

Youth Poverty Alleviation Through Tourism and Heritage

Youth PATH

An Educational Tool for Sustainable Development





Youth PATH: An Educational Tool for Sustainable Development



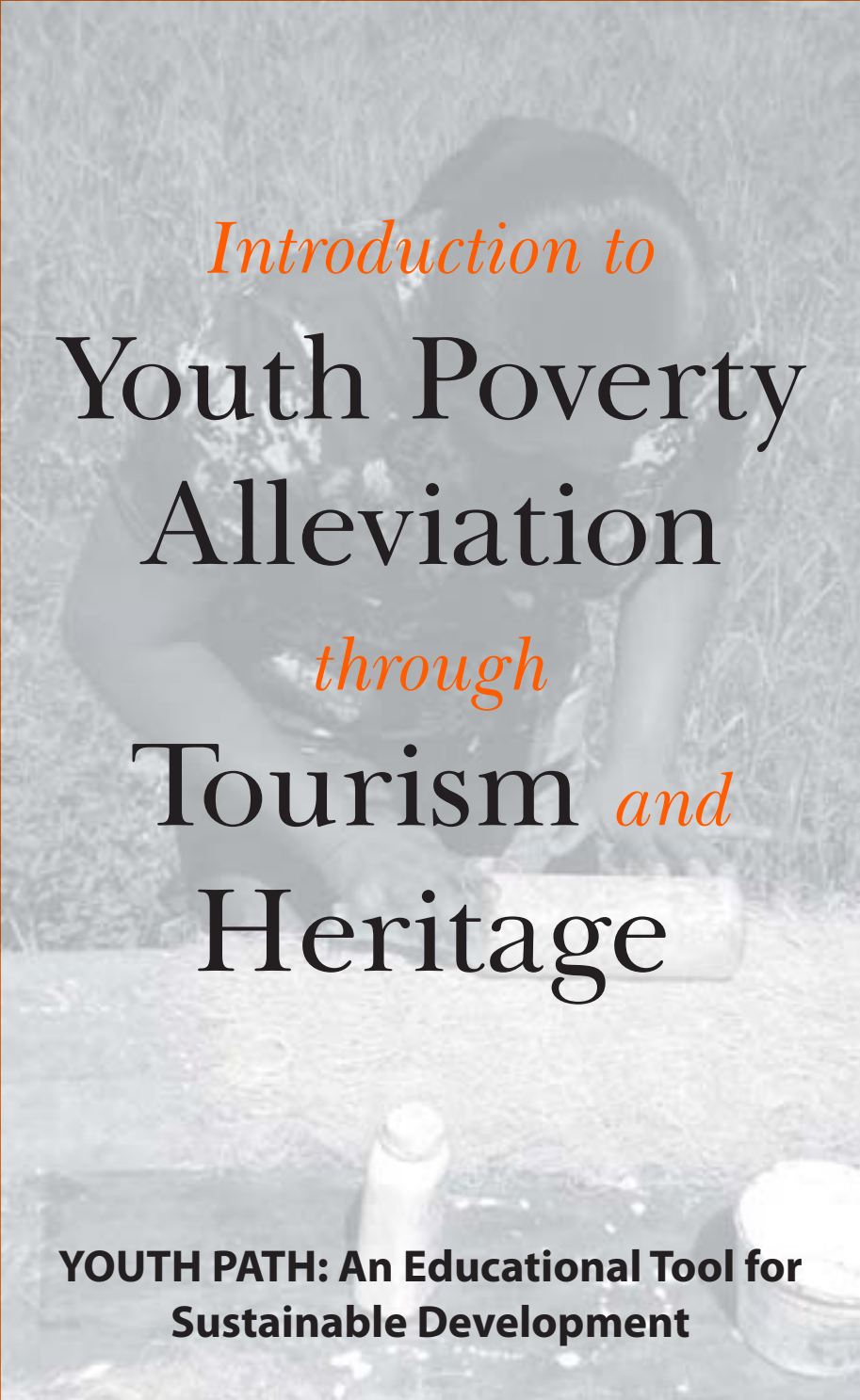
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Introduction to
**Youth Poverty
Alleviation**
through
Tourism *and*
Heritage

**YOUTH PATH: An Educational Tool for
Sustainable Development**

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Foreword

The world has never been as rich as it is today, yet over one billion people suffer from extreme poverty. UNESCO is committed to raising awareness to the fact that freedom from poverty is a fundamental human right.

Poverty may be defined as a human condition characterized by sustained or chronic deprivation of the resources, capabilities, choices, security and power necessary for the enjoyment of an adequate standard of living and other civil, cultural, economic, political and social rights.¹

The Youth Poverty Alleviation through Tourism and Heritage (Youth PATH) was designed and implemented to engage young people in true partnership with UNESCO. Young people from 14 countries in the Caribbean were neither perceived as passive recipients of outside assistance nor as a “target group” per se. They were considered as active participants and partners in the project itself which contributed to their sense of empowerment.

The project was initiated and implemented in a broad variety of cultural contexts in which the development of natural and cultural heritage tourism industries was used as a poverty eradication tool. In this approach, income and employment generation are the strategies used to address the problems of extreme poverty and hunger.

The handbook features lessons learned on planning, implementing, sustaining, monitoring and evaluating similar projects, as well as useful recommendations for engaging stakeholders, building partnerships and potential funding sources. It was prepared with the help of young people from 14 Caribbean countries who were involved in the project. It is designed for use by project planners in Ministries of Tourism, Youth Development, Culture and for Non-Governmental and Community Based Organizations to design projects in collaboration with and for young people to engage them in the conservation, development and management of natural and cultural heritage tourism sites.

Kwame Boafo

Director, UNESCO Kingston Cluster Office for the Caribbean

¹ United Nations Committee on Social, Economic and Cultural Rights, 2001

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Special thanks to the young people and the project coordinators and managers in the 14 Caribbean countries who shared with us their experiences in implementing the project. Their ideas, courage and commitment made this handbook possible.



The goal of the UNESCO Youth Poverty Alleviation through Tourism and Heritage (Youth PATH) project is to **train youth in poor communities of the Caribbean in the development and documentation of natural and cultural heritage sites** to enable these sites to become the centre of internal or international tourism and in so doing, **develop communities and reduce poverty.**

INTRODUCTION

Background to UNESCO's Youth PATH

The goal of the UNESCO Youth Poverty Alleviation through Tourism and Heritage (Youth PATH) project is to train youth in poor communities of the Caribbean in the development and documentation of natural and cultural heritage sites to enable these sites to become the centre of internal or international tourism and in so doing, develop communities and reduce poverty. The project aims to contribute to the achievement of the United Nations' Millennium Development Goal 1, **Eradication of poverty and hunger**, Target 1 to **halve poverty by the year 2015**.

