate change etc. A Solution Development Workshop for students helped them create innovative solutions to mitigate climate change and a Climate Council was set up – this became a meeting place for them and local officials.

Work on Our City 2030 has also inspired other youth groups to become engaged. Capacity building and mentoring a group of student volunteers and installing them as facilitators in schools has been seen as a way of sustaining the efforts and objectives inspired by the project. In the Philippines the elected local youth council has been given a mandate by the government to represent young people in their respective villages.

Human activities have brought about a huge imbalance in nature and given rise to cataclysmic events. Floods, torrential rains, fires, and pollution, to name just a few – all a result of climate change in one way or another.

By changing the way we treat the environment we can restore balance to nature and give us a better climate. For as long as the climate is out of control the population of the world will suffer.

Roland P. del Rosario, teacher from Quezon City, Manila, Philippines



THREE SDGs – SOME CONCRETE EXAMPLES

SDG 10: REDUCING INEQUALITIES

The very concept of letting the youth develop solutions and present these to city leaders is an example of reducing inequalities. Every activity had a balanced number of male and female participants.

Other examples of ways to reduce inequalities:

- a) The creation and involvement of an Alternative Learning System for youth who cannot afford to enroll in formal education
- b) Giving young people the opportunity to develop solutions that the city can adopt in their plans for the future
- c) The forthcoming partnership with Special Education (SPED) teachers designed to include Persons with Disabilities (PWD)
- d) Good gender balance in all activities – ensuring the equal participation of boys and girls, young men and young women

“Sustainability is about making sure that everything is in equilibrium.”

Sustainability is about making sure that everything is in equilibrium. The reason we are faced with this avalanche of global calamities is a hidden but perceived inequality in nature.

We exploit the earth more than we care for it. Hence, we must prioritize actions that will reduce these inequalities in order to rebalance nature and make this world a better place.

We want to make things easy for ourselves, so we manufacture and consume plastic at an exponential rate. But we didn't think about what to do with it after it has served its purpose – we close our eyes to the fact that it will eventually choke the entire ecosystem and continue to abuse nature by dumping it unthinkingly across our countryside and waterways.

With Our City 2030, we are once again teaching young people that the easiest path in life may lead to imbalances that will ruin us all.

Roland P. del Rosario, teacher
from Quezon City, Manila, Philippines



Students in Balingasa High School perform a climate change drama to sensitise their fellow classmates at the courses.



THREE SDGs – SOME CONCRETE EXAMPLES

SDG 16: PEACE, JUSTICE AND STRONG INSTITUTIONS

I am convinced that sustainable development is not something any single individual, single leader – or even a superhero – can bring about on their own. Sustainable development requires the concerted efforts of many individuals, families, schools, communities, and leaders.

Lessons about the importance of sustainable development and the role sustainable development goals may have in bringing this about may begin in the classroom – even a small one – but if they are brought to the attention of the wider society and the government is encouraged by science and industry to implement policies that will underpin our exertions to improve the environment – both real and perceived change may ensue.

All institutions have a role to play in this regard. When we talk of how we must reimagine the balance of nature to achieve sustainability, we are simply imposing justice. When just causes are redressed peace and stability will reign once more.

“Sustainable development requires the concerted efforts of many individuals, families, schools, communities, and leaders.”

Local government plays a considerable role when it comes to bringing about what young people want for 2030, particularly the vision and solutions they themselves have developed.

Also, as the project links both local cities and their corresponding school division offices, this provides an enabling environment for the students and teachers to support and enhance what they have learned by being part of the project.

Roland P. del Rosario, teacher
from Quezon City, Manila, Philippines

Some other examples:

- a) Highlighting the active role and potential of young people in the struggle to stay under the 1.5°C global warming limit in our activities
- b) Discussion around current and salient issues among youth ,including bullying, discrimination, poverty, etc., in some activities e.g., the Visioning workshop.
- c) Providing a meeting place during youth fora where the city government can listen to the visions and solutions of young people
- d) Partnership with and making of a Technical Working Group from the Quezon City Government, Schools Division Office, and Partner Schools



Quezon City Mayor Josefina “Joy” Belmonte (in white), is actively supporting and promoting sustainability projects like the “Joy of Urban Farming”, an edible urban gardening program which she started in 2010.

