



**“Learning Cities: Drivers for Youth Participation
in Climate Change Governance”**

**ASEAN Youth Report
Concept Paper**

Background

Over 4 billion people - half of the world's population – live in cities today. This figure will continue to grow over the next decades: based on UN estimates, Southeast Asia currently has a population of over 680 million people and one of the fastest growing urbanisation rates in the world. According to the 2018 UNEP Report [Sustainable Urban Infrastructure Transitions in the ASEAN Region: A Resource Perspective](#), *“between 2015 and 2050, ASEAN cities are projected to add 205 million new urban residents to the 300 million current urbanites in the region [...]. The region's urbanized population proportion will increase from 47 per cent in 2014 to 65 per cent in 2050, with five of the ten ASEAN nations transitioning from minority urban to majority urban. This represents a significant demographic shift that will change the way people live and the way human settlements are designed and function.”* With a population of over 33 million people, the capital of Indonesia, Jakarta, is the largest metropolis in ASEAN, followed by Manila in the Philippines and Bangkok in Thailand.

Cities serve as networking nodes for governments, civil society organisations and business. They are centres for culture & education and hotspots for innovation & economic growth. The crucial role of cities in driving sustainability and inclusion is recognised by the 2030 Agenda for Sustainable Development and Sustainable Development Goal 11: *“Make cities and human settlements inclusive, safe, resilient and sustainable”*. It is in this context that UNESCO set up the [Global Network of Learning Cities \(GNLC\)](#), to promote know-how, best practice and policy dialogue among cities and to establish a culture of lifelong learning and citizen participation towards sustainable development.¹

While urbanisation has long been associated with human development and economic progress, the rural-to-urban migration has also led to increased social inequality and adversely affected the environment. Cities are major contributors to climate change and environmental degradation, directly and indirectly through telecoupled effects. UN Habitat reported that *“[...] cities consume 78 per cent of the world's energy and produce more than 60 per cent of greenhouse gas emissions. Yet, they account for less than 2 per cent of the Earth's surface.”* At the same time, cities form an integral part of the solution in fighting climate change. Through effective stakeholder engagement and participation, relevant policies and effective resource allocations, cities are at the core of global climate change mitigation. They spearhead debate and instigate action, not only on a local, but also on a national and global level.

Objective of the Report

The ASEAN Youth Report “Learning Cities: Drivers for Youth Participation in Climate Change Governance” focuses on the role of cities in ASEAN in tackling the climate crisis, in particular through the engagement and collaboration with young people.

It will analyse existing structures and processes of policy making & implementation in the field of Climate Change & Environment (CC & E) in ASEAN, analyse multilevel governance approaches from the municipal to inter-regional and the global level, and discuss how youth participation can be enhanced in these fields for greater impact. The Report will include contributions by academics from 10 ASEAN countries, interviews with key government stakeholders and representatives from the local communities, the results of an ASEAN-wide youth survey on the topic, as well as insights from a 10-day study visit for 20 ASEAN youth leaders in Bangkok, Hanoi and Manila in November 2022.

¹ Demographia. World Urban Areas. 18th Annual Edition. July 2022, Retrieved on 14 July 2022

The Report is a collaboration between the [Hanns Seidel Foundation \(HSF\)](#), the [ASEM LLL Hub Research Network 6 on 'Learning Cities, Learning Regions'](#) and members of UNESCO's Global Network of Learning Cities. It is supported by the [ASEAN Youth Organisation \(AYO\)](#), the [Global Youth Biodiversity Network \(GYBN\)](#) and the [ASEAN Centre for Biodiversity \(ACB\)](#).

The Report will be distributed among and presented to relevant stakeholders and working groups at the ASEAN level and beyond, to provide insights and recommendations for policy making and to enhance existing mechanisms and opportunities of youth participation in CCG.

Leading Research Questions

The ASEAN Youth Report addresses three leading questions and provides recommendations and strategies for greater youth participation in climate change & environmental policy making and implementation.

1) How can we define meaningful youth participation in Climate Change & Environmental Governance?

Sub-questions:

- *What kind of knowledge & skills do young people need to possess to contribute to CC & E governance in a meaningful way? What kind of Lifelong Learning opportunities and platforms can young people rely on in different regions, countries, and communities?*
- *What are the existing youth initiatives in the area of CC & E in ASEAN and Europe that engage young people in policy making and implementation on a municipal, regional, and global level?*
- *What do decision & policy makers expect from young people?*
- *How do democratic processes in a country contribute to the level of youth participation?*

2) What role do Learning Cities play to tackle the climate crisis, in particular through the engagement and collaboration with young people?

Sub-questions:

- *What are key characteristics of a Learning City, and the fundamental conditions required to build a learning city?*
- *How can Learning Cities provide a fertile ground for multistakeholder participation, in this case youth, and allow for multilevel governance approaches?*
- *What role do higher education institutions play in the development of Learning Cities and youth participation?*

3) In which areas can youth engagement be strengthened to achieve a greater participation in policy making and implementation towards multilevel Climate Change & Environmental Governance – on a local, regional, and national/international level?

Sub-questions:

- *What are structural barriers and/or opportunities for successful youth participation in CC & E governance? What kind of support mechanisms do young people need to better engage in this field (e.g., skill sets, knowledge & learning opportunities; access to policy making levels and recognition; financial or technical resources)?*

- *How can we measure achievements and success of youth participation in CC & E policy making and implementation?*
- *What are good practices of youth participation in CC & E governance in ASEAN and Europe that could be replicated in- or adjusted to other local, cultural, and political contexts?*

Proposed Content/Structure of the Report

The ASEAN Youth Report will include the following elements, amongst others

1. Messages by policy makers in ASEAN
2. Foreword by organisers (by HSS and RN6/ASEM LLL Hub)
3. Analysis of the ASEAN Youth Survey on “Learning Cities: Drivers for Youth Participation in CCG” (survey part of Open Call for Application of Study Visit)
4. 10 country papers, contributed by academics from each ASEAN country
5. At least 6 interviews/opinion pieces by/essays about relevant stakeholders from the government, civil society & local communities (from Thailand, Viet Nam and the Philippines, engaged in the ASEAN Study Visit), contributed by participants of the study visit
6. Mapping/recommendations by ASEAN Youth Leaders (insights and outcomes of the ASEAN Study Visit, 5-15 November 2022)

The overall content management and production will be coordinated by HSF. An external editor shall be identified through an Open Call and engaged for the survey analysis as well as the supervision and possible editing of the 10 country papers. The external editor will also prepare a 2-3 pages long policy brief, as a summary of the Report. The academics of the country papers should preferably come from the respective ASEAN countries, selected through an Open Call. An external designer will be hired for the layout of the report and possible promotional materials.

Tentative deadline for launch: Before 30 November 2022

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