Summary

Objectives

The specific objectives of Youth PATH are to:

1. Train youth in the following areas:
 - (a) the operation of cultural and natural heritage sites
 - (b) information technology skills
 - (c) life skills such as HIV awareness and prevention, the prevention of substance abuse, and conflict resolution skills
2. Develop community cultural and natural heritage sites as viable tourism attractions
3. Document the natural history and cultural heritage of each site
4. Promote the World Heritage Convention by sensitizing youth to the critical importance of preserving the natural and cultural heritage of their countries
5. Engage youth in the management of heritage sites
6. Create employment for youth from marginalized/disadvantaged communities.

- ▶ **Cultural heritage** is the tangible or intangible aspects of a society's lifestyle

The Importance of Heritage Sites

A heritage site is an area or structure of global and national significance and conserved by a nation that has signed the United Nations World Heritage Convention. There are currently over 800 properties on the UNESCO World Heritage list of natural, cultural and mixed world heritage sites.

The three types of Youth PATH heritage sites are cultural, natural and mixed. Sites are works of man or the combined works of nature and man and areas including archaeological sites which are of outstanding value from the historical, aesthetic, ethnological or anthropological point of view.

Cultural heritage is the tangible or intangible aspects of a society's lifestyle and attributes that have value for present and future generations. They are monuments,



Brimstone Hill Fortress, St. Kitts and Nevis. (Example of cultural heritage)

buildings and sites that have aesthetic, archaeological, historical, scientific or social value. Cultural heritage includes traditional customs, objects, places and artistic expressions. An example of a famous cultural site is the Great Wall of China, which are fortifications built and rebuilt between the 5th and 16th centuries BC. The Caribbean region also has a fascinating history which includes fierce rivalries between world

powers. The Brimstone Hill Fortress National Park, St. Kitts and Nevis, the Historical Inner City of Paramaribo, Suriname and the Historic Area of Willemstead, Inner City and Harbour, Netherlands Antilles are cultural sites from the Caribbean region on the World Heritage list.

Natural heritage is the environmental aspects of heritage, and is seen in outstanding physical, biological or geological features. Natural heritage includes habitats of threatened species, as well as areas of scientific, environmental or aesthetic value. A renowned natural heritage site is the Kilimanjaro National Park in the United Republic of Tanzania. Though the Caribbean does not have mountains as high as Kilimanjaro, the region boasts beautiful blue-tinted mountains in addition to some of the world's richest forests and most spectacular waterfalls. The region also hosts many

- ▶ **Natural heritage** is the environmental aspects of heritage, and is seen in outstanding physical, biological or geological features

native animals such as monkeys, crocodiles and hundreds of species of birds. The following natural heritage sites found in the Caribbean region are on the UNESCO World Heritage list: The Belize Barrier Reef Reserve System (1996), the Morne Trois Pitons National Park (1999), the Pitons Management Area (2004), and the Central Suriname Nature Reserve.



The Dark View Falls. (Example of a natural heritage site)

Mixed heritage combines cultural and natural value. An example of a mixed heritage site is Mouth Athos in Greece, which contains many monasteries of cultural significance and offers panoramic views of the natural environment. Many cultural heritage sites in the Caribbean are mixed sites because they have rich historical value and are also located in or near beautiful natural environments.



Hammock making, Dominica (Example of mixed heritage)

Heritage sites are preserved for future generations; that is, your children, grandchildren and great-grandchildren. Persons who develop heritage sites and their communities can be very proud. They are contributing to the safeguarding of their cultural and natural heritage while creating employment for young people.

- ▶ **Mixed heritage** combines cultural and natural value

Case Studies

The Youth PATH project was implemented in The Bahamas, Barbados, Belize, British Virgin Islands, Dominica, Grenada, Guyana, Jamaica, The Netherlands Antilles, St. Kitts and Nevis, Saint Lucia, St. Vincent and the Grenadines, Suriname, and Trinidad and Tobago.

The three case studies on pages 4 to 6 guide potential project managers and other interested persons on the outcomes, successes and lessons learned from previous Youth PATH projects.

Case Study 1: Project Name: “De Heart Uh Barbados”

Country:	Barbados
Project Type:	Mixed Heritage
Project Duration:	2003–2010
Site:	The Central Highlands area of St. Thomas, also known as ‘de heart uh Barbados’: The area consists of established tourist attractions and is an Integrated Nature Tourism Area (INTA).
Sponsors:	From inception, the project was co-sponsored by UNESCO and the Environmental Special Projects Unit (ESPU).
Goal:	To develop interpretive and entrepreneurial skills among youth in Barbados situated in ‘de heart uh Barbados.’
Activities:	Twenty-five persons attended the first set of weekly sessions and 17 of those persons maintained active participation. Three of the subjects offered were research and documentation, life skills and cultural industries. Additional site-based activities included counselling, goal setting, public speaking and parental follow-up programmes. Participants visited Saint Lucia’s Youth PATH project which encouraged them to undertake a tree-planting project on their return.
Achievements:	<p>The project gained community support as a result of the programmes developed and instituted by the ESPU. Positive outcomes included a) the employment of many participants b) successes in the Caribbean Examination Council Examinations and c) participant enrolment in tertiary institutions. Participants praised Youth PATH for developing their self-esteem and their knowledge of local traditions and heritage.</p> <p>The project was sustained by the Central Government’s policies and financial support.</p>
Lessons Learned:	<p>The project team members learned that they should:</p> <ul style="list-style-type: none">• Give greater focus to the assessment of organizational capacity to implement the project.• Advise the parents of the participants on the project goals and seek their participation as stakeholders in the project.

Case Study 1: Project Name: “De Heart Uh Barbados” (cont’d)

Lessons Learned: (cont’d)	<ul style="list-style-type: none">• Provide workshops in environmental and conservation issues for youth and other key stakeholders.• Assess the participants’ capacity to absorb skills training prior to their enrolment in courses.• Hold workshops on self-esteem and team building to set the groundwork for skills training.• Focus on the quality rather than on the quantity of courses.• Enhance partnerships with other Youth PATH projects, and with development projects within Barbados.
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Case Study 2: Project Name: **Jamaica Holywell**

Country:	Jamaica
Project Type:	Natural Heritage
Project Duration:	Prolonged
Site:	The site contains various natural heritage features such as waterfalls and nature trails located in the Blue and John Crow Mountains.
Sponsors:	The Jamaica Conservation and Development Trust (JCDDT) and UNESCO Youth PATH launched the project at Holywell in January 2003.
Goal:	To train youth in the skills needed to develop and document cultural and natural heritage sites in their communities to enhance their eco-tourism potential.
Activities:	The project began with 15 youth participants from the neighbouring communities of Irish Town, Red Light and Charlestown. Site activities included plant identification, preserves and sweet making, tour guiding, gift shop development, craft development and field trips. Additional activities included bird monitoring, resource management, and internships organized by the Jamaica Conservation and Development Trust. Training sessions were facilitated by professionals from the Tourism Product Development Company, Jamaica Business Development Centre and the National Environment and Planning Agency. The Youth PATH team also participated in a sustainable craft venture funded by the International Development Bank.
Achievements:	Twelve participants were certified as tour guides based on their performance during a 10-minute mock tour. The Jamaica Business Development Centre assisted participants with the preparation of business plans. Four products were selected for further development. The product line, “Naturally Yours”, was displayed at the area’s annual Misty Bliss cultural event, hosting over 1,800 patrons. Items for sale included Decoupage glass items, trinket boxes, gift bags and picture frames.

