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**RAUKA! AMA HATUTA SURVIVE/ ARISE! OR WE WON'T SURVIVE:
YOUTH ORGANIZING FOR CLIMATE JUSTICE IN KENYA**

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Abstract

This thesis explores the concept of youth organizing in the context of two interrelated youth-led organizations addressing climate change in Kenya. A growing body of interdisciplinary research points to the ways in which engagement in youth organizing initiatives can contribute to the individual development of the youth involved. By engaging youth in political mobilizing efforts against forms of societal oppression, youth organizing combines social justice goals with positive youth development outcomes. In the case of AYICC-K and its parent organization KYCN, elements of youth organizing can be understood as occurring to a certain extent. For the youth engaged in the organization, climate change is envisioned as an issue of social justice – both in terms of its perceived impacts on human development and in the need for African youth to have a voice in national and international policy forums. As emphasized in one of their campaign slogans, “Arise, or we won’t survive”, a critical consciousness regarding the severe social and economic consequences of climate change has instigated social action to address these conditions. The groups are addressing climate change in a number of ways including participating in international forums, engaging in awareness raising and advocacy work, and holding public demonstrations. The youth have also identified how engagement within the organization provides access to components of positive youth development: leadership development through peer mentorship and in the formation of youth-adult partnerships. Thus, youth organizing in this context has enabled youth to become active producers of their own development.

Key words: youth organizing, social justice youth development, positive youth development, climate change, Kenya

Forward

I wish to express my gratitude to the youth members of AYICC-K and KYCN for their participation in this research. Their time and willingness to engage with me has made this research possible and I will always value the time I spent participating in the organizations. Their energy and enthusiasm towards fighting climate change continues to be an inspiration to me. Additionally, I wish to thank my LUMID supervisor Catia Gregoratti for her patience and guidance and last but not least, my LUMID family for their support during this process and especially the 'Power of Five' ladies!

List of Abbreviations

AYICC - K	African Youth Initiative on Climate Change – Kenya
KYCN	Kenya Youth Climate Network
PYD	Positive Youth Development
SYJD	Social Justice Youth Development
UN	United Nations
UNFCCC	United Nations Framework Convention on Climate Change

Chapter 1 – Introduction

Youth who live in developing countries face unique challenges derived from their limited access to resources, education, training, employment and broader economic opportunities (Blum, 2007:230). Young people in Africa are particularly vulnerable and face a number of challenges related to the spread of HIV/AIDS, rapid population growth, environmental degradation and widespread unemployment. These current dynamics have manifested themselves in what has been called an African youth crisis (Abbink, 2005:5). To be “*young in Africa has come to mean being disadvantaged, vulnerable and marginal in the social, political, and economic sense*” (Abbink 2005:5). In spite of this, there is a growing consensus within the international community that youth can also play a valuable role in the development of their communities. Placing young people at the centre of the development agenda is essential to achieving sustainable development. Global declarations including Agenda 21¹, formulated at the Earth Summit held in Rio De Janeiro in 1992 recognized “youth” as a major group within civil society whose role must be strengthened in implementing the sustainable development agenda. It states,

“The creativity, ideals and courage of the youth of the world should be mobilized to forge a global partnership in order to achieve sustainable development and ensure a better future for all” (United Nations, 1992).

Statistics gathered by UNFPA indicate that youth now comprise 18% of the world’s population. 87% of these youth live in the developing world (UN-DESA, 2010: 170). Youth in Asia comprise 63% of this population while African youth represent the next largest population at 17%. The United Nations projects that by 2050, this percentage of African youth is expected to rise significantly to 29% (UNFPA, 2009). These figures point to the enormous power and influence of this growing population (UN-DESA, 2010: 170).

¹ Agenda 21 is the comprehensive action plan to be taken globally, nationally, and locally by the UN system, national governments, and Major Groups in every area in which humans impact upon the environment, emphasizing the need for global cooperation in achieving sustainable development (United Nations, 2009).

International policy continues to make reference to the important role that youth must play in sustainable development but little research has been conducted into what is being done for and by youth in order to achieve this objective. Youth-led initiatives emphasize the rights and power of young people to define their own circumstances and determine a course of action. They embrace principles of participatory development that see youth as possessing valuable assets to determine their own futures and realize sustainable development (Delgado and Staples, 2007). Youth in Kenya are actively shaping their own development by engaging in social and political activities and in the process are constructing their own development opportunities (Honwana and De Boeck, 2005:1). Climate change has become a particularly relevant issue for Kenyan youth and has provided a platform for political engagement while perhaps inadvertently building the capacity of youth involved.

This research aims to shed light on the benefits of youth-led organizations and how these can provide an important platform to realize sustainable development. The investigation employs qualitative research methods to understand role two interrelated youth-led organizations operating in Kenya play in sustainable development by examining the perceptions and experiences of their members. The two organizations chosen exemplify youth-led initiatives, placing youth in leadership and decision making roles. The investigation seeks to answer the following questions:

1. How do Kenyan youth perceive and articulate their understandings of climate change?
2. How are Kenyan youth responding to climate change?
3. What do the youth gain from engaging in these activities?

1.1 Background

Although it remains highly contested, the concept of sustainable development forms the dominant paradigm by which to perceive solutions to global development challenges. The most widely accepted definition of sustainable development demands that, “*the simultaneous achievement of environmental, social, and economic goals should meet the needs of the present generation without compromising those of future generations*” (World Commission on

Environment and Development, 1987). Based on the acknowledgement that global crises of poverty, environmental degradation, and resource scarcity are interlocking and mutually enforcing processes, the concept of sustainable development advocates the notion that the social, economic and environmental pillars of sustainability must be upheld when forming global development policy interventions (World Commission on Environment and Development, 1987).

Based on their sheer population size, youth have an important stake in realizing the future of sustainable development. Chapter 25.1 of Agenda 21 further iterates that, *“the involvement of today’s youth in environment and development decision making and in the implementation of programs is critical to the long- term success of Agenda 21”* (United Nations, 1992).

Agenda 21 has served as a major step forward in legitimizing the role of youth in sustainable development (Malone, 2001:7). By formulating a basis of action based on the principle that youth from all parts of the world must actively participate in all relevant levels of decision making processes that affect their lives and have implications for their future, young people can no longer be viewed as passive recipients of government policy but rather as agents of change, capable of creating their own futures (Malone, 2001: 8).

1.2 Conceptualizing Youth

According to the World Health Organization, “youth” can be defined as people between the ages of 15 to 24 (2007). However, this definition of youth can vary regionally. In Kenya for example, the National Youth Policy extends the definition of youth until 30 years of age (Blum, 2007:231, Ministry of Youth Affairs, 2007). Although industrialized nations tend to associate the end of youth with the completion of formalized schooling, for many countries in sub-Saharan Africa where higher education is not widely attained, the extended time period attributed for youth is considered the length of time that is necessary to attain the necessary social capital and human networks needed to function effectively as an adult (Blum, 2007: 231).

Given that the definition of youth can be localized based on social and economic factors, it can no longer be understood as merely a developmental life stage rooted in the process of biological

maturation. Youth has become a dynamic and contested concept in the literature (Christiansen et al., 2006: 10, Abbink, 2005: 7). The transition from childhood to adulthood must not be considered fixed and stable but rather as occurring in relation to specific social processes, cultural understandings, and historical influences (Mannheim, 1952 in Christiansen et al., 2006: 10). As emphasized by Christensen et al., it is valuable to envision the category of youth as both a social being and social becoming (2006: 11). Therefore, youth can be understood as a fluid social position, situated within broader societal and generational arrangements (Christiansen et al., 2006: 11).

Situating the notion of youth within larger social processes explains why historically dominant discourses on African youth tend to portray them as either “troubled” or “troubling” (Abebe and Kjørholt, 2011:16). Troubled in that they have been portrayed as vulnerable to a host of socio-economic conditions including the HIV/AIDS pandemic, poverty, and deficient education systems. Troubling in the sense that they are viewed as problematic to society with negative behaviour that must be prevented (Hansen, 2008: 10). The rapidly growing number of youth in developing countries has spawned the phenomenon known as the “youth bulge” (Abebe and Kjørholt, 2011:16). Being used to explain the recent Arab Spring uprisings across the Middle East and North Africa, the youth bulge hypothesis constructs youth as a politically mobilized entity, demanding political change through protests and uprisings (Al-Momani, 2011: 160). As a demographic group that has been marginalized due to conditions of poverty and unemployment, the youth engaged in radicalized political activities and violence are perceived as a threat to regional stability and a potential source of terrorism, especially according to United States foreign policy (Abebe and Kjørholt, 2011:17). Portraying youth as destructive delegitimizes their rightful claims to democracy and rather constructs them as a problem that must be solved. As Argenti notes, “*studies of youth are too often studies of deviance or of problems needing programmatic intervention, rather than studies of opportunities*” (2002: 127 in Abebe and Kjørholt, 2011:17). These largely problem-driven understandings of youth leave little space to account for the personal and collective agency of youth themselves (Abebe and Kjørholt, 2011:20).

Based on this understanding, the theoretical focus on youth has largely been shifted to reflect broader themes in development research and practice by employing a rights-based approach to development that recognizes the need to empower rather than serve the target population (Abebe and Kjørholt, 2011:32). By recognizing that youth possess assets and capabilities, rights-based approaches emphasize the need for the full inclusion of youth in the decisions that affect their lives. Several international policies have reflected this notion by advocating for the participation of youth in international forums and decision making bodies. The Convention of the Rights of the Child sets the groundwork for the participation of children and young people as a substantive right and the United Nations General Assembly's World Programme of Action for Youth recognizes that,

“The active engagement of young people is central not only to their own development but to the development of society as a whole. It acknowledges that young people are part of the solution to the difficulties facing society—not another problem to be solved” (UNICEF, 2009, United Nations, 1995).

Considering that young people represent a major source of human resources for development and key agents in implementing social change, their full participation in society is essential to address the myriad challenges of the 21st century, including climate change (UN-DESA, 2010: 8).