“I REGARD THIS PROJECT AS AN ESSENTIAL PART OF THE CURRICULUM”

Roland P. del Rosario from Quezon City, Manila, Philippines, was School Focal Person of Our City 2030 for his school, Judge Feliciano Belmonte Sr. High School.

What was your specific role in the Our City 2030 project?

As Focal Person, I have tried to ensure that all activities suggested by both WWF and Plan International as well as the City government have been implemented in our school. Also, I have supported our students in carrying out their plans of action in line with the programme proposed by Our City 2030.

What is the essence of Our City 2030?

I would definitely tell them that this noble project launched by global organizations aims to make our cities safer and better places – and that the prime movers behind it are the youth.

Tell us about some activities you have engaged in and what they led to.

One project that we have started in our school is the rain-water harvesting facility. This has meant that our school has been able to collect rainwater that is used for watering plants, cleaning toilets, trash bins and pavements. This has also reduced flooding when the rainy season comes.

We have also started various information campaigns around climate change and some simple ways we can help the community tackle certain environmental issues, such as proper waste management and cutting back on single-use plastics. These efforts include advocacy competitions, video clips, urban gardening training and several lectures on environmental and climate change, and we have cascaded our own classroom lectures by integrating them in our science lessons.

Recently, we have also participated in the 1.5°C campaign, by forming human 1.5 figures and uploading them on social media in the hope that we will be able to increase awareness and understanding regarding this and other climate change challenges.



Tell us about a really positive thing that happened during the project.

I think the best things that Our City 2030 has done for our school was, first, that it has introduced our youth to critical thinking and encouraged them to come up with their own solutions for the city that they envision for 2030. They have quite simply become attached to the city in which they were raised and mindful of its current plight – this has increased their understanding of how sustainable development can be brought about in our city and fuelled the ideas behind the solutions they think may achieve what they envision for 2030.

Second, this has also opened up the awareness horizon of teachers to encompass the prevailing conditions around the world and ignited their passion for teaching and the role of ESD in the classroom. This has made them realize that sustainable development is not just relevant subject matter for science classes, but that it should be integrated into other lessons as well. In this way, we help each other in reaching the goal of Our City 2030.

If world leaders can provide us with nuclear weapons and arms, why can they not give us what we need to promote sustainable development and combat climate change as well as the tools needed to engage young people across the world?

What do you think of Our City 2030 as a method to mitigate climate change?

The city is simply a microcosm of the world we live in. If we are able to maintain a sustainable city and replicate this in other cities, then the world would be optimal. Climate change will just be a bad thing that happened to us in the past and that taught us a lesson. Therefore, I say that Our City 2030 can greatly help in mitigating the global effects of climate change.

I have always believed in the multiplying effect of actions taken – both good and otherwise. A simple act of goodness if replicated can change the world. One city that thrives and develops sustainably may inspire a neighbouring city to do the same, and so on. A journey of a thousand miles commences with a single step, as the saying goes.

Why should we listen to the youth?

The state our world is in today has been brought about by adults and not young people. We have piled one error on top of the other and because of that I don't think we should credibly be listened to. The younger generation is our only hope. The fate of our "home" is in their hands. They have the advantage of critical thinking, digital creativity, networking capability, and flexibility. We are a thing of the past – the future belongs to the next generation. I don't see any reason why we shouldn't listen to them. In the first place, by virtue of their birth, they have the right to participate in issues that affect them.

How do you continue the work at your school?

As a Department Head and a Focal Person in this project, I plan to strengthen integration of ESD in all our lessons.

Also, we plan to continue advocating a total halt on the use of single-use plastics and will probably launch other environmental information campaigns on different social media platforms with the help of our students. But since the pandemic hindered us from meeting face-to-face, we must now launch and implement these plans virtually and a shift in strategies is necessary. This pandemic has forced the students leading the project to be more creative and resourceful and to rely even more on social media as a tool for continuing their campaigns, with the help of WWF and Plan International.

What are your thoughts about the Our City 2030 project in relation to your teaching?