Case study 2 continues on next page

Case Study 2: Project Name: **Jamaica Holywell** (*cont'd*)

Lessons Learned: The main lessons learned by project team members:

- Ensure adequate time to develop linkages and alliances.
- Develop community partnerships and identify potential resources to support the implementation phase to enhance the tour guiding experience and create income generation opportunities for youth.
- Share concerns when objectives are unrealistic, for example, focusing on entrepreneurship training is inadvisable if youth participants do not have the aptitude or do not wish to be self-employed.
- Focus on skills training such as writing resumes and job application letters, tour guiding, craft design and production, fashion design and foreign language training.

Case Study 3: Project Name: **The Queenies Well Project**

Country: St. Kitts and Nevis

Project Type: Mixed Heritage

Project Duration: 2006–2010

Site: Two sites were selected for the project: **Belmont Estate** in St. Kitts and the **Nevisian Heritage Village** in Nevis.

Launch Date: January 14, 2006

Objectives: At Belmont, the objective was to preserve the legacy of Queenie, who worked on the estate during the 1920s. The Nevisian Heritage Village focused on built heritage which included the maintenance of indigenous homes.

Achievements: By 2007, the participants had completed the first training module and were fully engaged in the second module. The training programme included information technology, art and craft, t-shirt tie and dye, basket weaving, key ring making, and hospitality. Participants also enhanced the Nevisian Heritage Village by planting and labelling plants, adding benches for visitors and erecting a Youth PATH sign. The project was the vehicle for job creation for many of the youth in tour guiding, craft production and sales in the hospitality and work at museums.

St. Kitts and Nevis was the winner of the 2006 “Tourism Slogan Contest”.

Annex 1 outlines the successes and lessons learned from other Youth PATH Projects. Your project can achieve success by following the activities described in the next sections. We start with the foundation for the project – **Planning!**

2

Planning

Activity 2.1: Getting Started

Planning starts with site selection! It is much easier to work with some sites than others. You should ask at least 6 questions to determine the developmental potential of the site.

1. Does the site have the potential to be an interesting cultural or natural heritage tourism site?

Locals and tourists visit a site to learn something significant or enjoy an outstanding natural environment. You should therefore assess the site's cultural and natural beauty. Take several photographs to show as many persons as you can, including experts in the areas of heritage, business and tourism. Ask these persons if they would visit the site based on the photographs, and what tourists would want from the site to make their visit particularly memorable.

2. Who owns the land?

Identify the persons or organizations that own potential sites from the very beginning. Being able to identify ownership shortens the length of the development process for your project.

3. Are there legal concerns in using the site?

Identify if restrictions in the ownership or access to the land exist.

4. How easy would it be for the public to access the site?

Consider:

- Distances from main roads, river-ways and communities
- Travel conditions and costs for tourists and project personnel



St. Vincent and the Grenadines, Youth PATH participant crossing bridge at Dark View Falls, Fitz Hughes

- The frequency and reliability of public transportation and boats
- The impact of extreme weather conditions
- The infrastructure at the site

5. What human resources are available to the site?

Determine if there is a vibrant community at or near the site location, paying particular attention to the youth population. It is best to choose a site where significant numbers of young persons between the ages of 15 and 24 are “unattached”, that is, unemployed and not undertaking any form of educational activity.

6. What amenities are available to the site?

Assess physical amenities such as washrooms and proximity to health clinics.

Write your responses to these six questions. These responses and the completion of the checklist in Annex 2 will help you to develop your SWOT Chart.

It is best to choose a site where significant numbers of young persons between the ages of 15 and 24 are “unattached”

Activity 2.2: Create a SWOT Chart

A SWOT chart helps you to determine the feasibility of your proposed project. SWOT stands for strengths, weaknesses, opportunities and threats. Strengths and weaknesses are internal and opportunities and threats are external, as illustrated in Table 1.

Table 1: Explanation of the SWOT Chart

Strengths	are your organizational capabilities and resources that form the foundation of your strategy
Weaknesses	are those critical internal aspects of your project that require strengthening
Opportunities	are the external conditions that will help to strengthen the project
Threats	are the external dangers that could hinder the project

SWOTs should be performed at least once per year. The first SWOT should be created by a small group of key stakeholders after the background data has been collected. These stakeholders should include a cultural expert, an environmental specialist and a professional from the tourism development sector, for example, the Ministry of Tourism or the Ministry of Culture.

SWOTs should be performed at least once per year. The first SWOT should be created by a small group of key stakeholders after the background data has been collected.



Participants at a craft training exercise, Guyana

Table 2 is a SWOT from a former Youth PATH Project:

Table 2: SWOT for Determining the Suitability of a Youth PATH Project

Strengths	Weaknesses
<ul style="list-style-type: none"> • There are employment opportunities for young people. • The young people and other participants are very interested in making the project work. • Tourists visit surrounding communities daily. • The historical sites in the community have the potential to be visitor attractions. • On completion of the training programme, the youth will have several employment opportunities or will be able to create their own employment. 	<ul style="list-style-type: none"> • The community seems uninterested in helping youth. • The site is very far from the main road, and transportation is expensive. • There are inadequate or insufficient communication facilities at project site. • The youths do not have any entrepreneurial role models.
Opportunities	Threats
<ul style="list-style-type: none"> • We can achieve the goals and objectives if the project is politically supported and receives buy-in from public and private stakeholders. • If the project works, it could shift the entire thinking about the importance of tourism in the country. • Village elders to become more involved in passing on their knowledge to the youth. • Local councils and community based organizations can increase their collaboration. • Officers in several governmental agencies can come together to help prepare the community for the project. 	<ul style="list-style-type: none"> • If tourists are dissatisfied with their experience, they will not return and will not share good experiences about the site with others.

A complete SWOT report includes the responses to the following questions:

- How can we develop each strength to ensure that the strength does not lapse into a weakness?
- How can we improve each weakness and possibly develop it into a strength as time goes by?
- How can we exploit each opportunity, and use those opportunities to create new opportunities?
- How can we reduce each threat?

The threat in Table 1 speaks to tourists either not visiting the site or not having positive experiences at the site. One of the ways to avoid this problem is to develop good working relationships.

Activity 2.3: Develop Good Working Relationships with Stakeholders and Professionals

If we look at the strengths and opportunities presented in Table 1, we discern the critical importance of stakeholders. For example, look at “the young people and other participants are very interested in making the Project work” and “local councils and community-based organizations can increase their collaboration.” Clearly, the input of community stakeholders is essential to move the project forward!