1.3 Climate Change

The following discussion of climate change is useful insofar as it provides the foundation to understand why Kenyan youth have chosen to participate in this particular cause. Considered to be the most defining challenge of the 21st century and a serious threat to sustainable development, climate change represents a potentially major threat to the future health and socio-economic stability of youth, especially those living in the developing world (UN-DESA, 2010: 20).

Despite the fact that as a continent Africa has contributed the least to the anthropogenic causes of climate change (through global carbon emissions), its ecosystems and livelihoods are being

dramatically affected by climatic variations (Fortmann, 2010: 5). Specifically, sub-Saharan Africa has been identified as one of the world's most vulnerable areas to climate change due to its low adaptive capacity and projected changes in mean rainfall (UNDP, 2007/08: vi, Fortmann, 2010: 5). The poor in this region tend to depend on climate-sensitive sectors of the economy for their livelihoods including agriculture, forestry, fisheries, and tourism (Fortmann, 2010: 5). Due to the limited availability of technology, weak institutional capacity, low levels of education, and inadequate financial resources, the adaptive capacity of the region to build societal resilience against climate-related events is severely restrained (UNDP, 2007/08: 14).

While the impacts of climate change are already affecting the health of ecosystems and the humans who inhabit them in many parts of the world, its future impacts remain largely unknown (UN-DESA, 2010: 14). Environmental events such as extreme weather, water scarcity, and warmer surface temperatures are all associated with climatic changes and are expected to intensify should global carbon emissions continue to rise (UNEP, 2007: 301). Even though climate change is global phenomenon with environmental effects that will be felt everywhere, certain population groups are likely to be affected more than others. As a population, youth in developing countries are considered among the most vulnerable to the impacts of climate change (UN-DESA, 2010: 10, White, 2011: 14). Evidence indicates that climate change exacerbates existing development challenges, preventing developing countries from overcoming poverty, achieving sustainable economic development, and enabling individual and collective opportunities within society (Mearns and Norton, 2010: xi). Developing nations also lack the necessary social, technological, and financial resources to adequately mitigate and adapt to the effects of climate change. When taking into account the adverse impacts on human health and agricultural productivity, it poses a potentially major threat to achieving sustainable human development across the global South (UN-DESA, 2010: 18). Failure to address these impacts will have a profound influence on the youth alive today and among future generations in the region.

Chapter 2 - Problem Identification

As a country, Kenya provides an interesting point of departure for this research because it reflects many of the same challenges being faced by developing nations across the world in implementing the sustainable development agenda by addressing the impacts of climate change. Persistent drought and low rainfall over the past decade have devastated agricultural productivity in Kenya, leaving millions vulnerable to hunger and dependent on humanitarian food assistance in affected areas (SEI, 2009: ii). Combined with a low institutional and technical capacity to address these climate-related impacts and a burgeoning youth population means that Kenya's future is precarious (Ministry of Home Affairs, Heritage and Sports, 2002: 3).

Demographically, the 2010 census showed that out of a population of approximately 38 million people, youth (15-30 years) and children (0-14 years) collectively represent 78% of the Kenyan population (UNDP Kenya, 2011). Employment opportunities remain scarce in Kenya due to a slow economic growth rate. Without access to gainful employment, vulnerability amongst young people intensifies due to conditions of poverty. Furthermore, existing structures and prevailing attitudes in Kenya do not provide an enabling environment for youth to actively participate in decision making processes (Ministry of Home Affairs, Heritage and Sports, 2002: 3).

For Kenyan youth, climate change can be considered the defining issue of their lifetime. As citizens of a developing country in sub-Saharan Africa, they will be faced with the greatest and earliest burden in terms of adverse impacts on living standards, livelihoods, economic growth and human vulnerability (UNDP, 2007/08: 91). Increasing drought conditions will result in agricultural losses, further reducing opportunities for poverty alleviation and human development. It is against these realities that Kenya youth find themselves socially, economically and politically marginalized. Given the enormous risks posed by climate change for the future of the region as well as the relative marginalization faced by its youth, initiatives to address climate change provide an especially relevant platform to engage Kenyan youth. The following cases represent two such initiatives.

2.1 African Youth Initiative on Climate Change

The African Youth Initiative on Climate Change is an entirely youth-led umbrella network of African-based youth organizations, student groups, rural youth groups, schools, and like-minded individuals. Conceived in 2006 during the second Conference of Youth preceding the UNFCCC meeting (COP 12)² held in Nairobi, AYICC's mission is to ensure the inclusion and active participation of youth voices from Africa in international climate change negotiations (AYICC, 2009).

As stated in their blog, the goal of AYICC is, “to develop capacity and strong partnerships among African youth so that they may understand the urgency of the situation and take action against the impacts of climate change for both present and future generations” (2009). Their objectives are to:

- I. Develop and increase the capacity of youth in climate change mitigation and adaptation;
- II. Influence policy dialogues related to youth and sustainable development (from national to international levels);
- III. Build a generation of young servant leaders who are passionate about the environment;
- IV. Support and facilitate youth innovation towards climate change challenges in Africa;
- V. Support research for development among youth to increase understanding of the climate change – sustainable development nexus;
- VI. Facilitate establishment of grassroots youth networks, programs and strategies to support the above objectives (AYICC, 2009).

Since its inception, the initiative has established national chapters in 25 African countries with focal points in 35 countries. The Kenyan chapter of AYICC was selected for inclusion in the study because it was the first group to be established in 2006 and remains the most active

² Conference of Parties is an annual meeting which engages the 195 signatories to the United Nations Framework Convention on Climate Change, civil society organizations, and other major stakeholders in discussions about how to address the multidimensional challenges posed by climate change through intergovernmental negotiations (UNFCCC, 2012).

network with the largest membership on the ground, estimated to be around 100 young people to date (Personal Communication, 2012). The group will be referred to hereon in as AYICC-K.

As a group, AYICC-K engages in a variety of youth –initiated projects within Kenya such as tree planting, public awareness campaigns, environmental education programs, and community outreach (Personal Observation, 2011). At a continental level, AYICC-K has mobilized to represent the voice of African youth at the UNFCCC negotiations, most recently at COP 17 held in Durban, South Africa. With funding from a variety of partners including Norweigan Church Aid (NCA), UN-Habitat, Office of the Prime Minister of Kenya, YMCA, and KFUK-KFEM-Norway, AYICC-K staged a multi-country climate justice caravan to sensitize different communities about climate change en route to participate in COP 17 (Personal Observation, 2011).

2. 2 Kenya Youth Climate Network

The Kenya Youth Climate Network (KYCN) is a youth movement comprised of youth organizations and networks dedicated to addressing climate change and environmental issues in Kenya. Founded in 2009 during the third annual National Youth Conference on Climate Change, KYCN was consolidated to engage in advocacy and information sharing among youth leading up to the COP 15 held in Copenhagen in 2009. As a network, KYCN engages in advocacy on issues of environment and governance in close partnership with other youth movements and civil society groups both at a national and international level.

What distinguishes KYCN from AYICC-K is its further engagement on issues of leadership and governance. They believe that accountable and decisive leadership plays a critical role in addressing climate change. KYCN’s three main objectives are to:

- I. Mobilize and build capacity of youth in Kenya to respond to the challenges of climate change and environmental degradation and leadership;
- II. Create a nationwide movement of youth that are passionate about their communities and country; and

- III. Participate in active advocacy towards just communities that embraces and utilizes the potential, energy and creativity of youth (KYCN, 2010).

Based on my understanding, KYCN serves as AYICC-K's parent organization and acts a vehicle by which AYICC-K mobilizes resources to pursue its objectives (Personal Communication, 2011). Due to the fact that KYCN is hosted by NCA, it holds a higher degree of legitimacy that enables it to effectively engage with government officials (Minai, 2012). Despite this distinction, KYCN and AYICC-K are comprised of many of the same youth within their membership. They share a core group of youth who are actively engaged in leadership roles within both organizations. In my case, it was impossible to distinguish who belonged to which organization as the two networks work in very close collaboration when undertaking activities. Therefore, AYICC-K and KYCN are used as interchangeable examples of youth-led organizations in the context of Kenya. Together, they provide a valuable example of how the youth environmental movement is actively working to engage youth through mobilization and political advocacy.

Chapter 3 - Methodology

The research design is qualitative in nature wherein I employed two data collection methods; participation observation and semi-structured interviewing. In addition, I utilized documentation regarding the organizational structure, annual reports, as well as social media platforms including Facebook, Twitter, blog and mailing list to further contextualize my understanding of the organizations' work.

3.1 Case Study

The research strategy I utilized was that of an embedded case study, a method that allows investigation into real-life events and processes of a complex phenomenon. (Yin, 2003: 2). By exploring the organizational and individual dimensions of a single case, I seek to contribute to an understanding of how that case represents a specific social context (Yin, 2003:2). Although the utility of case studies has been debated in the literature based on the fact that the findings cannot be generalized across cases, I felt it was the most appropriate method in this specific context based on the narrow scope of my research. AYICC-K and KYCN are used to represent a single

case based on the fact that they are interrelated bodies that share many of the same members and leadership team.

3.2 Sampling Method

For the purposes of this study, I utilized purposive sampling in which I sought out participants who represent the phenomena I wished to research. In this case, I purposively sampled individual members of the groups represented in my case study. This allowed me to seek out interviewees that were relevant to the questions being posed through my research (Bryman, 2008: 458). Additionally, I sought out two adults who are employed by the one of organization's benefactors in order to enrich my understanding of how the organization is able to operate and receive funding.

3.3 Participant Observation

Dewalt and Dewalt recognize participant observation as a way to gain insight into the phenomenon being studied from the point of view of participants (2002: vii). I choose to actively participate in the activities of the organizations within my case study and engage with the participants in order to gain a deeper understanding of the dynamics between Kenyan youth in an informal social setting. The initial use of participation observation encouraged me to constantly reassess my research questions as I became more familiar with the context, based on my observations and interactions with participants (Dewalt and Dewalt, 2002:13).