From a personal point of view, I regard this project as an essential part of the curriculum. I consider it a long overdue initiative since these environmental issues have been known for a long time – we just haven't paid enough attention to them. With the launching of Our City 2030, the need to really strive for a sustainable city and to mitigate the effects of climate change has been underlined and the awareness of both teachers and students has been ignited. I believe that in the long run, this will not only benefit us but future generations. The youth of today whose talents and skills we are exploiting to achieve the goals of Our City 2030 will hopefully enjoy the fruits of these efforts as well.



Unexpected and disrupting global events, such as the pandemic, however pose grave challenges to this project.

What would you recommend for the future?

Our City 2030 was piloted in three secondary schools in the city, a small number compared to the 47 secondary schools that can be found there. In my opinion, involving the other schools will further promote the objectives of this project. Local government could perhaps assist in attaining its goals. The younger people we engage, the better. I also suggest launching this project in rural areas in order to help preserve whatever sustainable environmental practices are still in use there.

“I think the most salient and remarkable feature of this project is the fact that we place a lot of credence on what young people have to say.

This for me is the most significant takeaway from the project, knowing that we can really find hope in our youth.”

Roland P. del Rosario

LEARNING SUSTAINABLE WAYS

The WWF **Learning on Sustainable Ways** booklet introduces different approaches to education for sustainable development. It can be downloaded at wwwf.se/utbildning/wwf-education

“OUR CITY 2030 EMPOWERS THE YOUTH TO THINK AND PLAN FOR THE FUTURE.”

We interviewed four teachers from different primary schools in Kampala, the capital and largest city in Uganda, with an estimated population of 1,650,000.

The four teachers mobilized other teachers and students at their schools in the Our City 2030 project. The teachers were:

Ms. Jalia Nakajiri, Patron of the Environment Club, Kawempe Moslem Primary School
Mr. Samuel, Head Teacher, Mpelerewe Church of Uganda Primary School
Mr. Noah Mubiru, Head Teacher, Kawempe Mbogo Moslem Primary School
Mr. Joseph, Head Teacher, Kawempe Church of Uganda Primary School

What is the essence of Our City 2030?

Our City 2030 empowers the youth to think and plan for the future. They are encouraged to search for solutions to climate change issues facing their city – these include impact on infrastructures, climate degradation, etc.

This project also changes mindsets about how to interact with the environment. It is all about ESD, acquiring knowledge and being able to develop the environment in a sustainable way.

Finally, the project helped us dig deeper into climate and biodiversity issues.



Tell us about some of the activities you engaged in and the results they led to

- 1. Urban farming.** How to utilize the school compound for the cultivation of vegetables, tomatoes, spinach, flowers etc. Some of the vegetables we put on the school menu, the rest we sold.
- 2. Information campaign.** We engaged and informed neighbouring schools about how to interact with the environment and mitigate climate change
- 3. Production of charcoal.** How to use materials such as cow dung and peelings from the vegetables and fruit we eat to produce charcoal. We sold the charcoal and got money.
- 4. Waste management.** Plastic water bottles are a big problem in our country. People throw them away in the environment. There are so many of them. Before the project came to the school bottles and plastic bags were a real problem for us. The project taught us how to recycle or reuse them.

We made dustbins from some of the bottles. Some bottles we took to a factory and they paid us for them. We also filled paper bags with waste and sold them. One very inspiring story was that of a student that hadn't been able to afford a school uniform. We took a democratic decision to use this money to buy him a uniform.

- 5. Trees as shelter.** We realized that many older vehicles were emitting a lot of exhaust fumes and smoke. We found a way to deal with this. The students came up with an innovation, to plant trees as a shelter from the traffic.

Tell us about some positive things that happened during the project

- We learned a lot about climate issues and how to make our city better.
- Making things: we came up with a lot of innovative ideas – using waste to make ropes, balls and dolls and donating them to the nursery.
- Different ways to use fruits: During covid we sold mango seedlings of. If you boil the leaves you get a tea that is good for coughs.
- Increased awareness to protect the environment has led to a positive attitude towards maintaining our environment. When the children saw there was little or no litter on the ground they were inspired to pick up other waste.

What do you think of Our City 2030 as a method for mitigating climate change?

It involves schools and that’s where the young people are. So, it is a good platform for meeting other parents, friends, neighbours ... It is also a good method because our city is a mirror of the country. If we make our city clean and nice it will have a spin-off effect across the whole country.