Previous Youth PATH project managers cited several benefits to stakeholder advice and participation. A manager stated: “The number one strength of our project? Community participation and involvement.” Another manager said: “The main threat to our project was the limited extent of community buy-in.” Admittedly, it was not always easy gaining community input from the outset and a manager shared that “it was difficult encouraging rival communities to work as a team but as time went on, we grew from being just individuals into a large family.”

Project managers found that stakeholder participation served to increase feelings of ownership of the project, contributing to project sustainability. Stakeholders used their networks to find employment for the youth participants who did not work at the project site, and also helped the project team to partner with government and civil society. There were pitfalls to not getting stakeholder advice such as using inappropriate problem-solving approaches, which in itself led to a waste of time and resources to correct mistakes.

The questions below will help you to identify important stakeholders.¹

- Who will be directly affected (either positively or negatively) by the project?
- Who are the leaders or representatives of those who will be affected?
- Who are the “voiceless” stakeholders that should be represented?
- Who are the powerful supporters/opponents directly impacted by the project?
- Who are the professional stakeholders in government agencies or businesses?
- Who can make the project more effective through their participation?
- Who can make the project less effective by non-participation or opposition?
- Who is likely to mobilize to oppose the project?
- Who would be willing to support the project (even) against opposition?
- Who can contribute financial and technical resources to the project?
- Who are the essential stakeholders within your own organization?
- Whose behaviour has to change for the project to succeed?

Establishing an Oversight Committee

A most important team of stakeholders is an Oversight Committee. An Oversight Committee is comprised of different sector representatives who assess and monitor the project’s progress, and ensure an integrated approach to both youth development and site management. A project manager stated: “the project would have been stronger had we been able to create the Oversight Committee before we created the project and had greater buy-in from them. To own the process and thereby feel a part of it, the committee needed to be involved in the design of the entire programme . . . it’s the nature of ownership.”

The suggestions in Table 3 will assist you to select an Oversight Committee that will help to effectively manage the project.

A most important team of stakeholders is an Oversight Committee. An Oversight Committee is comprised of different sector representatives who assess and monitor the project’s progress, and ensure an integrated approach to both youth development and site management.

¹ Source: <http://seagrant.gso.uri.edu/scc/tools/tipsstakeholders.pdf>. (from the National Seagrant Officer)

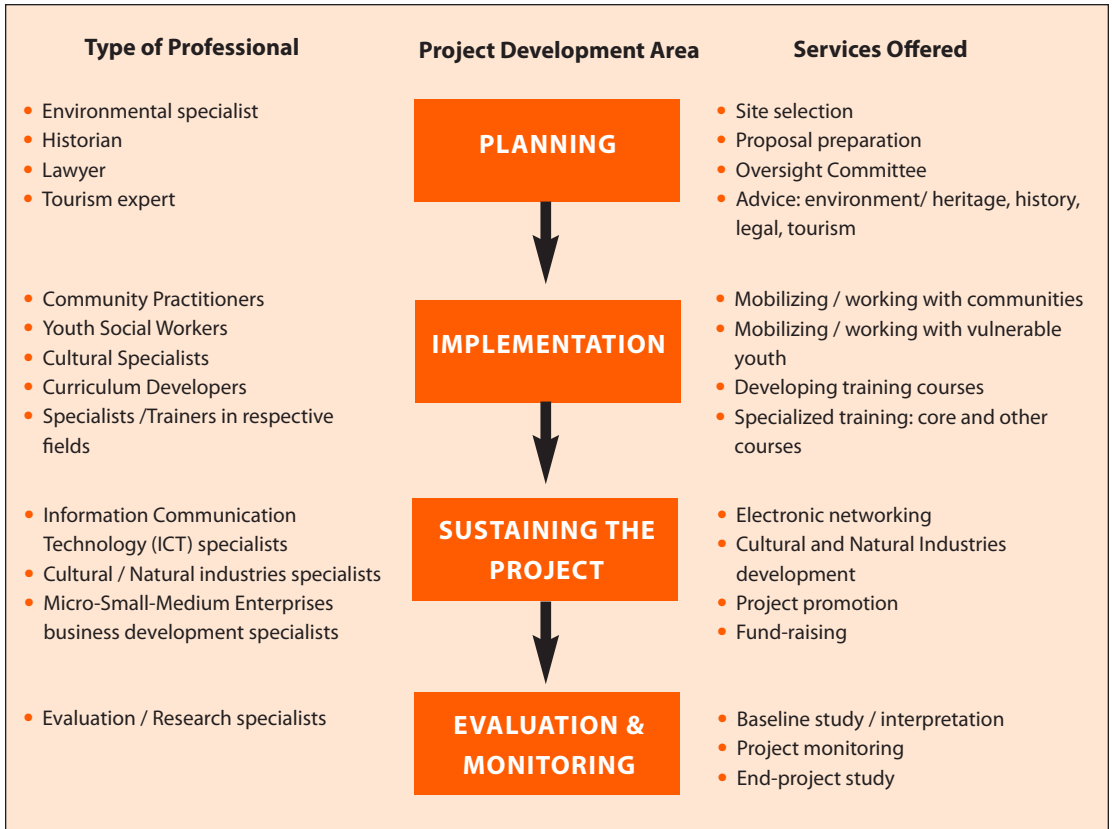
Table 3: Points to Consider when Selecting an Oversight Committee

Do	Don't
<p>Choose persons from fields that will complement Youth PATH objectives and interests:</p> <ul style="list-style-type: none"> • Culture and Tourism sectors • Planning • Sociology/Social Work • Conservation • Advertising/Public Relations 	<p>Choose persons who will not attend regular meetings or be available, due to:</p> <ul style="list-style-type: none"> • Lack of interest • Live/work far from the meeting site • Always busy with other activities
Choose from potential stakeholder listing	Invite too many persons to be members
Expect the committee to keep abreast of project happenings, check and monitor allocation of funds, review final reports, and use their networks to support the project	Be surprised if you encounter problems with department-level representatives, for example, different persons attending meetings each time
Suggest monthly meetings	Let the committee “take over” the project

Now that you have selected your Oversight Committee, you will find that the members are most cooperative if you have effective motivational and communication skills. To motivate committee members and other stakeholders, discover their interests and strengths to elicit their best performance, and also express your appreciation for their input. To communicate well, speak in clear and simple language, listen keenly and ask for feedback. Effective communication also means ensuring that meetings are focused and organized. As far as possible, schedule meeting times convenient for the Committee and during the meetings, try and make sure everyone is heard so that they feel valued. Prepare for meetings by making documents and information readily available.

There will be members of the Oversight Committee who are professionals. There will be other professionals from whom you will need assistance. Many of these professionals will not necessarily be community residents or direct stakeholders. Figure 1 provides a listing of the services of the professionals whom you may wish to consult during the four major stages of the project.