My initial point of entry to the research setting was by making contact with the African Youth Initiative on Climate Change Kenya (AYICC-K) through their Facebook page. Through this platform, I was able to message the group and express my interest in learning more about the work they are doing. Their Communications and Media Representative contacted me within one day and invited me to attend their weekly meetings that were held at the Central Branch of the YMCA in the capital of Nairobi. Meetings generally started later than the time stated and lasted for approximately 2 hours. The meetings followed a formal agenda in which items arising from the last meeting are discussed, events and activities are promoted, and orders of business are presented.

Initially, I assumed the role of observer in which I assessed the structure of the organization and how it operated. I learned that AYICC-K is in fact, a network of environmental groups and organizations that fall under the umbrella of the Kenyan Youth Climate Network to share experiences, collaborate on projects and learn from each other. Attendance at the weekly meetings varied, but on average approximately 15-20 youth would attend, some representing various groups and others simply curious about the work of AYICC-K and seeking to get involved.

Due to my extended presence in the field (September 2011- December 2011 and March 2012) and my participation in the We Have Faith – Act Now for Climate Justice youth caravan (November 2011- December 2011), I was able to establish a high level of rapport and even friendship with a number of the youth members of AYICC-K and KYCN. I choose to use an overt strategy in which I made my role as a researcher explicitly clear to the youth from the onset (Bryman, 2003: 403). I openly stated that I was a Masters candidate and I encouraged the participants to share their thoughts and experiences with me.

The use of participant observation acted as the starting point for my qualitative inquiry into the youth-led organizations. The insights I gained by participating in the activities of AYICC-K and KYCN including a large-scale, multi-country advocacy event, tree planting, public protests, and team building exercises have all shaped my understanding of the context in which the groups are operating. I was also able to identify key informants who held positions of leadership within the group to assist me to coming to a deeper understanding into the work of the groups.

3.4 Semi-Structured Interviews

My experiences as a participant enriched my ability to interpret the data I gleaned through other qualitative methods employed in this study. Throughout the process, I kept a field diary in which I would briefly jot down my observations and interpretations of reality, as well as the contact details of members I wished to interview later in my research. I engaged in informal interviewing during this time in which I sought to privilege the voice of my subjects and exert minimal impact on the flow of interaction (Bernard, 1995 in Dewalt and Dewalt 2002: 120). I came to understand

however, that in order to answer my research questions, I would have to exert more control upon the interaction through the use of semi -structured interviews (Dewalt and Dewalt, 2002: 122).

My main source of data was gleaned by conducting semi-structured interviews with a select number of participants of AYICC-K, its umbrella organization KYCN, and officials from one of their primary donors, Norwegian Church Aid (NCA). In total, 14 interviews with youth participants were conducted and 2 interviews were conducted with adult program officers of NCA. Interviews were conducted in English, as all of my research subjects were fluent in the language. I choose to conduct my interviews in a relaxed, conversational manner in a variety of settings including coffee shops, recreation centres, or in the subject's home. Although I did not offer monetary compensation, I provided beverages and snacks during the interview as a token of my gratitude.

I made it explicitly clear to my research subjects that I would be using these interviews as a source of data for my thesis. I asked for permission to record the interviews using a voice recording application on my mobile phone. I did not feel obtaining informed consent through signing an official document was necessary as the subjects we were discussing were not particularly sensitive in nature. All interviews were conducted using an interview guide, which directed the flow of the conversation and guided my thought process. It was not intended to follow rigidly but rather acted as point of reference in case the conversation lagged.

3.5 Data Analysis and Transcription

The recorded interviews were analyzed to draw out key themes in the data. The interviews were transcribed after I had left the field setting. Due to limitations with regard to the quality of the recordings and time constraints faced by myself as the researcher, interviews were not transcribed in their entirety but rather by themes. Thematic areas that emerged within the data were used to inform my understanding of the youth and organizational setting throughout the analysis.

3. 6 Quality Considerations

The nature of qualitative research makes it difficult to generalize your findings across another social setting (Bryman, 2008: 391). However, as Bryman states, “*the findings of qualitative*

research are to generalize to theory rather than to populations” (2008:391). Therefore, I will use my research to engage with an existing theory rather than craft a new theory out of my data. Due to the limited scope of this research, it is more practical to utilize an approach wherein my research can contribute to the broader field of knowledge on the subject.

In terms of evaluating my research, I apply the criteria of *trustworthiness* to my research as an alternative to the measures of reliability and validity in the case of qualitative research (Bryman, 2008: 377). Trustworthiness is made up of four criteria: *credibility, transferability, dependability, and confirmability*. To maintain the credibility of my work, I ensured I conducted my research in an honest manner, reporting my findings accurately and not fabricating knowledge. I also sought to achieve respondent validation by reporting my findings back to my research subjects for them to verify data. This ensures that their voices are being accurately represented in my research. Transferability is related to producing thick descriptions or rich accounts of the details of a culture that could contribute to the larger breadth of knowledge on the subject (Bryman, 2008: 378). I achieve this by incorporating ensuring the voices of my research subjects are adequately represented in the work. Dependability is achieved by keeping detailed records during the research process that could then be audited by peers to ensure that theoretical references are justifiable (Bryman, 2008: 378). Lastly, confirmability is the recognition that objectivity is not possible in qualitative research but that the researcher has acted in good faith and not let personal beliefs and values affect the outcome of the work. I achieve this through the recognition of my own reflexivity as a researcher and critically self-reflecting on how my own biases affect how I frame my research.

3. 7 Ethical Considerations

Most of the methodological issues arising from the study of youth discuss the role of the adult researcher in relation to their younger subjects (Best, 2007: 12). Issues of representation, interpretation, and authority come into play as the adult researcher negotiate their position between themselves and their subjects. As a young person studying a youth organization, I was in a strategic position to gain immediate access to the research setting and acceptance amongst its members. I was considered to be one of their peers and welcomed to participate in all aspects of

their work. However, it is essential not to downplay the inherent power dynamic that existed between my research subjects and myself. As a Caucasian female from Canada, I remained consciously aware of how I was perceived by my research subjects. To mitigate this dynamic, I embraced aspects of Kenyan social life by learning some basic Kiswahili phrases, eating traditional foods, and keeping my spending to a minimum. As noted by Best, “*gaining acceptance, establishing trust, and developing rapport are central to the ability to embed oneself within the lives and social worlds of those you study*” (2007: 21).

Throughout the process, I made an effort to recognize and manage my own biases. As a social scientist that is concerned about climate change and social justice issues, I was sympathetic to their cause and supportive of the work being done by AYICC-K and KYCN. Taking a postmodern stance, I maintained an ongoing awareness that myself as a researcher is implicated in the construction of knowledge rather than “extracting” knowledge from a social setting through conversations and observations (Bryman, 2008: 682). Lynch describes methodological self-consciousness as, “*taking account of one’s relationships with those whom one studies*” as a sub-meaning of reflexivity (in Bryman, 2008: 683). In this way, I tried not to let the personal relationships I had formed with my subjects form a bias when representing them in my research.

3.8 Limitations to the study

There are inherent limitations when employing a case study. Due to time constraints and financial limitations faced by myself in the field, it was impossible to interview all members of the organizations. The scope of the research was also limited to the Nairobi area, excluding members of the organizations located in other regions of Kenya. Moreover, the youth included in the research represent a small fraction of Kenyan society, due to their attainment of post-secondary or tertiary education. While the research does not claim to be representative of the entirety of youth in Kenya, it rather seeks to portray the individual and collective experiences of some of the youth who are active within the climate change movement.

It must also be noted that while the author made a concerted effort to include both males and females in the sample, interviewing female members of the organizations proved more

challenging. Of the fourteen interviews conducted, three were with females. Due to a number of factors including academic or familial commitments and financial limitations constraining ability to use public transportation, female youth appeared to have less time available during their day to sit down with me. While the gender breakdown within the organization was perceived to be equal, based on my observations of attendance at their weekly meetings, females also appeared to take less vocal roles in the organization by engaging in more behind-the-scenes work such as administrative and communications activities rather than facilitating meetings. Although beyond the scope of this research, further studies of the youth who engage in youth organizations would benefit from taking a gendered perspective that accounts for variations in male and female roles and the perceived benefits derived from participating in the organization, contrasting experiences between genders.

Chapter 4 - Theoretical Framework

4.1 Literature Review

Theories to explain the political phenomenon of youth mobilization in its own right remain scarce and thus I have chosen to consult a wider body of interdisciplinary research that examines the relationship between youth mobilization efforts and their individual development; a concept being advanced known as “youth organizing”. Youth organizing provides a lens under which to examine why young people take action for social justice goals and what they gain from the experience. As Larson states in his study of youth-driven development programs, “*organizing for social justice in some ways epitomizes the experience of young people producing their own development*” (Larson et al., 2005:56).

In light of the strong social justice element to youth organizing, themes of power and inequality come into play. These concepts are especially useful when understanding youth organizing in the context of the developing world. Youth now represent the largest percentage of the population in Africa (UNFPA, 2009). These youth are growing up in a time of rapid social, political and economic transformation in which many external forces are influencing their lives and creating power dynamics beyond their control (Abbink, 2005: 2, Blum, 2007: 230). Climate change

provides a useful example of this dynamic because those who are least responsible for its cause (in terms of carbon emissions) are now bearing the brunt of its impacts. If action is not taken today to adapt and mitigate the impacts of climate change on the most vulnerable populations, the inequalities perpetuated by climate change will only continue to intensify. The future health and livelihoods of youth are likely to be profoundly affected by the impacts of climate change when taking into account its perceived effects on agricultural productivity, human health and safety. Without question, the youth affected by this phenomenon should be educated and mobilized to take action. Although youth organizing has been identified as a particularly appropriate strategy for engaging marginalized populations in the United States, especially urban youth of colour, it may also be considered applicable to populations of youth across the developing world who find themselves disadvantaged based on their marginalized position within the global political economy (UN-DESA, 2010: 30).

