

MODULE 7

Youth in Landscape Governance¹

Presentation material web link:

https://angoc.org/wp-content/uploads/2019/09/Module-4_Gender_FINAL-PPT_ENGLISH.pdf

INTRODUCTION

Dr. Jose Rizal, our National hero, once said more than a hundred years ago, “The youth is the hope of our future.”

Certainly, how the country will be decades from now depends on its future leaders and citizens – today’s youth. Filipinos aged 15 to 29 consist approximately 18.6 percent (29.4 million) of the Philippines’ projected population by 2019 (PSA, 2015) and is expected to exponentially increase given the broad base of the Philippine population pyramid.

LEARNING OBJECTIVES:

- To capture what the ‘Youth’ wanted to pursue for their future.
- To determine the importance and role of ‘Youth’ in the community.
- To widen and understand more about ‘Youth Participation’ in different levels of decision-making processes.

PRESENTATION OUTLINE:

- Who belongs to the group of “Youth”
- Youth and Land
- Youth and Land Responsiveness Criteria (YLRC)

¹ Prepared by Lunalyn Cagan of the Land and GLTN Unit, Urban Legislation, Land and Governance Branch as facilitated by UN Habitat for the **Landscape Governance Forum and Training of Trainers** as part of the project “*Improving Tenure Security of Smallholder Farmers in Select Areas in the Philippines*” jointly implemented by ANGOC and XSF.

Who belongs to the “Youth”?

Youth is primarily described as the transition period from childhood to adulthood. It is a phase where individuals experience marked changes in the way they think, feel, act, and interact with other people. Nevertheless, this group can easier be defined by age (UN Youth, 2013).

According to UN definition, youths are people aged 15 to 24 years old. However, this does not apply in all context. The definition of youth differs from country to country. In the Philippines, people within the age bracket of 15 to 30 years old, are the ones who belong to youth, according to Youth in Nation Building Act (1994).

Youth and Land

The youth sector accounts for the largest population of the world’s urban growth, with a large concentration in developing countries (UN Habitat, 2013). This also means that the needs towards land are also changing. According to UN Habitat, the rate of unemployment will also increase and the most affected are the people living in urban areas. This concern has either a

ACTIVITY 1: *Vision casting*

Objective: The activity aims to capture the vision and aspirations of youth and the members of the community for their youth.

Questions:

For Youth	For non-youth
1. <i>How do you see yourself five to ten years from now?</i>	1. <i>How do you see youth in your community five to ten from now?</i>
2. <i>If given the chance, what do you want to be five to ten years from now?</i>	2. <i>What do you want for youth in your community five to ten years from now?</i>

Materials: Metacards, markers, manila paper, masking tape

Methodology:

1. Each participant will be given two (2) metacards, one for each question. The facilitator may opt to make them color-coded for easy referencing of the participants’ answers.
2. The questions are divided to participants who belongs to youth and non-youth (this depends on what age bracket they classify youth in their respective communities).
3. The groups will be given 10 minutes to answer the questions
4. Participants will put their answers in the “Vision Wall.” Facilitator/s will ask a participant or two, from youth and non-youth sectors to explain their answer/s. The activity allows some realization and reflection among community members on their visions and aspirations that will feed to the next activity.

ACTIVITY 2: *Dream Community*

Participants will be asked to draw their dream community on the manila paper provided per group.



Participants drawing their dream community.

Objective:

The activity aims to widen the appreciation of the participants to their landscape and the roles of youth in managing, preserving, and developing it.

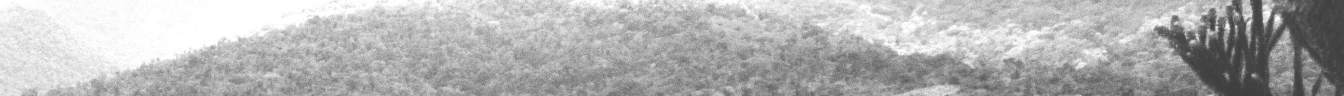
Materials: Metacards, markers, manila paper, masking tape

Questions:

1. What are the roles of Youth in achieving your DREAM COMMUNITY?
2. What are the ways to develop and strengthen such roles?
3. What are the challenges and/or hindrances in achieving this dream?

Methodology:

1. Participants will be divided by their respective communities (e.g. villages, etc.).
2. Each group will be asked to draw their dream community.
3. After drawing their dream communities, each group will now fill out the table of questions related to the “roles of the youth” in achieving their dream community:
 - a. What are the roles of the Youth in achieving your DREAM COMMUNITY?
 - b. What are the ways to develop and strengthen such roles?
 - c. What are the challenges and/or hindrances in achieving this dream?
4. Each group will then present their outputs during the plenary session.



direct or indirect correlation with landlessness and issues on security of tenure for youth.

Tenure security increases the protection of youth from eviction and displacement. Undue eviction can lead to loss of identity and confidence of youth which places them in the vicious cycle of poverty. Therefore, security of land tenure for youth is key to fulfilling their economic potential. This also means ensuring that appropriate and tenure options are available for them.

How does security of land tenure have a direct impact on youth development and empowerment?