Figure 1: Examples of Types of Professional Assistance needed for Youth PATH Project



Professionals will be needed throughout the life of the Project. If you show professionals your SWOT report, they will see how engaged and professional you are. They are more likely to reduce their fees or even volunteer their services because they know that their time and efforts will be used to good effect. Table 4 outlines some of the services provided by stakeholders.

Working well with stakeholders and professionals involves being aware of their opportunities and challenges. Working well with communities will sometimes mean holding informal meetings under trees, in shops, by the river or playfield. Working well with professionals will involve providing them with complete professional briefings and clear communication about deadlines. If you work with all of your stakeholders well, there is a much greater likelihood that your business will be successful.

Table 4: What Professionals Provide

UNESCO	
National Commissions	Provide consultation and advice
Government Ministries	Will help to link your project to national efforts
Community Development	Information on specific communities; can identify and improve all community linkages
Culture	Information on the benefits and restrictions about potential sites; guidelines about best ways to communicate
Education	Contact points for youth within and outside the education system
Environment	Guidelines for environmental management and sustainability, and for developing water and sanitation facilities
Health	Guidelines for public and personal health and safety
Local Government	Advice on the Governance structures already in place could facilitate community participation
Police	Security guidelines for residents and visitors, and property
Social Services	Supporting services and facilities that will likely be important during implementation and/or for project sustainability
Tourism	Guidelines and assistance related to critical factors known to affect tourism-site development and tourism in general
Youth	Linkages with the target community
Community Associations	Will provide valuable information on many subjects
Golden Agers' clubs	Information on cultural practices that took place decades ago
Youth clubs	Linkages with out-of-school youth and youth within the formal education system
Private Sector	Will provide guidance on business and financial success
Chamber of Commerce	Opportunities to generate support and linkages
Organizations and Associations involved in tourism: for example, craft vendors associations, hotels, airline and cruise organizations, tour operators.	Guidelines on schedules and the optimum structure of activities geared to tourists
Semi-independent Associations	Will provide linkages with a range of professionals not part of other organizations
Environmental agencies/groups	Environmentally-friendly site development guidelines; aware of ongoing or anticipated issues and concerns
Heritage and Conservation bodies	Resources, guidelines, assistance, promotion
Service: Lions, Optimists, Rotary	Advice, linkages and the potential for co-sponsorship, for example, events
Tourism: Hotel, Tours, Vacation	Advice, linkages and referrals
Heritage Tourists	Will advise the project team on best practices for heritage tourism

Activity 2.4: Develop a Business Plan

You have completed your first SWOT report, you have selected your Oversight Committee and are working well with other stakeholders. You can now begin to develop the SMART objectives with the assistance of the Oversight Committee and professionals. SMART Objectives are clear statements of the outcomes that the project should achieve, and are an essential feature in your business plan. SMART means:

S PECIFIC	Giving a description of a specific outcome
M EASURABLE	Linked to a number, percentage or frequency
A CHIEVABLE	Attainable with a reasonable amount of effort
R EALISTIC	The people involved have the necessary knowledge, skills and attitudes to achieve the results
T IME-RELATED	Defining start and finish dates

A SMART objective is to increase sales to 3% annually from 1 June, 2009 to 31 May, 2015. The objective is clearly stated and is therefore **specific**, and is **measurable** because it states a percentage, that is, 3%. The objective is **achievable** because it can be attained without the project team members overextending themselves by having to work seven 14-hour days every week. The objective is also **realistic** because the project team has the knowledge, skills and attitudes to achieve it. Lastly, the objective is **time-related** because it has clearly defined start and finish dates.

An objective that is SMART and site-specific is “to ensure that 12 participants are able to explain the 5 major principles of conservation as it relates to ‘de Heart uh Barbados’ concept for two weeks starting on October 10, 2009 and ending on October 12, 2010.” Look at this objective carefully. It is clearly stated and is therefore specific, and is also measurable in the sense that 12 participants must be able to explain 5 principles. It is achievable, as 12 persons are being trained and not 100 within the three-day period. It is realistic in that 12 participants are sought and not 100, which may be too costly! It is time-related because a date is given, that is, October 12, 2010.

The areas for which you will develop your SMART objectives are:

- Training and Capacity Building
- Tourism Site Development or Heritage Enhancement

- Natural and Cultural Preservation
- Tourism Business, Site Management and Employment
- Equipment
- Community and Youth Participation
- Life-skills
- Marketing
- Networking and Partnerships

In your business plan, you will need to state why you believe that the SMART objectives are in fact “smart”. You will also need to outline the plan for achieving the objectives. The business plan will be part of the documentation required when seeking funding or loans from a financial institution. There are web-based and other business plan workbooks that can be easily accessed. Table 5 provides a brief summary of the required information for the business plan.

Table 5: Creating a Simple Business Plan

Main Headings	Examples of Content
Executive Summary	Overview of project’s business operations taking all the following into account
Site/Project Profile	Highlights of the legal structure, start date, location description, key contacts
Business History	Business/ financial/ operational achievements since starting
Marketing Plan	Industry trends, Target markets, Competition, Marketing Mix (for example, promotion, pricing)
Operational Plan	How project plans will be implemented, main suppliers, insurance coverage
Management Team Human Resources	Key personnel, role and responsibilities, skills, full- or part-time
Financial Plan	Start-up costs, Operating budget, Financial statements, Expected use of future funds
Conclusions/ Actions	Act on areas of strengths and weaknesses identified by creating the business plan
Appendices	More detailed information to explain any of the above

Clearly, successful planning includes employing individuals with the right competencies; that is, the appropriate knowledge and skills sets. These individuals will help to develop future work plans. Your Oversight Committee may help you to choose the youth leader, who should be from the community and ideally be between 15 and 25 years of age. Table 6 outlines the major roles of the project coordinator, project manager and youth leader.

Table 6: Major Roles of Key Members of the Core Youth PATH Team

<p>Project Manager</p> <ul style="list-style-type: none">• Develops programmes to be implemented, geared towards the enhancement and development of heritage sites and increasing employment opportunities• Implements the work plan• Ensures effective functioning of Oversight Committee in the implementation of the work plan• Develops and implements youth training and development programmes according to work plan• Engages stakeholders and partners in activities geared towards improving sustainability of the project• Negotiates with agencies and encourages employment of participants• Identifies funding sources and prepares proposals for funding• Prepares reports and makes presentations, for example, to funding agencies• Identifies other employment opportunities within the community <p>Project Coordinator</p> <ul style="list-style-type: none">• Develops and maintains linkages with key community residents• Prepares the site for planned activities• Schedules events• Assists with the preparation of reports on the project <p>Youth Leader</p> <ul style="list-style-type: none">• Represents the Youth PATH participants and communicates with the Project Manager• Participates in mobilization workshops
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Apart from competencies, there are at least two other important factors to consider when planning to recruit project team members. Firstly, the remuneration of the project team will depend on the level of funding from the donor agency. When project team members are hired from a government agency, the government and not Youth PATH will be responsible for the remuneration package. Therefore, obtain guidelines from the funding agency before determining salary packages. Secondly, the project team should ideally live in close proximity to the project site, especially when working with indigenous communities.