Youth organizing explicitly acknowledges the marginalized social and political status of young adults by attempting to challenge political systems and structures perceived to be oppressive. In this way, youth organizing seeks to alter power relationships, create meaningful institutional change while enabling youth development outcomes. In many ways, youth organizing goes beyond addressing the immediate developmental needs of young people and rather contributes to overcoming the broader societal challenges they face (Sherwood and Dressner, 2004: 7).

Youth organizing can trace its roots to Alinsky's (1968) model of community organizing which is based upon an action-strategy and tactics to achieve a goal. Strategies of youth organizing are driven by two equally important objectives – progress towards a social justice goal and empowerment of the community taking action (Sherwood and Dressner, 2004: 21). Although youth organizing is primarily about changing external social conditions, the youth involved also have the opportunity to realize some individual benefits in the process, benefits that can be considered positive youth development outcomes (Sherwood and Dressner, 2004: 26).

4.2 Social Justice Youth Development

The interrelationship between the two components of youth organizing has been conceptualized in a number of ways in the literature. One such concept is Social Justice Youth Development (SJYD), an approach to youth development that allows youth to identify and challenge oppressive social forces that bear on their lives (Ginwright and Cammarota, 2002, Ginwright and James, 2002). By employing a social-ecological understanding of youth development, SYJD advocates an analysis of how young people are impacted by larger political, economic, and social forces (Ginwright and Cammarota, 2002: 85). Central to SJYD is the relationship between critical consciousness and social action (Ginwright and Cammarota, 2002:87). Defined as, “*an awareness of how institutional, historical, and systemic forces limit and promote the life opportunities for particular groups*”, critical consciousness is a way in which young people can explore and make sense of their social world by understanding underlying sources of oppression that influence their lives (Ginwright and Cammarota, 2002:87). Through social action, young people then challenge oppressive social forces through collective efforts to overthrow systems of power. This interdependence between critical consciousness and social action is a concept known as praxis. Advanced by Friere (1993) as “reflection and action upon the world in order to transform it”, praxis fosters awareness across three levels: the self, social, and global. Awareness comes through the critical analysis of the causes of social problems they experience within their communities (Ginwright and Cammarota, 2002: 90). At its core, SJYD pushes youth development theory to account for the interrelated social, economic, and political forces influencing the lives of youth by encouraging youth to develop a critical consciousness regarding the roots of social injustice. By shifting the focus from individual and psychosocial conceptions of youth development, SJYD accounts for the sociopolitical and economic factors that impede development and foster inequalities. As Ginwright and Cammarota claim, “*we become closer to our humanity and agents of our own development when we reflect and act to transform the conditions influencing our existence*” (2002: 87).

4.3 Youth Engagement Continuum

Another way to envision the relationship between youth organizing and positive youth development is through the Youth Engagement Continuum developed by the Funders

Collaborative on Youth Organizing (see Figure 1). Youth organizing is considered the pinnacle of youth engagement strategies because it comprises elements of youth development, youth leadership, and civic engagement within one approach. Moving beyond the “youth services” method of engagement that envisions young people as clients with individual problems that must be prevented, the continuum moves across five youth engagement strategies which progress from intervention, development, collective empowerment to eventual systemic change within the youth organizing approach (LISTEN, Inc, 2002: 10).

The Youth Engagement Continuum reflects how strategies of youth engagement have undergone enormous transformations to encapsulate not only the socio-psychological dimensions of development but also the organizational and institutional dimensions that can contribute to positive youth development (PYD) (LISTEN, Inc, 2000: 9, Sherwood and Dressner, 2004: 5). The concept of PYD emerged in the mid 1980’s to counter the prevailing strategies of youth development that problematized youth and the challenges they face by classifying youth based on pathologies, focusing on prevention rather than their holistic development (LISTEN, Inc, 2000: 6). Based on the understanding that youth do not develop assets simply by avoiding risky situations and behaviours (drug use, sexual activity, criminal activity), PYD recommends that youth be given opportunities to engage in leadership development and civic engagement. As an engagement strategy, youth organizing encapsulates these two elements because it relies on the power and leadership of youth to act upon issues that affect themselves and their communities (LISTEN, Inc, 2000:9). Research conducted by Christens and Dolans supports this assertion by claiming that youth organizing facilitates positive outcomes for the individuals involved, specifically through leadership and sociopolitical development (2011:538).

4.4 Organizational Setting

In youth organizing, youth are active producers of their own development. Particularly, youth-led initiatives are settings in which young people assume active leadership and decision making roles to achieve their own social justice goals (LISTEN, Inc, 2000: 10). In successful youth organizing initiatives, youth and organizational development occur simultaneously through the same set of social processes (Christens and Dolan, 2011: 36). Defined as, “*interactions between*

people and their environment”, social processes can include leadership development and peer and youth-adult partnerships (Tseng and Seidman, 2007: 219). These specific social processes contribute to setting-level outcomes at both the organizational and individual level. Setting-level outcomes indicate, “*how well the organization is functioning at a particular point in time*” and includes the organization’s ability to sustain itself, implement projects, and produce development outcomes among its participants (Christens and Dolan, 2011: 36). Therefore, it is through the ‘reciprocal transactions’ occurring between the organizational setting and the youth themselves that produce development outcomes (Altman and Rogoff, 1987 in Christens and Kirshner, 2011: 37).

4.5 Model of Analysis

For the purposes of this study, youth organizing will be conceptualized based on its two basic premises – (1) actions towards social justice and (2) positive youth development. The social justice element of youth organizing is examined by framing the young people’s perceptions of climate change as an issue of social justice as well as their perceptions of themselves as Kenyan youth within the broader global struggle against climate change. SJYD will be used as a conceptual tool to analyze how youth understand, interpret and act upon the sociopolitical and economic outcomes of climate change that are impacting upon their lives.

Following the Youth Engagement Continuum (Figure 1), youth organizing encompasses components of youth development, youth leadership and civic engagement. My analysis will explore certain elements of these dimensions occurring within the organizational settings of AYICC-K and KYCN. PYD advocates the notion that youth must shape their own development outcomes, thus it is appropriate to analyze how youth-led organizations are contributing to the development of their members while reciprocally building their organizational capacity (Christens and Kirshner, 2011:35). My research specifically examines the inputs that enable PYD within AYICC-K and KYCN by drawing upon elements of the Continuum that contribute to the collective empowerment of youth. Specifically relating to their ability to participate in mutual relationships with adults and peers through supportive partnerships and engage in leadership and decision making activities (LISTEN, Inc, 2002: 10).

Chapter 5 - Analysis

For the purposes of the analysis, theories surrounding youth organizing shape how I understand and present my findings. The first section answers the question of how youth perceive and articulate their understandings of climate change in relation to broader issues of social justice using the SJYD framework as an analytical model. This will serve as a foundation to understand how they have chosen to respond to climate change through various engagement strategies in the second stage of the analysis. Following the youth Engagement Continuum, the third and final stage of the analysis will lead into a discussion of what they have personally and collectively gained by participating in the organizations. Lastly, the analysis will conclude with a discussion of youth organizing and the limitations to the approach in adequately addressing the experiences of young people in Kenya.

The proceeding data analysis is conducted in three phases in order to answer my research questions:

1. How do Kenyan youth perceive and articulate the concept of climate change?
2. How are Kenyan youth responding to climate change?
3. What do the youth gain from engaging in these activities?

5.1 Youth Organizing for Social Justice

Research Question (1): How do Kenyan youth perceive and articulate the concept of climate change?

Employing a social ecology approach, SJYD explicitly acknowledges how economic, social, and political forces influence young people and their development. Addressing the root causes of community problems that create and perpetuate inequalities is a critical component of SJYD (Ginwright and Cammorta, 2002: 85). For the youth included in my sample, climate change is understood as the root cause of many of the observed societal issues occurring within Kenya today.

Based on the youth's observations, the impacts of climate change are being seen and felt in Kenya more than other places, particularly compared to the developed world (Omondi, 2012). As Nelson iterates, *"We are experiencing many changes in climatic patterns, especially in Kenya...mainly relating to drought, delayed rainfall, decrease in food production"* (Okano, 2012).

For the youth, changing weather patterns is the most commonly observed impact of climate change (Okano, 2012, Omondi, 2012, Sims, 2012). Specifically in a lack of expected rainfall, which has had profound societal implications. Several youth cite the drought and resulting famine that has devastated the Horn of Africa³ during the past year, indicating the lack of precipitation as a contributing factor (Asiti, 2012, Okano, 2012). Spawning a massive humanitarian crisis in the region, another youth points to the emerging phenomenon of "climate refugees" who inhabit Kenya's Dhadhaab refugee camp (N'gan'na, 2012).

The youth emphasize that although they can articulate climate change in scientific jargon, their understandings of climate change are rooted in local understandings based on observable phenomena (Omondi, 2012). For youth living in the urban Nairobi area, the impacts of climate change are not being felt as directly as in the rural areas. However, some of the youth maintain connections to the rural homes where their extended families continue to inhabit (Asitit, 2012, Adikwu, 2012, Gichamba, 2012). Their point of reference on the impacts of climate change comes from the experiences of their relatives who are engaged in agricultural production to provide their livelihood (Asiti, 2012, Adikwu, 2012). As Michael indicates,

"I came from an agricultural area. It used to be the food basket of Kenya⁴. Most of the people out there are farmers, my family is a farming family. Now they can't get anything out of the soil, out of the ground, because of the poor rainfall" (Adikwu, 2012).

³ 13 million people are projected to require humanitarian assistance across Ethiopia, Somalia, Djibouti, and Kenya (Klaus, 2012).

⁴ Referencing the North Rift Valley region of Turkana, an area that has experienced significant periods of drought due to below-average rainfall since 2009 (USDA, 2009)

When asked how he is being personally affected by climate change, Vinny points to the rising cost of basic commodities, especially maize meal, a dietary staple the majority of Kenyans depend on to meet their basic nutritional needs (Gichamba, 2012). The statement can be considered illustrative of the experiences of many urban youth, who form the majority of my sample. While not directly engaged in agricultural production, they are the consumers of agricultural products and feel the financial strain when prices rise as a result of interrelated factors such as drought, crop failure, and poor market conditions.