Land is not an “adult-only” issue (UN-Habitat, 2004; UN-Habitat, 2013). As shifts in needs occur in the course of an individual’s transition from child to adult, access to land becomes more apparent. According to UN Habitat, “land has more than a material or utilitarian aspect for youth” (UN-Habitat, 2013). It is where a person’s relationship to the community is built and defines her/his identity and culture.


Land is vital to food security, livelihoods, and economic opportunities for youth. Instead of determining solutions in behalf of youth, the policy-making bodies should gather inputs from youth themselves. In this way, youth will be part in the process of decision-making. Most importantly, making them identify their roles in the society is a key ingredient of an inclusive community.

Responsible Land Governance means participation of Youth

A major reason for the marginalization of some groups, including youth, is the “top-down” approach in addressing solutions on land.

Responsible land governance is currently seen as an approach in making everyone engaged in the discussion on land. It encompasses rules and processes through which decisions to land are collectively made and consulted on how it will be accessed and managed. The critical elements of land governance are transparency and inclusion, and the resolution of competing interest over the management of land. It will be achieved if all groups are represented (women, youth, indigenous people, etc.) in addressing issues related to land. In this way, there will be a great potential in achieving inclusive range of development outcomes.

Responsible land governance also means recognizing youth as an important sector in the society. Through this, youth’s capabilities and energies will be



optimized. It also ensures that their needs and expectations will be represented and addressed, and most importantly, it can build their leadership capacities in land governance.

It is crucial to engage youth in the entire cycle of decision-making. In this way, they are able to understand the processes of governance and test their capacity in dealing with various situations and issues on land.

Youth and Land Responsiveness Criteria (YLRC)

One of the tools developed by Global Land Tool Network (GLTN) in partnership with Youth and Livelihoods Unit of UN Habitat for the “Youth and Land” project is the Youth and Land Responsiveness Criteria (YLRC). It aims to understand youth’s perspective on land and its dimensions to address knowledge gaps on youth’s relationship to land. The YLRC can be used by youth group practitioners, researchers, youth-led organizations, community organizers, policymakers, and everyone who desires to understand and address youth and land related issues. The researches, as part of the “Youth and Land” project, were conducted by five (5) youth-led organizations from Brazil, Nepal, Kenya, Yemen, and Zimbabwe to develop a tool flexible enough to be used and adapted in various contexts. The following are the uses of YLRC:

YLRC is a tool that can be used to increase the incorporation of youth perspectives into land matters at both institutional and program levels, through a participatory process.

- ❑ as a diagnostic tool;
- ❑ an awareness and advocacy tool; and,
- ❑ for designing new youth responsive land programs/projects.

Limitations of YLRC

The tool does not provide solutions to the land-related issues young people face, but rather, it helps identify the gaps where young people fail to be involved in the land sector.

Tenure security reflects the people’s identity and confidence towards their right to land. It is both legal and social. It only depends on how society recognizes and acknowledges these rights. Youth is not an exemption to this. They belong to the group where there is a shift of needs, including land. The security of tenure to youth can provide a greater opportunity to secure foundation of their livelihoods

The Structure of YLRC

The YLRC is composed of five main themes:

Youth Recognition

This section identifies the level of recognition and acknowledgement given to youth. It measures the level of awareness on how they see the need for youth participation in relation to land.

Guide for the facilitator: It was discussed that youth is a “transitional phase” of an individual entailing a shift in one’s needs. Land is one of those needs. In this section, the facilitator may ask if the youth and their needs to land are recognized by the community.

Land Information

In this thematic section, the level of access to land information by youth is measured.

Guide for the facilitator: Land information refers to youth’s access to information pertaining to inheritance and the management of land within the community. In this section, youth may be able to: (a) assess their level and ease of access to such information; and, (b) determine their understanding specific to land information.

Land Governance

This section determines the level of participation of youth in terms of decision-making and land governance processes.

Guide for the facilitator: Responsible land governance is making youth participate in land-related activities and programs. This evaluates the current land governance structure and youth involvement in the process of decision-making. Facilitator may ask if there is a venue or discussion where youth participated as a representative of their sector. Is youth represented during community meetings? What particular involvement they have and what level of participation? Are their suggestions considered in the planning and decision-making or just a mere representation of their sector?

Land Policies


This section identifies or assesses whether there are policies, guidelines, frameworks, or programs that incorporate or address the needs of youth.

Guide for the facilitator: Land policies should be responsive to youth’s needs. This theme assesses whether existing land policies consider youth’s need to land. Facilitator may ask if policies, programs, and institutions that corresponds to youth’s needs and access to land are in place at national and local levels.

Land Use and Access

This section assesses the different ways on how youth can have access to land.

Guide for the facilitator: This section considers public spaces, livelihood, and other youth-led production activities. Facilitator may direct the participants to reflect on the Landscape Mapping activity (refer to Module 1). Are there spaces for youth identified in their landscape? Is there an opportunity for youth to do income-generating activities including agriculture? Are there programs that promotes the use of land for youth?



and boost their potential in social, economic, and political opportunities. Giving them a voice in planning and decision-making guarantees that their needs to land will be clearly addressed, avoiding short-term solutions that can further limit their capability in enhancing their skills and abilities. Just like what Jose Rizal quoted “*The youth are the hope of the country’s future*” and therefore they should be part in crafting their future through engaging, participating and involving them in all processes of planning and policy-making. □

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