Activity 2.5: Know Your Budget

At this stage, you have an Oversight Committee, you are working with professionals, you have a viable business plan and an active project team. You now need to focus on your budget to ensure that the project is continually funded. A business plan will not be implemented effectively if funding is not sufficient! The Youth PATH project is a business with a product or service, and the more reliable the sources of funds are, the greater the likelihood of sustainability. The project manager should adopt a systematic approach to funding the site and project, and determine how the operations will be sustained beyond donor funds. The manager should ensure, identify and contact potential funding agencies, generate project revenue, and develop partnerships. See Annex 3 for potential funding sources.

The project planners should read Youth PATH's Fund-raising Brochure, which contains marketing tips and gives advice on how to create and maintain private sector and other institutional partnerships. One of the suggestions in the brochure is that the project manager should identify a specialist with fund-raising expertise. The specialist should be able to source financing for the training and development of the youth participants. The project manager should ask the specialist to help to identify potential funding sources, to assist with general fund management, and also to help identify and contact local and international funding agencies/stakeholders. The fund-raising specialist will either write the funding proposal or guide the manager on the format and required information.

- ▶ **Successful planning includes employing individuals with the right competencies; that is, the appropriate knowledge and skills sets. These individuals will help to develop future work plans**

Many previous Youth PATH project managers did not focus on their budgets while the initial project funds were available, but towards the end of the original project funds the managers recognized they had to ensure the sustainability of the projects. It is strongly recommended that the managers plan for future sustainability from the beginning. To ensure continued funding for the project, the project team will need to demonstrate that the quality of the heritage site has been maintained through conservation, development and promotion.



Ethonobotany class, Dominica

Implementation

Activity 3.1: Develop Work Plans

We have been talking a great deal about the business plan and the budget. So now we put that business plan and those funds into action.

That means a new work plan, created by the project team to perform the activities (see page 16 and 17) . See Annex 4 for a work plan previously used by Youth PATH. This plan may be a monthly, weekly or daily checklist of the activities to be performed. Your work plan began even before you gained sponsorship – for example, perhaps you have already engaged lawyers to review contracts with consultants after you gained sponsorship. But now that you have a business plan, the work plan takes on a different character – it includes activities that will mobilize the project itself.

The work plan is a chart that describes the general order in which the activities highlighted in the business plan will be implemented. Nonetheless, many of the activities will often not take place in a linear way but at the same time. For example, you may plan for new training and raise funds for the project at the same time. You have already planned to gain some measure of community support, and will continue to plan to elicit greater community input.

The work plan is made more detailed by the addition of four areas, namely: the person or teams responsible for each activity, the exact time that each activity will be conducted, the duration of the activity and resource persons to call upon for support.

One of the first activities on your work plan will be to hold formal mobilization workshops to get more community persons involved. The workshops provide a good introduction to the history and objectives of Youth PATH and specific project objectives. Invite Government officers, other professionals, youth leaders and other community members to these meetings.

Community members of course help to mobilize the project. Table 7 guides you on how to encourage the community to become and stay involved.

Table 7: Ensuring Community Involvement in Mobilization Activities

Area	Try to
Community Involvement (General)	Keep communication channels open: use visual and interactive tools when appropriate; they tend to encourage openness and willingness Aim to achieve consensus on ideas Invest in long-term relationships Form and maintain good relations with communities near the project site Form a project communities' group Organize a working team of community members, including youth, and keep them up-to-date on activities
The Involvement of Elders	Organize a working team of elders Remind elders how important they are as sources of heritage information, based on their knowledge of the traditions and culture of the area Organize a working team of storytellers comprising elders and youth
Social Events	Let community members help to organize and promote project events, such as monthly festivals
Security	Let community members select a number of "guards", who will share the responsibility for security

Remember to engage the youth as much as possible. The target group for Youth PATH are young persons aged 15–25 years who are out of school and from disadvantaged, marginalized or indigenous communities. The project gives young persons an opportunity to become more involved and contribute meaningfully to their own financial and mental well-being as well as to their communities' overall development. Their input adds value to the project, enhancing its youth-friendliness. The

- ▶ **The target group for Youth PATH are young persons aged 15–25 years who are out of school and from disadvantaged, marginalized or indigenous communities**

project team should ensure that youth involvement is not symbolic, but actually used and appreciated. Pairing youth with adults to work together has proved an effective strategy.

Youth are able to participate in a wide variety of activities that assist project implementation. The project team should select youth participants wisely as long-term commitment to a project like this can be a problem for some young persons. To keep youth motivated and engaged, arrange field trips to other sites, and ensure that learning opportunities are as rich and exciting as possible.

Activity 3.2: Provide Training

Training is a critically important implementation activity. Good training helps youth to develop their self-esteem and to gain employment. It helps the youth to be professional at the site, adding to the rich experience that visitors enjoy at the site. It is recommended that you begin life-skills training before employment training. Life-skills training will motivate the youth to use their new skills effectively!

Previous Youth PATH projects were provided with a series of training tools, including a training manual. Three of the modules in the training plan were developed to guide site activities, each module comprising core activities mandated by UNESCO. See Table 8 for a brief description of these courses.



Craft training in indigenous communities, Guyana



Craft training, Jamaica

Table 8: Brief Description of Several Courses

Course	Description
1. Heritage Tourism	
Natural and Cultural Tourism Industries	Appreciation of the arts and culture as legitimate industries with vast potential for economic growth and employment generation; understanding intellectual property, copyright laws, protection rights and other important areas
Natural and Cultural Heritage Identification and Interpretation (tangible and intangible), Preservation	An understanding of main elements constituting heritage tourism, differences between natural and cultural heritage, tangible and intangible and role of culture in national development, best preservation practices
Management of Heritage Tourism Sites	How to identify and manage a heritage site
Site Assessment	Recognizing features in a site that would qualify it as a heritage tourism site falling within the natural or cultural categories
Planning and Organization	Basic skills in short-, medium- and long-term planning, work plans, organization charts and logical frameworks
Community sensitization and Mobilization	Understanding community mobilization skills
Design and development of tourism products (craft development)	Basics of developing a sustainable tourism product. Participants expected to produce innovative ideas to actually design a tourism product
2. Business Management	
Business Start-up (computer based)	Basics of running small business finances using computer programmes
Marketing	Developing and promoting greater visibility for the heritage site and project as products

Table 8 continues on next page

Table 8: Brief Description of Several Courses (cont'd)