One youth who originates from the coastal region of Mombasa indicates how climate change has resulted in depleting fresh water resources, placing a greater economic burden on him and other families living in the region.

“Provision of fresh water is challenging because water is unaffordable. A 20 litre gerry can of water in Mombasa goes for 100 Kenyan Shillings⁵ /.../ That is 50 times what it is supposed to cost” (Okano, 2012).

As a human right set forth by the UN’s General Assembly, access to clean water and sanitation is considered fundamental for sustaining a life of dignity (United Nations, 2010). As access to water resources in Kenya continues to decline, human development is likely to be impeded when considering how water scarcity can have disparaging impacts on human health and agricultural productivity (UN-DESA, 2010: 34).

The impacts of climate change on human health are of particular concern for the youth included in my sample. One points out the increasing prevalence of airborne diseases but the increased number of cases of malaria as a result of climatic variations in Kenya is cited most frequently (Adikwu, 2012, Gichamba, 2012, Okano, 2012). Supporting research conducted shows that seven times more people are contracting the disease than ten years ago in the Central Highlands region on the slopes of Mount Kenya due to rising average surface temperatures (Guardian UK, 2009). Further research conducted by the WHO concludes that it is ‘highly likely’ that the geographical

⁵ 1.20 USD / 8.25 SEK based on current foreign exchange rates on May 9th, 2012.

distribution of malaria resulting from climate change will increase the number of malaria-related deaths and contribute to the widening of the malaria transmission zone across the developing world (Page, 2006: 41). Further reinforcing inequalities between nations, the World Health Organization estimates that presence of malaria can significantly reduce a nation's Gross Domestic Product as a result of its economic and health impacts on the productive labour force (Page, 2006: 41). Therefore, individuals living in developing countries like Kenya are particularly vulnerable to the impacts of climate change due to their government's limited institutional capacity to provide effective prevention (mosquitoes nets) and treatment methods to affected populations (WHO, 2011: 133).

Based on the aforementioned societal impacts of climate change perceived by youth, there is a collective understanding that as young people, their generation will experience the impacts of climate change more profoundly than their parents ever have. Based on the previous discussion, failing to address the impacts of climate change today through mitigation (modifying human practices to fit in better with climate changes based on where and when they occur) and adaptation (prevention of avoidable climate change) poses a potentially major threat to the future health and livelihoods of young people living in Kenya (Page, 2006: 7). Humans rely on the life supporting systems that the earth's atmospheric conditions provide. Climate change is disrupting these natural systems to an extent that adverse impacts are already being felt in Kenya. The youth understand that "*Africa is suffering*" from climate change and "*Poverty and lack /.../ has helped us understand what climate change is*" (Gichamba, 2012, Omondi, 2012). Unless action is taken to address the causes and consequences of climate change, youth alive today and future generations are likely to face significant human development challenges that are still largely unknown to them (UN-DESA, 2010:44).

As Richie states, "*climate change is an issue of the future...we don't know what will happen to us*" (Omondi, 2012). The youth speak with a sense of immediacy, emphasizing the need to take action now. For them, climate change is a highly personalized concern because it has the potential to impact themselves and their futures negatively should its impacts not be properly mitigated.

Summary of Findings

Youth articulate their understandings of climate change by drawing upon their knowledge of its human implications, specifically the socio-economic dimensions including human health and resource scarcity. Drawing these findings back to SJYD highlights how they perceive climate change to be inextricably linked to the societal challenges they observe in Kenya. Youth situate their understandings of climate change and environmental degradation within larger social and economic processes of inequality in terms of who has and will bear the cost of its impacts. Employing a social- ecological understanding of the environmental context of Kenya has fostered a sense of awareness of the circumstances facing themselves and their fellow Kenyans with regards to the impacts of climate change. Based on their identity as youth living on the African continent, they exhibit a strong sense of awareness in terms of how their geographical location means that they are particularly vulnerable to the impacts of climate change. Several youth emphasize the need to bring a justice perspective into the global climate change discussions (Adikwu, 2012, Gichamba, 2012) *“If you look at it from a justice perspective, for Africa, already the effects are being felt, in terms of agriculture, in terms of living standards”* (Gichamba, 2012). Therefore, understanding climate change as a social justice issue provides an ideological point of departure for youth to understand how the changes occurring within their environment will affect them and provides a foundation upon which to take action.

5.2 Responses to Climate Change

Research Question (2): How are Kenyan youth responding to climate change?

Youth organizing provides a platform for youth to act upon their analysis of the social conditions affecting their lives. Understanding how youth articulate climate change as a social justice issue leads into a discussion of how they have chosen to address climate change through various mobilization strategies. It is suitable to utilize SJYD as an entry point for this discussion based on its assertion that, *“youth are subjected to political decisions that impose significant constraints and become important reasons for resistance”* (Ginwright and Cammarota, 2002: 87). Their mandate of promoting the inclusion of youth voices from the global south in international climate

change policy negotiations is understood as an element of social justice, mainly by ensuring that those who will be most affected by the impacts of climate change are represented in the decision making processes that directly affect their future (UN – Joint Framework on Children, Youth and Climate Change, 2010: 5). The work of AYICC-K and KYCN attempts to engage in this process by, “*ensuring the inclusion and active participation of more African youth in the climate change debate and increasing youth awareness on climate change*” (AYICC, 2009).

The main activities they undertake to reach their objectives involve actively participating in climate change negotiations as both members of the youth constituency (YOUNGO)⁶ and official youth delegates in the Kenyan government delegation within the UNFCCC process, staging advocacy campaigns, holding petition drives and protests within Kenya (Personal Observation, 2011).

Drawing back to one of SJYD’s main concepts, the praxis between critical consciousness and social action requires awareness to progress through multiple levels: the self, social, and global (Ginwright and Cammarota, 2002:90). The youth surveyed exhibited these forms of awareness in varying degrees. At the level of self, young people are encouraged to explore how “*forms of identity are closely tied to systems of privilege and oppression through the use or misuse of power*”(Ginwright and Cammarota, 2002: 90). In the context of Kenya where youth have traditionally been excluded from the political process, there is an emerging awareness that the youth must be transformed from subjects into citizens who are actively engaged in their country’s political transformation (Mbole, 2012,). Davida identifies how “*historically youth have been used*” by the political elites in Kenya through the ‘youth wings’ of political parties (Wainaina, 2012). He continues by saying that the political elites have co-opted youth by, “*paying them a bit of money to get them to do what you want*” (Wainaina, 2012). Several of the youth are also aware of the institutional barriers to political participation that originated during the colonial era. The following quote illuminates how a Kenyan youth perceives his country’s political heritage:

⁶ YOUNGO is named given to the youth constituency under the UNFCCC to encourage the effective participation of youth in the negotiation process (UN Joint Framework Initiative on Children, Youth and Climate Change, 2010: 10).

“Kenya has a history in the colonial heritage. There was no accountability as citizens because we were subjects of the Queen /.../ When we became independent the accountability regime remained in the same way. We had an imperial President to whom he felt we should be accountable to him. If you sucked up well you had privileges, you had access to resources, to positions, to income, to status /.../ That became the status quo” (Sande, 2012).

Reversing the accountability regime still remains a challenge for Kenya. While corruption and nepotism continue to pervade Kenyan politics, some of the youth acknowledge that they wish to initiate a societal transformation in which youth become actively engaged in civil society to hold their government accountable to their demands⁷ (Asiti, 2012, Minai, 2012, Wainaina, 2012). When youth understand how their identity is connected to power relationships, they develop a self-awareness of how oppression and privilege define their struggles for self-determination (Ginwright and Cammarota, 2002:89). In this case, the youth acknowledge how as young people they have been historically marginalized from engaging in the political process, *“youth in Africa are in dire need for a voice, in dire need for their voices to be heard. This hasn’t been given”* (Minai, 2012).

Moving beyond self- awareness, social awareness is based on a critical analysis of how institutions can be more responsive to the needs of youth (Ginwright and Cammaorta, 2002: 90). Josh notes how there was a gap in how civil society and government were trying to mitigate and adapt to climate change because youth were lacking in the process (Minai, 2012). AYICC-K has attempted to engage in this process by formulating their own policy positions on climate change issues and advising the government on their recommendations.

Social awareness places emphasis on community problem solving that raises questions about the roots of social inequality. By analyzing conditions within their own communities, youth identify

⁷ Kenya ranked 154 out of 182 countries on Transparency International’s Corruption Perceptions Index in 2011 with a score of 2.2. 0 means that a country is perceived as highly corrupt (Transparency International, 2011).

ways in which they can change conditions of inequality and underrepresentation. As a result of this social awareness, youth are identifying how institutions can be more representative of their voices and are pursuing strategies to engage with the policy makers who form the government. In particular, the youth point to AYICC-K's engagement with the Office of the Prime Minister of Kenya who has partially funded their last three National Youth Conferences on Climate Change (Gichamba, 2012, Asiti, 2012). The youth largely speak favourably of their relationship with the Office, particularly during COP 17 when two youth members of AYICC-K formed part of the Government Delegation during the negotiations (Waithaka, 2012). According to Josh, that has been the greatest opportunity afforded to the youth so far (Minai, 2012). In his words,

“We have seen the government opening doors for us to try and engage us in issues. This year, the government has been calling us to preparatory meetings for Rio+20, Post COP17 meetings because they saw what we as youth could do [in Durban]” (Minai, 2012).

Through their engagement with the government, the youth are exposed to the institutional challenges inherent in climate change policy formation and implementation, especially in the international arena through the UNFCCC process. They understand that climate change negotiations are “*very political*” and wish “*politicians would take us [youth] more seriously*” (Gichamba, 2012). In terms of influence, they question how seriously the voices of youth are taken into account within international negotiations.

“I think in terms of policy, we were not as influential as I would have wanted us to be /.../Again the challenge is that as youth we do not have, [corrects himself], ok we do have a constituency within the UNFCCC, but then again how important is that constituency? We've been given a political space but we do not and cannot influence” (Omondi, 2012).

