

MAJOR GROUP: CHILDREN AND YOUTH

Background

These proposals are highlighted priorities of MG Children/Youth identified during UNFF3, UNFF4, UNFF5 and UNFF6 that need to be included in NLBI. They are based on the principle of intergenerational justice, which demands decision-makers to face the responsibility to pass on a sound environment to the future generations; to give them the education they need to protect it and to allow them to grow up without poverty caused by the unsustainable use and management of forests resources. Erosion of local control of resources threatens the social fabric of forest dependent communities, of which youth are an integral part. We are concerned that inadequate protection and recognition of traditional forest-related knowledge will interfere with this invaluable resource being transferred to future generations.

Education and capacity building

1. Education on forests has multiple effects to the development of young people as responsible citizens. This is the key to raising awareness among Children about the necessity of the sustainable use of forests and to provide basic knowledge of forest ecosystems.
2. *[...] Access to education is often limited in developing countries, where many young people are not even able to attain a basic education. Yet even in wealthy countries, education concerning forest conservation is not always included in standard school curricula. This needs to be addressed, starting at the primary level, if students are to be aware of the value and benefits of forests. (UNFF4)*
3. Member states are encouraged to set standards of professional forestry education by synchronizing the quality of the forestry education. A strategy for filling the gaps in forestry curricula should be formulated in cooperation with other member states.
4. **Resolution 4/4, 9.** *[...] In order to ensure sustainable forest management across generations and to increase understanding of forests as a critical resource, a greater emphasis needs to be placed on education through the integration of social and cultural aspects of forests in kindergarten, school and university curricula. (UNFF4);*
5. Member states should support informal forest education throughout the work of youth organizations. Young people are often highly motivated to contribute to the development of society, having fresh ideas and innovative approaches. Youth as a group can effectively contribute to the implementation of sustainable development including SFM.
6. Education is the key to making wise decisions about the future of the world's forests, as it is central to enabling children and youth to understand and communicate the link

between using up resources today and the need to access them in the future in order to sustain their livelihoods. In order to achieve a re-emphasis of education, new criteria have to be defined to assess the extent to which educational aspects have been integrated into national forest and development programmes so far.

Economic and social aspects

7. Young people feel the need to enforce the laws in national and international level in order to combat illegal loggings, especially in developing countries to reduce poverty. As already stated in the Children/Youth Discussion Paper for UNFF4 Timber cut in developing regions or in countries with large intact primary forests is often shipped away to be processed –often illegally-, with very little employment generated for local communities, especially for youth.
8. **Resolution 3/1 3.** *Calls upon countries to take immediate action on domestic forest law enforcement and illegal international trade in forest products, including in forest biological resources, with the support of the international community, and provide human and institutional capacity-building related to the enforcement of national legislation in those areas;*
9. **Resolution 4/2 7.** *Urges countries, in accordance with their national legislation, to foster greater involvement and effective participation of their relevant stakeholders, including indigenous and local communities, particularly women and youth, in the development, decision-making, implementation and practice of sustainable forest management;*
10. **Resolution 4/2 2.** *Urges countries, within their priorities and capacities, to integrate sustainable forest management into their overall national poverty eradication and development strategies, including through their national forest programmes and processes or their equivalent, consistent with their international obligations.*
11. We regard the promotion of enhanced cooperation across sectors as a key element to effective stakeholder participation and seek to foster the involvement of teaching and research institutions in decision-making processes.