Course	Description
2. Business Management (cont'd)	
Bookkeeping, Budgeting, Accessing	Basics of recording financial transactions
Credit and Cash flow management, taxation	How to make financial plans for specific time periods and how to allocate money appropriately
	Details of how to access credit
	How to manage, monitor, analyze cash inflows and outflows
	Introduction to income taxation and role of tax in financial planning
Human Resource Management	Understanding the principles of human resource management and how to apply it in the management of a small business
3. Vending	The sale of craft, souvenir, and food items, pricing, presentation, packaging and labelling, customer relations, courtesy, payment arrangements, shipping and postage, bulk orders, retail, etc.
4. Hospitality	Running a guesthouse or restaurant: this includes lessons in reception, courtesy, sanitation, presentation, pricing, services, billing, marketing, licences, gaining Department of Tourism recognition and approval etc.
5. Tour Guiding	Thorough knowledge of all the natural and built attractions along a particular route presented as a tour, presentation skills, conversation skills and interpersonal skills
Other Courses	Life Skills, Computer Skills, Language courses, First Aid, Cardiopulmonary Resuscitation (CPR)

Site-Specific Activities

Each project has site-specific activities in addition to the core training programme. Site-specific activities are based on the needs of the heritage site and selected by the implementing agency with the approval of the donor agency. Site-specific training is comprised of practical activities, which should take place at regular intervals to maintain youth interest and attendance. Examples of site-specific training are flora and fauna inventory, oral history documentation and wildlife viewing. On the successful completion of the training, participants should be provided with certification.

Note that the project may need a substantial amount of office and field equipment because of all the courses offered. It is helpful to get professional advice to determine the equipment needed and to select the best options. Previous Youth PATH countries used the following equipment for their core courses and for the promotion of the site:

Computers	Digital Cameras
Printers	Video camcorder
Multimedia Projector	Tape Recorder
Scanner	
UPS	
Software	

Other project-specific equipment may be needed based on the type of project and product. When off-site presentations are to be given, especially in rural areas, a laptop computer and multimedia projector will be needed. Your future equipment use is based on how the project develops over time. Maintenance and care costs should be the responsibility of the project as soon as it generates income.



Computer training session, Suriname



Computer training session, St. Kitts and Nevis

4

Sustaining The Project

Activity 4.1: Create New Business Plans

You are doing well. You are progressing with your work plan and have implemented the first training programmes. As you take the project forward, you will be creating new business plans, which of course will generate new work plans. Consider the following when constructing your new business plans:

- 1. The market**
- 2. The heritage product and value added products**
- 3. Competition**
- 4. Costs (fixed and variable) the timeline for continued development**
- 5. Registration of product ideas, for example, logos and trademarks**
- 6. Source funding to develop the product**

Remember to develop SMART objectives for each of the areas above.

Activity 4.2: Actively Promote Youth PATH

The project is a business, the major objective of which is to use a natural or cultural heritage resource to generate youth employment. The project needs to generate revenue so the site or product needs to be marketed. Marketing is an important way to help make the project successful. It involves location assessment, distribution and pricing. Marketing is an extensive area and it is best if you attend courses on marketing or read as much literature as you can. In this handbook, we focus on promotion.



Tour guides conducting tour, Dominica



A manager stated: “The project could have been stronger in creating more awareness with the entire village, **helping youth achieve goals in the interest of all.** Village elders play important roles in youths’ lives; they can pass on knowledge through workshops in nearby villages to boost the project and pave the way for future projects.”

You have already been promoting Youth PATH to the community, and now you need to promote the project to more persons. Projects with strong Oversight Committees have benefited from members' expertise and linkages available for promotion. Some previous project managers focused on developing the project site while overlooking marketing and promotion activities. A manager stated: "The project could have been stronger in creating more awareness with the entire village, helping youth achieve goals in the interest of all. Village elders play important roles in youths' lives; they can pass on knowledge through workshops in nearby villages to boost the project and pave the way for future projects."

Promotion relates to communication activities used to inform people about the project and encourage them to become involved. Apart from the community, you need support from Government, National Commissions for UNESCO, media and the private sector. Local specialist agencies can also help you reach important target groups.

There are many ways to promote your project, but you cannot implement them all, so choose the most cost-effective ones. There is also no single strategy that will work for all projects; they will vary by country, project-type and project. Each strategy would start by identifying specific target audiences, for example, the youth to be trained and the community members who will help in developing the project.

Identify the following:

- Which target groups do you want to promote the project to?
- What do you want the target groups to know? What do you want to say?
- What means will you use to inform the target groups?
- What do you want the target groups to do with what you tell them?



Visiting and working on The Endeavour II. The first island sloop built on Jost Van Dyke in modern memory, and helps to rekindle the island's unique maritime traditions. British Virgin Islands

Table 9 provides many of the channels that you will use when promoting Youth PATH.

Table 9: Suggested Channels for Promotion

Advertisements (electronic)	Short radio or television advertisements can be produced about the project, including purpose, goal, and community. Provide contact information for those interested in learning more. A very expensive option unless fully sponsored.
Advertisements (print)	Printed advertisements can also be developed; include contact information and directions to community, if hard to find. These can be put on flyers or in newspapers; or use them to promote special site events. Less expensive than electronic ads.
Brochures	Previous Youth PATH participants created brochures about various community projects. They are easy to make and can be handed out to companies, travel agencies, and individuals.
Community radio (media centres)	A good way to reach special or rural communities if they have their own radio centres/stations.
Flyers and pamphlets	These can be handed out in the community, local shops, cruise ships, hotels, museums, travel agencies, and other places of interest often visited. Easy to make.
Guest interviews	Get invited to talk about the project on TV e.g. morning wake-up programmes.
Guest speakers	Several places and events could be targeted to introduce the project by being invited as a guest speaker: industry functions, schools, service clubs.
Magazines	Good if your target audience uses them. You need to know which ones to place an article or advertisement in. You also need good artwork; could be slightly expensive.
Newspapers	This is one “mass-media” approach that might not be too expensive especially if sponsored. However, find out how many people read the publication.
Public Information Service (Local)	This is one way to get project information out “for free”: document activities and benefits of Youth PATH so the community and nation become aware of the Project.
Radio	This “mass-media” approach can be relatively expensive even if sponsored – depending on how you use it. Creative and less expensive options could include: time signals, having the station do an outside broadcast from the site.