Why should we listen to the youth?

They are the majority of the population. They are vibrant, innovative, energetic and they can influence many people and are part of an extensive network. Facebook is the most popular social media. The future is theirs and they are the leaders of tomorrow. They have new ideas. If we do not listen to them, we will lose ideas and momentum.

How will you continue this work? Are you planning any new initiatives?

The things we have begun we want to continue and make better. The most important thing is to widen the debate by giving information to other people.

I’ve asked the education authorities to give us resources to keep on with our work. We are waiting for answers. I want to carry on with the seedlings.

What are your thoughts about Our City 2030 in relation to your teaching?

We are building a resilient generation equipped with knowledge, skills, values and a positive attitude.

The children get more information on climate change. They put in practice all that they learn – reusing things, how to fight against the destruction of the environment.

If we were to run Our City 2030 again with new schools and students, what would you advise us to do?

Prioritize communication. Engage other stakeholders. Go down to the schools, get first-hand information and involve more young people. There are so many of them, and they know how to get hold of information so fast. They are the leaders of tomorrow.

The project focuses on Climate action. Can you give a concrete example?

We really feel and recognize climate change here in Uganda. The seasons are changing; dry seasons are turning into rainy seasons. The temperature is rising. So, we are talking about what we can do; utilize solar energy because it’s clean and safe and harvest rain during the rainy season.

The project also focuses on reducing inequality. Can you give a concrete example?

In our schools, we don’t segregate, we have children from rich and poor families all jumbled together. We don’t discriminate. Everyone is involved.

The project also focuses on peace, justice and strong institutions. Can you give a concrete example?

We are strengthening institutions. We carry out activities that strive to bring peace to the environment and the girls are empowered to assume positions of leadership.

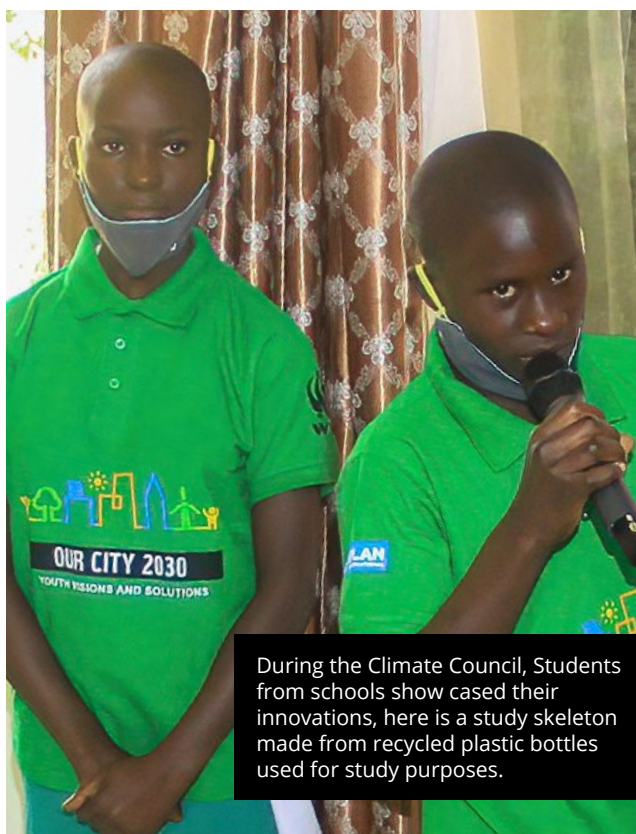
Can you tell us what a Climate council is?

We held exhibitions and the students painted a vision of what their city would look like in 2030. Some parts of this message were delivered as songs and poems. The students were also given an opportunity to meet officials from the city authorities. The students presented an advocacy report setting forth their picture of what the city might be in 2030.

The youth came up with challenges to leaders. They gave them their views, what they want, which laws they want to be in place regarding infrastructure, draining system roads ...

The discussions between the officials and young people were very positive. We listened to many beautiful suggestions.

“We are building a resilient generation equipped with knowledge, skills, values and a positive attitude.”



During the Climate Council, Students from schools show cased their innovations, here is a study skeleton made from recycled plastic bottles used for study purposes.