Despite these institutional barriers, the youth are motivated to continue to engage with climate change issues. They acknowledge the importance of identifying and engaging with key decision makers in order to influence government (Omondi, 2012). Several youth cite Kenya's recently deceased Environment Minister John Michuki as an important adult ally (Asiti, 2012, Gichamba,

2012). By identifying and targeting power holders within the Kenyan government, the members of AYICC are enacting a key principle of SJYD; analyzing power in social relationships (Ginwright and James, 2002: 34). An outcome of this process is the development of sociopolitical awareness on how youth can transform arrangements within public institutions by identifying channels of influence. Exhibiting critical thinking regarding sources of power allows youth to attempt to initiate systemic change within institutions. However, with the Kenyan general election scheduled for 2013 Richie laments that, “*we will have to establish another channel*” (Omondi, 2012).

For the youth involved with AYICC-K and KYCN, they see their work as transcending national borders as they network with youth from all over the world during international climate change forums, most recently during the 7th Annual Conference of Youth (Personal Observation, 2011). As demonstrated through their extensive networking, information sharing, and coalition building, Kenyan youth involved with AYICC-K and KYCN understand that their capacity to address climate change lies in the collective action of youth from across the world. Entering the final stage of critical consciousness, the youth have cultivated a global awareness that climate change is a global phenomenon that has caused suffering for people across the world (Ginwright and Cammarota, 2002: 90). Global awareness comes by envisioning how their struggles connect with others by engendering themselves within the larger global community. Vinny acknowledges that Kenya is not alone in experiencing the impacts of climate change. He draws attention to Bangladesh and the Small Island States as particularly vulnerable (Gichamba, 2012).

Fostering global awareness is particularly relevant when addressing climate change as Richie acknowledges, “*there is no way you are going to combat climate change in Kenya. It has to be a global action*” (Omondi, 2012). This statement echoes a resounding theme across all my interactions with the youth. They all emphasize the need to engage more youth from across the world to engage in the fight against climate change through collective action. Josh knows that, “*youth globally and in the Diaspora need to be part and parcel to what we are doing here*” (Minai, 2012).

Globally, youth should be mobilized to engage with their political leaders to influence governments during climate negotiations and policy formulation. When questioned about what he would like to see AYICC-K and KYCN achieve in the future Davida replies, “*Change the world. Mobilize youth from all over the world /.../ The question of how we motivate youth for action is basically our future*” (Wainaina, 2012).

Summary of Findings

Youth involved with AYICC-K and KYCN are responding to climate change by attempting to influence institutional sources of power within government across the national and international level. By employing a critical analysis of their social reality, youth are equipped with the knowledge and understanding of how systems of power influence their lives and what strategies they can use to address them. An historical awareness of how they have been politically marginalized provides the foundation for action by which they seek representation within policy dialogues. Situating their struggle within larger global processes of inequality perpetuated by climate change has shaped a global awareness that youth from all over the world must be engaged and mobilized for action.

5.3 Positive Youth Development

Research Question (3): What do youth gain from engaging in these activities?

Youth organizing is increasingly becoming recognized as a multidisciplinary intervention that weaves actions for social change with PYD (Christens and Dolans, 2011: 544, Sherwood and Dressner, 2004: 9). In many ways, the experiences articulated by AYICC-K and KYCN members exemplify elements of PYD in several key areas. By engaging in the organizations, the youth have access peer mentorship, leadership development opportunities, and youth-adult partnerships; all of which have the demonstrated capacity to contribute to PYD (LISTEN, Inc, 2002: 10, Zeldin and Camino, 2003). In successful youth organizing initiatives, youth and organizational development can occur simultaneously through reciprocal transactions that occur between individual participants and the youth organizing setting (Christens and Kirshner, 2011:37). Based

on this premise, I engage in a multi-level analysis of the identified PYD outcomes perceived as benefiting not only the youth participants but in also contributing to the overall success and sustainability of the organizations themselves.

5.4 Volunteerism

Engaging in volunteerism is the entry point by which the youth begin their engagement with the organizations. It provides the channel through which youth can access positive youth development attributes such as mentorship, leadership development, and youth-adult partnerships.

My observations indicate that the youth involved with AYICC-K and its parent organization KYCN represent a highly capable and motivated group of individuals who are committed to achieving success (Personal Observation, 2012). Their dedication to achieving personal and organizational goals is exemplified by the hours of un-paid volunteer service they commit to the organization. Beyond attending weekly meetings, the youth identified other forms of engagement which include planning working groups activities (tree planting, educational outreach, advocacy activities), meetings with partner organizations, interacting on social media platforms, liaising with other continental chapters of AYICC, and participating in public events, campaigns, and demonstrations (Personal Observation, 2011).

It is evident that the participants take their work within the organization very seriously and approach it like they would full-time employment. Some of the sampled youth mention the widespread unemployment they see in Kenya, especially among the young people (Okano, 2012, Omondi, 2012, Wainaina, 2012). They perceive their involvement as a way to spend their time until they find formal employment. Increasingly being recognized in Africa as a way for youth to overcome the barriers imposed by the shrinking labour market, volunteerism allows youth to build individual competencies (UN-DESA, 2007:105). In this way, volunteerism gives youth valuable experiences that can later be used to search for meaningful employment opportunities (Maniam, 2004: 306). As Richie suggests,

“You realize that when you’re looking for a job, education is not enough. They’ll definitely be asking how many years have you had experience. If the employer wants experience before you start working the only option left is to volunteer” (Omondi, 2012).

For youth engaged in AYICC-K and KYCN, they have the opportunity to develop specific capacities in project management, meeting facilitation, and in oral and written communication strategies (Okoth, 2012, Wainaina, 2012). The tangible benefits gained through volunteering including the formation of new skills and social competencies enhance their marketability in the job market (Maniam, 2004: 306). According to Sherwood and Dressner, employer-friendly attributes that develop through participation in youth organizing activities can be considered definite positive youth development outcomes (2004: 9). As another youth emphasizes:

I think the experience I have been able to get here over the three years now will help me or will enhance my chances of getting a job, the kind of job I want” (Auko, 2012).

Although the potential developmental benefits afforded to youth through volunteering are evident, they are also aware of its inherent challenges. They recognize the financial burden of volunteering. As former university students living independently in Nairobi, the youth are responsible for their own financial upkeep including rent, food, and transportation expenses (Personal Communication, 2011). The youth must rely on funds received through their family members or by pursuing informal employment opportunities in order to support themselves (Omondi, 2012, Waithaka, 2012, Wainaina, 2012).

At the organizational level, relying on youth volunteers to conduct activities is both beneficial and problematic. While the youth exhibit tremendous energy and enthusiasm towards carrying out the organization’s activities, some also question the long-term sustainability of their engagement. Due to the lack of financial compensation available to them, one notes, *“I can’t volunteer for ten years”* while another notes, *“I definitely have to leave and go look for employment eventually”* (Auko, 2012, Omondi, 2012).

As a youth-led organization that relies on the dedication and commitment of young volunteers, they realize that their activities can be improved upon by identifying the right people to come on board in order to ensure the long-term sustainability of the organization (Wainaina, 2012). From the perspective of the former Chief Coordinator of AYICC-K, *“the change has to been there if you want to remain a volunteer organization. You have to know that you can’t have people forever. People will be coming in and leaving”* (Auko, 2012). Based on this fact, AYICC-K and KYCN pursue several processes that have seemingly contributed both to the positive development of its members as well as to the overall sustainability of the organizations themselves. These processes; peer mentorship as a vehicle for leadership development and youth-adult partnerships are further elaborated below.

5.5 Peer Mentorship and Leadership Development

Youth organizing groups can be viewed as a context in which natural mentoring between generations takes place (Christens and Kirshner, 2011: 32). Identified as *“a structured and trusting relationship between an adult or older youth and a young person in which the mentor provides guidance, support and encouragement to the mentee”*, mentorship within AYICC-K facilitates learning by exposing youth to the various roles young people can take on within the organization. From an applied human development perspective, mentoring relationships have also been identified as crucial supports to positive developmental outcomes in adolescence (Christens and Kirshner, 2011: 32).

Among the three youth interviewed who currently hold positions on AYICC-K’s 2012 Lead Team, all note the importance of receiving mentorship early in their engagement with the organization (Asiti, 2012, Omondi, 2012, Wainaina, 2012). As products of mentorship, they are grateful for the skills and knowledge they have gained as a result of sustained relationships with mentors (Omondi, 2012). One of AYICC-K’s founding members speaks with a sense of pride when he refers to the work of several of the youth he has personally mentored, *“If you look at people coming in, there is a high turn over and not in a negative way, they taking on leadership roles and running away with them”* (Waithaka, 2012).

In his role as Chief Coordinator of AYICC-K from 2009 thru 2011, George emphasizes how mentorship was part of his mandate.

“It was something I really tried encouraging. We called it “Adopt- a –Member” /.../ Where you work closely with someone who could grow in terms of skills, in terms of professional skills” (Auko, 2012).

Intentionally developing each other as leaders is considered a distinctive feature of youth organizing, according Christens and Dolan’s study of an organizing group in California (2011:539). AYICC-K has established a Shadow Lead Team whose mandate is to provide support to the elected leaders of the various program areas (Auko, 2012). For the youth who currently hold or have held leadership positions, they understand the need to foster leadership capacities among the younger generations (Auko, 2012, Omondi, 2012, Wainaina, 2012, Waithaka, 2012). As Linden and Fertman suggest, *“leadership is not viewed as an exclusive category, static and monolithic; rather, from the youth-led organizing perspective, all youth are considered leaders”* (1998). George agrees that,

“So many people have the potential of being leaders but it’s not just about the position they hold /.../ it’s about their skills, growth in terms of development and in their professional work” (Auko, 2012).

Sherwood and Dressner identify another key strategy in community organizing and its offshoot youth organizing as generational investment (2004:22). Preparing the next generation of activists is crucial for sustaining the influence and momentum of any social movement. Mentorship is a form of generational investment that has proven to be effective in engaging new members’ own leadership capacities to eventually assume higher levels of responsibility within the organization (Auko, 2012, Omondi, 2012, Waithaka, 2012). As Richie states,

“We try to get youth who are willing to learn and then in that process you work with them in every activity you undertake so that when you leave you’ll have someone that will be left in a position to take up leadership” (Omondi, 2012).