📍 THE PHILIPPINES

OFFICIALS IN QUEZON CITY SHARE THEIR EXPERIENCES

“THE YOUTH HAS BEEN GIVEN AN OPPORTUNITY TO EXPRESS ITSELF”

Two officials in Quezon City, Philippines, share their experiences:

Vincent Vinarao (Head of Special Projects, Environmental Protection and Waste Management Department or EPWMD):

It is a good opportunity for us to learn from the youth and see how young people are able to actively participate in our vision for sustainable development. The youth has been given an opportunity to express itself, especially at this time when it is necessary to come together and bring new concepts to developing a sustainable future because the younger generation is the one that will fuel the future. The involvement of youth is really important for us, the project is a good training ground for them, it really starts them thinking of the environment.

Jonathan Quiambao (Staff, EPWMD):

Quezon City will continue the project; we are very interested in stakeholder participation. We are now planning to launch an annual youth forum and extend the project to other schools.

“The youth is the hope of the motherland”. These are the famous words of the country’s national hero, Dr. Jose P. Rizal. Young people will carry the burden and bring about change, and it is important to teach them the skills they will need to help them build a better world.

A Youth forum was held in August 2019 in Quezon City. I remember the many different exhibitions where students presented a variety of different solutions to environmental challenges – for example, a student-developed application to create environmental awareness. Another solution was to make bricks from animal dung. There is so much animal waste on the streets of our city.

The youth answered questions posed by officials very well, they were not at all shy. They were really confident because of all the training they had undergone and the experience they had gained – they were really capable of expressing themselves. They are really aware of the importance of the issues involved.

The teachers bolster student confidence and help them succeed. This is a good way of fostering good relationships between teachers and students.

It is a good start for young people, exposing them to different realities, especially climate change, giving the youth first-hand experience and facilitating networking among them.

Those of us from Quezon City who work professionally with city planning are able to include the proposals coming from the youth in our projects. Some examples of these are – Solid-Waste Management (the collection, treatment, and disposal of solid materials), rainwater efficiency, rainwater harvesting, and activities practised at schools, composting etc.

A consolidated vision proposed by the Quezon City youth during a three-day workshop:

“We dream of a new Quezon City that is systematic, progressive, and peaceful, led by a government that is faithful to its duty, have empathy, and gives value to the voice of the youth; where its citizens have respect, discipline, unity, cooperation and free access to a clean environment, reliable healthcare services, efficient transportation system, safe community, sufficient public housing, sustainable livelihood, and modern/timely technology which can give significant information and support towards quality education by 2030.”

(In-school youth, Sangguniang Kabataan and Alternative Learning System)

There were challenges met in the implementation in Quezon City, but with the partnership with Quezon City Government and other partners, we have solved this by working together. I'm glad that the Quezon City Government has invested heavily in this. We have closed the gap between youth and adults. The project provided a platform for the students to showcase their solutions for the city. The project has added value not only for Plan International and WWF, but also for Quezon City.

Imee Bellen, WWF Philippines

QUEZON CITY

The city is highly urbanized and the most populous in the Philippines. More than 3 million people live there, 35 % are younger than 18 years old. So, the demographic is extremely young, and the city is developing at a breakneck speed. The Government is prioritizing protection of the environment. Climate change is a challenge because of the size of the population.

ZAMBIA INTERVIEW WITH THREE TEACHERS

“WORKING WITH THE PROJECT HAS BENEFITED OUR SCHOOLWORK.”

Teachers from Lusaka in Zambia reflect over their participation in Our City 2030.

Ms. Anisia Mukashema, Ms. Shanny Nkwemu and Mr. Gilson Tembo.

WWF and Plan came up with the Our City 2030 initiative that addressed ways in which children could become involved in climate change and environmental degradation issues. We asked the students to name the environmental challenges facing their communities and they came up with solutions. We, the teachers, thought it would be a good idea to cooperate with Plan and WWF to see if we could demonstrate the solutions the students had arrived at and then bring them back home and put them into practice.

The project encourages and motivates the children to see the importance of a clean environment and the young ones are the best ambassadors to educate their friends out there.

Did you reap any benefits from the project?

We taught the children about climate change and global warming. Then they went to the environmental club and dug deeper into the subject. We saw that other kids became interested and inspired – one boy, for example, came up with this carbon dioxide absorber and we built a model that was demonstrated during the climate council.