A large number of the youth cite intentional peer mentorship as a crucial factor contributing to the overall success and sustainability of AYICC-K. When questioned about the ongoing sustainability of AYICC-K and its activities, George points to mentorship as a key component in the organization’s longevity. Since its formation in 2006, AYICC-K has undergone successive changes in leadership, with some members of the older generation moving on to pursue work within the United Nations system (UN-Habitat, UNEP) as well as post- graduate studies at Oxford University in the United Kingdom (Auko, 2012). Although some former members of AYICC-K have matured and moved on, they still serve as valuable resources to the current lead team. Several of the youth sampled identify how they value the knowledge of the older generation as they are regularly consulted regarding organizational matters (Asiti, 2012, Omondi, 2012).

Summary of Findings

Peer mentorship between members of AYICC-K and KYCN build upon the capacities of their members to assume higher roles as leaders and decision makers within the organization. Mentorship contributes to building authentic leadership opportunities for youth through knowledge and skill development (LISTEN, Inc, 2002: 10). Although receiving mentorship and leadership development can both considered aspects of PYD in their own right, additional organizational-level outcomes are also realized in the process (Sherwood and Dressner, 2004: 22). In the context of AYICC-K and KYCN, peer mentorship exemplifies how it is the ‘reciprocal transactions’ that occur between the organizational setting and the youth themselves that enable leadership capacities of youth, contributing to strengthening the organization by ensuring its continuity. Therefore, leadership development as a source of collective empowerment can be realized by building supportive partnerships between peers through mentorship (LISTEN, Inc, 2000: 16).

5.6 Youth – Adult Partnerships

Supportive youth- adult partnerships also serve an important role in enabling and supporting youth organizing activities achieve development outcomes. This section examines how youth-adult partnerships operate in practice by exploring the perceptions of individual youth and two of the adult program officers they often work alongside (Sherwood and Dressner, 2004: 27). The relationship between the youth members of KYCN and their host organization NCA illustrates to a certain extent how youth-adult partnerships work to their mutual benefit by enhancing both organization’s ability to carry out its activities and foster positive youth development attributes in the process.

Within youth organizing, youth-adult partnerships serve to support the activities developed for and by youth (Camino, 2000: 12). Considered to be,

“A fostered relationship between youth and adults where both parties have equal potential in making decisions, utilizing skills, learning from one another and promoting change through civic engagement, program planning and/or community development initiatives” (Zeldin, 2002: 47).

A body of research points to the potential value of establishing youth-adult partnerships to achieve common objectives (Zeldin, 2002: 47, Zeldin et al., 2000: 8). As Grey and Hayes identify, “the root of all successful youth engagement efforts are strong partnerships with adults who recognize and support the inherent value that young people bring to the table” (2008: 21).

When NCA’s Kenya Programs Coordinator was given the task of researching and developing an appropriate climate change engagement strategy for his organization in 2008 he quickly realized that the climate change agenda requires change agents who have energy and enthusiasm (Mbole, 2012). In his words,

“It became clear to us right at the onset that the youth, the younger generation, are the legitimate stakeholders to engage with. Because climate change is an issue of the future /.../ The greatest

impacts of climate change, if not resolved, will impact the next generation. So that is where we started from” (Mbole, 2012).

NCA’s engagement with KYCN began in 2009 following Kenya’s second annual National Youth Conference on Climate Change. Hosted by NCA, the conference served as a mobilizing forum to educate young people and provided a platform for networking. During this period, representatives from a number of environmental organizations in Kenya (including AYICC-K) came together to work under the banner of KYCN. It became a platform in which each group brought different experiences and capacities to address climate change to the table. NCA now serves as KYCN’s host organization by providing both in-kind (use of their facilities) and financial (funding of activities) support (Personal Communication, 2011). Incoming funds from additional donors (including Office of the Prime Minister of Kenya) are managed entirely by NCA’s Accounting department. Justification for this arrangement is based on the fact that NCA has, *“institutional experience handling large amounts of funds and systems in place to ensure accountability”* (Abukar, 2012). This has helped overcome a barrier to leveraging resources, which remains an obstacle for many youth organizing groups (LISTEN, Inc, 2002: 21, Sherwood and Dressner, 2004: 148). In the words of Davida, *“donors are a bit apprehensive with regard to youth organizations /.../ There is an issue of trust /.../ There is a mistrust when it comes to youth”* (Wainaina, 2012).

According to NCA’s Statement of Principles, the organization prioritizes a rights-based approach to development based on the analysis of power relationships in which those who have legitimate claims (rights holders) and those who have the responsibility to honour these (duty bearers) are identified (2008:11). Within this approach, the youth are identified as rights holders who should have a stake in the future while NCA positions itself as the duty bearer with moral and ethical obligations to uphold their rights. Mr. Mbole recognizes how NCA’s engagement with the youth of KYCN has brought authenticity to the organization by helping them to effectively realize their rights-based mandate. He questions:

Why do we have to be the ones who speak on behalf of the rights holders? Why don't we create spaces for rights holders to interact and if a consensus builds then help give that consensus a platform to articulate itself? In that way we don't have to struggle with legitimacy and being authentic. So long as the process of enabling the right holders is well managed, well facilitated, the ultimate outcome is authentic (Mbole, 2012).

Thereby, engaging youth in a decision making dialogue has brought authenticity to NCA, a finding that shared by Zeldin et al., who found that young people often help to clarify and bring to focus the organization's mission (2000:9). Additionally, their findings reveal that involving youth can also contribute to changing the perceptions and attitudes of adults, as they begin to perceive youth as competent, legitimate contributors to the organization (Zeldin et al., 2000:8). A finding that is reiterated by Mr. Mbole, *"I felt my program objective of articulating the [climate change] advocacy agenda was being effectively realized by engaging and involving youth to take charge and make decisions, so they played that part"* (2012).

On the other side of the partnership, when adults engage youth in decision making roles it has the power to maximize their sense of community while simultaneously ensuring they become active agents in their own development (Zeldin, Camino, and Mook, 2005: 122). Research also suggests that involving youth in shared decision making and actions alongside adults can promote youth development while delivering organizational outcomes (Zeldin, Camino, and Mook, 2005: 122). In many instances, adults play an invaluable, albeit periphery role in enabling youth organizing by facilitating access to resources and providing mechanisms for accountability including financial management (LISTEN, Inc, 2010: 15). As an intermediary, NCA also provides the youth with skills by offering leadership training exercises, capacity –building, and knowledge development (AYICC, 2009). They also host an annual retreat for the members of KYCN to critically reflect on their work and strategically plan for their future activities (AYICC, 2011).

My findings suggest that the youth view their relationship with NCA very favourably. They understand that in order to work in a society they must cooperate with traditional organizations comprised of adults. When asked to reflect upon how cooperation with NCA works in practice,

Richie states that, “*normally everything is initiated by the youth*” (Omondi, 2012). They enter into a dialogue regarding what they wish to achieve and how NCA can best support their activities. Several mention how their partnership with NCA has brought their organization a certain level of legitimacy, which is not typically found among youth-led groups in Kenya (Wainaina, 2012, Omondi, 2012).

“We are working on climate change issues which have scientific dimensions and at some point you lack knowledge /.../ We lack expertise /.../ The challenge is telling them that you know what you are talking about /.../ a legitimate voice” (Wainaina, 2012).

Legitimacy enabled KYCN to gain acceptance in forums where they could engage with people in positions of authority, including government bodies such as the Office of the Prime Minister of Kenya. *“The avenues are starting to open up since we started engaging with NCA /.../ The government has opened up to bringing us, the youth, on board”* (Wainaina, 2012). Supporting research by Camino and Zeldin suggests that, “young people want support from adults...by providing connections to sources of institutional, community, and political power (2002:212).

Summary of Findings

Ultimately, the relationship between NCA and KYCN indicates how involving young people in youth-adult partnerships can provide essential opportunities for development (LISTEN, Inc, 2002: 19). As a component of positive youth development, supportive youth-adult partnerships build the competencies of the youth by enabling leadership skills and decision making abilities within their own organizations by providing funding for their activities as well as opportunities for engagement with authority figures. Youth –adult partnerships also facilitate the sharing of knowledge and expertise on both sides of the relationship, bringing authenticity to NCA and legitimacy to KYCN. In many ways enhancing their mutual ability to instigate social change efforts to address climate change.

Chapter 6 – Final Remarks

6. 1 Discussion

While elements of youth organizing are undoubtedly occurring within the contexts of AYICC-K, KYCN, and among their members, it is necessary to discuss the limitations faced by youth organizing occurring in Kenya. Conceptualized and tested in the United States, youth organizing presumes the existence of a democratic space and is largely concentrated on the grievances of urban youth who have found themselves marginalized due to socially structured conditions of poverty, gang violence, and racial discrimination (Ginwright and James, 2002:28).

In the context of Kenya, democracy has been historically marred by overtly political ethnic rivalries often erupting in violent conflict, as seen in the post-election violence of 2007 which left thousands as internally displaced persons. Despite earning a “partially free” rating through the Freedom House Democracy Index, their identified democratic gains in terms of press freedom and a newly institutionalized constitution are not irreversible (2011). The forthcoming 2013 election raises concerns about the overall political stability of the country and adherence to the rule of law. As governments across the world have also demonstrated, the presence of democratic institutions does not mean that they will be receptive to the inclusion of civil society groups, especially those formed by youth. Furthermore, as Ginwright and James assert, “for civil society to hold government accountable, it needs to be politically and financially independent” (2002:42). At the present time, AYICC-K and its umbrella organization KYCN derive the majority of their funding from NCA and occasionally from the Office of the Prime Minister of Kenya for specific events. This means they are neither politically nor financially independent in their own right. Dependence on external sources of funding means that the agenda risks being co-opted by donors wishing to advance their own ideological and political interests, a trend that has been noted in the literature on civil society groups in Africa (Makumbe, 1998:315, Gyimah-Boadi, 2004:2).