Why listen to the youth?

Compared with adults, children are energetic and suggest amazing solutions. Let's listen to their views and embrace their thoughts ... They will be the future leaders, so they ought to be involved in the city planning.

How Our City 2030 can support our teaching

We have managed to integrate Our City 2030 into our curricula. It is possible! We now teach subjects such as agriculture, flood and drought prevention, biology, science etc. Our teaching can benefit from Our City 2030 because it deals with what's happening in the world around us. Working with the project has benefited our schoolwork. We have started sustainable agriculture, tree planting projects, taking care of the soil so it doesn't degrade. We are encouraging our school and city to turn green, not only in theory but also in practice.



“The project encourages and motivates the children to see the importance of a clean environment ...”

10 RECOMMENDATIONS FOR IMPLEMENTATION OF OUR CITY 2030

1 Greater involvement - greater impact

A greater involvement of the local youth development plan of the City's Local Youth Development Council (LYDC). Local government should be persuaded to help us in this regard. The more young people we involve, the better. I also suggest opening this project in rural districts in order to preserve any remaining sustainable environmental practices in these areas.

2 Resources to climate change actions

Allocate financial resources to actual climate change adaptation and mitigation actions at school, community and city levels - e.g., tree planting, gardening, recycling, inter-school debate, field trips etc.

3 Exchange visits

Allocate resources for exchange visits.

4 ESD action plans

Ensure that schools develop, implement and evaluate ESD action plans.

5 Capacity building for school leaders

Capacity building in ESD and DRRMP for head teachers and other school leaders to ensure sustainability.

6 The higher learning institutions

Target the higher learning institutions to ensure that they incorporate ESD in their curricula for teachers.

7 Hub school

A school should be a hub for other schools. This should be equipped with resources to implement the project in general and ICT equipment in particular.

8 Upscaling

Upscaling the project to include more cities and schools.

9 Support engaged youth

Ensure that the youth, especially those engaged in the project that no longer take part in formal education, in addition to capacity building are also supported through grants to start income generating projects that are climate-smart and promote city resilience.

10 Ensure continued sustainability

Ensure all actions of Our City 2030 are mainstreamed in the annual city plans and budgets for continued sustainability, especially the education, environment, planning and climate change city departments.



The vision and solutions proposed by the youth will be integrated as part of city government policies.

Staff from the Philippines

“It was really heart-warming to see that young people can come up with so many interesting and vibrant ideas, were so knowledgeable and engaged as the process unfolded.”

Gia Ibay, Head of Climate and Energy at WWF Philippines

8 TIPS FOR THE TEACHERS

Below are 8 steps you as a teacher can take to increase student action competence and encourage them to get involved in sustainable urban development at a local level.

- 1 Mobilize other teachers** in your school and discuss what you can do to support learners to take action towards making their city sustainable
- 2 Invite other teachers** in your school to plan together to work in more subject integrated ways
- 3 Ensure pupils understand the linkages** between the environment, society and the economy and why we must always take all of these into consideration
- 4 Guide students in their research** around the problems facing their city.
- 5 Help students develop an action plan** about how to solve these problems and make their city more sustainable
- 6 Encourage students to hold a climate council** and invite city leaders and officials to listen to the youth and incorporate their proposals into city planning
- 7 Encourage students to write a letter** of commitment to their local Mayor
- 8 Work with students to transform your school into a sustainable school;** e.g., include greening your school, recycling, starting a school farm, conserving water and energy in, reduce paper wastage, write environmental codes and labels(signage) in to create awareness among the entire school population etc

LINKS FOR FURTHER READING

Read more about Our City 2030

www.panda.org/projects/one_planet_cities/youth_visions_and_solutions/

Visit www.panda.com


and read more about Our City 2030, about biodiversity and sustainable urban development

Read more about the situation elsewhere on planet Earth

livingplanet.panda.org

Read more about Plan International's work

plan-international.org



**OUR MISSION IS TO STOP
DEGRADATION OF THE PLANET'S
NATURAL ENVIRONMENT AND
TO BUILD A FUTURE IN WHICH
HUMANS LIVE IN HARMONY
WITH NATURE.**



Working to sustain the natural world for the benefit of people and wildlife.

together possible™

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