Although beyond the scope of this research to fully explore the proliferation of literature on civil society that emerged during the 1990’s, it advances polarizing views on the concept’s utility and

applicability to the African context (Orvis, 2001: 17 in Ndwengu, 2001). One side of the debate tends to idealize the role of civil society in building representative democratic institutions while others question if African civil society even exists or functions in the same way as it has been previously conceptualized by Western political philosophy (Blair, 1993: 7, Kasfir, 2008: 123). Orvis advances the argument that while the concept of civil society should not be imported directly from the West it is of little value to create a definition that is entirely unrelated to centuries of liberal thought (Orvis, 2000:18). In order to encapsulate Africa's rich tradition of associational life Orvis proposes a broad-based definition of African civil society as, "*a public sphere of formal or informal, collective activity autonomous from but recognizing the legitimate existence of the state*" (2000:20). Situating youth organizing within this definition allows us to see that that the collective activity of youth through direct participation can be considered an element of civil society.

The youth are aware that they have experienced a tradition of being subjects rather than citizens, rooted in Kenya's colonial legacy. In the 50 years after independence, the major challenge confronting Kenyan civil society still remains consolidating democracy and promoting good governance (Chemengich, 2009: 28). Findings revealed in the analysis suggest that youth seek inclusion in governmental dialogues rather than necessarily challenge the government itself. Seemingly, the youth are working towards 'getting a seat at the table' rather than fundamentally overthrowing institutional structures of power. While they are not necessarily questioning the legitimacy of the state, they are contributing to a necessary process of democratic consolidation in Kenya by pressuring the state become more accountable to youth through incorporating them participatory dialogues about issues that will affect their futures, particularly with respect to climate change. Based on the understanding that the climate change agenda requires decisive leadership and good governance, youth organizing initiatives have the potential capacity to promote the entrenchment of democracy by teaching youth to be critical of their institutions, engage with policy issues, and attempt to address power imbalances within their society through engagement and mobilization efforts.

6.2 Conclusions

Youth organizing is an emerging field of study that grew out of the positive youth development paradigm, envisioning youth as agents of change capable of shaping their own development rather than problems to be solved. A growing body of interdisciplinary research points to the ways in which engagement in youth organizing initiatives can contribute to the individual development of the youth involved. By engaging youth in political mobilizing efforts against forms of societal oppression, youth organizing combines social justice goals with positive youth development outcomes.

In the case of AYICC-K and its parent organization KYCN, youth organizing provides a channel by which youth understand and act upon the socio-economic dimensions of climate change. For the youth engaged in the organization, climate change is envisioned as a social justice issue – both in terms of its impacts on human development and in the need for African youth to have a voice in national and international policy forums. A critical consciousness regarding the various social, economic, and political implications of climate change has instigated social action to address these conditions. The groups are addressing climate change in a number of ways, including participating in international forums, engaging in awareness -raising and advocacy work, and public demonstrations.

The youth have also identified how engagement within the organization provides access to components of positive youth development: volunteerism as a channel for leadership development through peer mentorship and in the formation of youth-adult partnerships. Although the long-term benefits of engaging in these activities have not yet been realized, youth identified how their engagement has provided them with the knowledge and skills considered beneficial for their development. Particularly by placing them in positions of leadership and as decision makers. Additional organizational benefits are realized through the reciprocal transactions that occur between youth and the organizational settings themselves that foster and enable positive youth development outcomes. Mentoring future leaders within organizations enables their capacity to meet social change objectives by simultaneously strengthening their

membership base, while engaging in youth-adult partnerships facilitates knowledge exchange and builds organizational capacity through funding their activities.

As in all qualitative research, the specific social context must be taken into account. In the case of AYICC-K and KYCN, their mobilization surrounding climate change is essentially being used as an entry point to understand other societal issues in Kenya including sustainable human development, leadership accountability, and governance. Herein the challenge lies in the fact that climate change has become the de-facto home to many other development agendas: poverty alleviation, human health, and population demographics (Drexhage and Murphy, 2010: 14, Matthew and Hammill, 2009: 1119). Although climate change cannot necessarily be solved, it does provide the entry point by which to analyze and address broader social issues affecting youth and in the process, enable those who participate in the organization with assets that can directly benefit their futures in terms of developing specific capacities.

Youth organizing speaks to the growing emphasis on participatory approaches to development that values the assets and contributions of young people by identifying their own needs and acting upon them. By encouraging youth to become “active producers of their own development” youth organizing provides a framework for participation that encourages youth to identify and act upon social conditions that are affecting them. In terms of implementing the sustainable development agenda, youth organizing can be an especially useful method to engage marginalized populations of youth within a participatory model that also encourages their own development. As an integrated approach that combines leadership development with political engagement, youth organizing fundamentally advances the active participation of youth in the affairs of their communities. As indicated in Brundtland Commission Report, considered to be the cornerstone of sustainable development, citizen participation in decision making is a prerequisite to sustainable development (World Commission on Environment and Development, 1987). Demonstrably, youth organizing provides the framework to foster and enable the active participation of youth in achieving elements of sustainable development.

In light of this, the nascent field of youth organizing can be significantly broadened to examine initiatives within the developing world. A cross-sectional analysis of both the youth development and sociopolitical outcomes of organizing by measuring the impacts at a government or policy level would enable an assessment of how successful initiatives are implemented in practice and provide a framework to guide future organizing work. This research has only focused on the organizing initiatives of highly educated urban youth addressing climate change, thereby exhibiting a strong urban bias. Further studies of youth organizing in Kenya would benefit from incorporating the perspectives of rural youth engaged in their own struggles for social justice, likely faced with substantially worse structures of inequality based on their neglected geographical location, lack of educational opportunities, and perpetuated cycle of poverty due to dependency on subsistence livelihoods (Blum, 2007: 232).

Word Count: 15016

Appendix

Interview Subjects

YOUTH INTERVIEWS		
Name of Respondent	Age	Conducted on
Jack Ng'an'a	29	March 9 th , 2012
Joshua Minai (Josh)	24	March 13 th , 2012
Joseph Vincent Gichamba (Vinny)	27	March 14 th , 2012
Michael Adwiku	26	March 19 th , 2012
Nelson Okano	23	March 19 th , 2012
Brian Okoth	24	March 20, 2012
David Wanaina (Davida)	26	March 20 th , 2012
Wycliffe Sande	25	March 22 th , 2012
George Auko	26	March 23 th , 2012
Richard Omondi (Richie)	23	March 26 th , 2012
Ruel Waithaka	28	March 26 th , 2012
Winifred Asiti (Winnie)	26	April 2 nd , 2012
Nancy Njeri	24	April 2 nd , 2012
Valentine Sims (Val)	22	April 5 th , 2012

ADULT INTERVIEWS		
Name of Respondent	Position within NCA	Conducted on
Paul Mbole	Kenya Country Program Coordinator	March 28 th , 2012
Yusuf Abukar	Chief Logistics Officer – East Africa	March 28 th , 2012

Participant Observations

PARTICIPANT OBSERVATIONS		
Type of activity	Location	Conducted on
AYICC Kenya Weekly Program Meeting	YMCA Central Branch - Nairobi	Weekly from September through October, 2011 and March, 2012
Moving Planet Demonstration	Central Business District - Nairobi	September 24 th , 2011
We Have Faith Act Now for Climate Justice – Youth Caravan	Multiple locations from Nairobi to Durban, South Africa	November through December, 2011
7 th Annual Conference of Youth	University of KwaZulu –Natal: Howard College, Durban	November 25 th to 27 th , 2011
KYCN Stakeholders Breakfast Meeting	Nairobi Safari Club	March 8 th , 2012
AYICC Kenya Team Building Retreat	Hells Gate National Park	March 10 th to 11 th 2012
KYCN Preparatory Meeting for Rio+20	All Africa Council of Churches: NCA Main Offices, Nairobi	March 29 th , 2012

Sample Interview Guide – Youth

Subjects were initially briefed on my broad research topics (youth organizations and climate change). I was explicit in that I would be using the interviews as a source of data for my Master's Thesis. Permission was gained to record the interview and use real names. Interviewees were asked to give verbal consent that they agreed to these terms.

Demographic Information:

- i. Name
 - ii. Age
 - iii. Education level
 - iv. Employment status
-
1. How do you define climate change?
 2. How have you been affected by climate change?
 3. Why have you chosen to take action within AYICC-K and/or KYCN?
 4. What is your role?
 5. What are the major challenges facing the youth in addressing climate change?
 6. How does the cooperation between AYICC-K and KYCN work in practice
 7. How does the cooperation between AYICC-K and/or KYCN and the Kenyan Government work in practice
 8. How does the cooperation between AYICC-K and/or KYCN and NCA work in practice
 9. How can youth most effectively address climate change?
 10. What are the benefits to participating in AYICC-K/KYCN
 11. What are the major challenges you perceive within the organization(s)?
 12. What have been the major successes/achievements within the organization(s)?
 - a. What were the major successes of the We Have Faith- Act Now for Climate Justice Youth Climate Caravan?
 - b. What were its shortcomings?
 13. What initiatives would you like to see AYICC-K and /or KYCN undertake in the future?
 14. Any additional thoughts or comments to add?

Sample Interview Guide – Adult Partners

Demographic Information

- i. Name
 - ii. Educational background
 - iii. Employment history
 - iv. Position within Norwegian Church Aid
-
1. Can you speak about NCA's engagement with AYICC-K and KYCN
 2. What are the benefits of engaging with youth?
 3. What are the challenges when working with youth?
 4. How have you cooperated with the youth?
 5. From the perspective of a donor, what qualities or criteria do you look for when choosing to support a youth organization?
 6. What direction do you see the partnership taking in the future?
 7. What mechanisms need to be in place to ensure the long-term sustainability of a youth-led organization?
 8. Do you have any concluding remarks or comments?

Figure 1 - Youth Engagement Continuum

FIGURE 1. YOUTH ENGAGEMENT CONTINUUM



(LISTEN, Inc, 2002:10)

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