Table 9: Suggested Channels for Promotion (cont'd)

Regional Publications	This is a good opportunity to promote the project across a wider region than your own country; provide information on objectives and offerings. Colour photographs would make an article more exciting to read.
Signage	Use different signs in/around the site, community and elsewhere. Design them based on function and placement (e.g. explaining heritage, directional)
Television	This high-impact “mass-media” approach will be the most expensive you could use, even if sponsored. You could still try however, to use it creatively e.g. get invited to talk about the project, advertise jointly with (<i>or get mentioned by</i>) a nearby site/property.
Testimonials	Persons who visited and enjoyed the site could speak about it – including stakeholders.
Websites	<p>There are several ways in which websites can work for Youth PATH projects:</p> <ul style="list-style-type: none"> • Information should be specific to the project • Include goals and objectives, expected outcomes, and courses offered • Joint promotion of the Youth PATH brand, and multiple projects • Offer businesses space to advertise their products • Establishing linkages between Youth PATH websites and community and national tourism websites can be beneficial e.g. Ministry of Tourism, Tourist Boards • The website should facilitate e-mail, so interested persons can contact the project team

Various Youth PATH Training Sessions and Projects



Learning First Aid techniques, Suriname



Holywell Recreational Park, Jamaica



Learning traditional cooking, Trinidad and Tobago



Tie Dye products produced by the St. Vincent Youth PATH Group



Performance by the Youth PATH Group, Gambier Village, The Bahamas



Snorkeling training, Belize Youth PATH Group



Grand Anse Beach St. Lucia Turtle Protection project



Youth PATH Group training session, Dominica

Networking is an important part of promotion. A motivated community forms a strong network for advertising the site by word of mouth. You already know that professionals are required in the planning and implementation stage – they are very important for sustaining the project as well! It is recommended that the project team continue to work with experts in the areas of tourism, environment, cultural heritage, and conservation. The experts will assist you with resource-auditing, which is identifying and documenting the full range of resources at the site. They will help you with business development sensitization, which means creating further business for the project.

Clearly, word of mouth is a great way to promote the project. Electronic networking also enhances interaction between project team members, stakeholders, and donor or financing agencies. The Internet is the key to electronic networking and should be used wherever possible to keep in contact with stakeholders who have access to computers, potential funders, and other interested persons. The Internet can be used to provide regular updates on specific activities, using various methods. Being computer savvy helps you to network.

Networking options:

Website development: Develop a website so participants and others can see the progress being made throughout the project's life. It can also be used to post schedules and information about upcoming events. It should facilitate e-mail so that interested individuals can ask questions, express concerns, and query issues.

E-mail: E-mails are a good means of communicating between Youth PATH sites and the donor agency/management/coordination agency or team; however there are often delays in responses. Despite this, it is still one of the best means of communicating. Weekly happenings, bulletins, and newsletters can be e-mailed to stakeholders, keeping them up to date on project development. It also facilitates speedy communication across long distances.

Video Conferencing: In previous Youth PATH projects, monthly video conferencing was found to be useful. This form of communication facilitates face-to-face discussions with project managers, stakeholders, and others involved. It can be achieved in groups, cutting travel costs for meetings. These savings also allow for more regular meetings. Be careful however, for technical difficulties sometimes arise; also ensure equipment is up to date and protected from computer viruses.

Teleconferencing: Monthly teleconferencing was found to be the most useful and feasible for all, since some projects did not have access to videoconferencing facilities.

It may be difficult to implement all of the networking plans, and a specialist will guide you on the most cost-effective option for the project. A staff or volunteer should also manage and monitor the electronic network option you select.

When you network, you are well on your way to developing a heritage product. A heritage product is a resource that is turned into an experience unique to a community or country. There are two main types of heritage products: tangible and intangible. Tangible products are places, landscapes, buildings, artworks and documents, and intangible products are values, traditions, languages, oral history and distinctiveness of a people. **Congratulations!**



Horticulture training, Jamaica

- ▶ **When you network, you are well on your way to developing a heritage product. A heritage product is a resource that is turned into an experience unique to a community or country**

5

Monitoring and Evaluation

Activity 5.1: Analyze and Report the Impact of the Project

Analysis of the project involves both monitoring and evaluation. Monitoring is done throughout the life of the project. Your business plans, work plans and schedules help you to monitor the project. Monitoring helps you keep track of targets, allowing you to know when you meet or exceed them, or you are at risk of not achieving them.

When monitoring the project:

- Obtain the assistance of the Oversight Committee
- Find the time to monitor the project properly
- Continually obtain feedback from stakeholders
- Give feedback to your stakeholders

Some Managers keep their targets in front of them visually by using large calendars or boards in their offices. They write reports on the progress of their targets so that they can easily evaluate the project.

Evaluation of your project

There are two types of evaluation studies that should be done: baseline and end-project studies. The baseline will point to important criteria to use for monitoring project objectives, for example, the number of out-of-school, unemployed youth in the community and the extent to which poverty exists amongst youth in the community. A baseline study should be implemented to determine that the target

community fits Youth PATH project criteria, develop indicators for monitoring the progress of the project; and document other important factors operating in the project environment. A terminal (end-project) study will use the same indicators identified at the baseline, to determine whether the project objectives have been met. The good news is that funding agencies often assist in the monitoring and evaluation stages.

Your report should include the responses to the following questions:

- Was progress made on the deliverables?
- Were the planned outcomes achieved? Why or why not?
- Were the objectives feasible in the first place?
- Are there ways that project activities can be refined to achieve better outcomes?
- Do the results justify the project inputs (in terms of funds, time and energy)?

Remember, what you are in essence evaluating is whether youth poverty has been reduced. The major role of Youth PATH is to reduce youth poverty.

You have now come to the end of this handbook about Youth PATH Projects. If you follow the guidance given in this handbook, you will no doubt implement a wonderful heritage site that will create employment for the young people in selected communities. As you no doubt know, learning is a lifelong process. We therefore encourage you to read more on the areas of planning, funding, marketing and accounting. Please also keep yourself abreast of the exciting new developments in youth development and cultural and natural heritage issues.

Thanks for your interest and participation in Youth PATH!

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ANNEXES

Annex 1: More Successes and Lessons Learned from previous Youth PATH Projects

Annex 2: Checklist for Youth PATH Projects

Annex 3: Potential Funding Sources: Grants & Support for Cultural Organizations and the Arts

Annex 4: Work Plan Previously Used for Phase 1 of Youth PATH

Annex 5: Items from the UNESCO Project Qualifying Matrix

Annex 6: Project Proposal Development Guidelines

Annex 7: About UNESCO

Annex 8: Millennium Development Goals



ANNEX 1. More Successes and Lessons Learned from previous Youth PATH Projects

Some Achievements of Phase I

- Youth employment as summer tour guides
 - Attend UNESCO General Convention in Paris
 - Grants for small business development
 - Establish campsites, food-vending operations
 - Conduct of tours to heritage sites
 - Board members: regional environmental project
 - Awarded for cultural presentations
 - Travel abroad for further tourism studies
-

Barbados: Youth in “De Heart Uh Barbados”

The project area is located near six tourism sites close to each other: Harrison’s Cave, Welchman Hall Gully, Jack-in-the-Box Gully, Flower Forest, Springvale Heritage Museum, and Highland Outdoor. Five are natural heritage sites. The Youth PATH project began in 2003, 18 young persons completed the programme in February 2004. The focus was on tours of the area, including: identifying aspects of the community’s religious, medicinal, folklore, recreation, and agriculture. Positive project outcomes include:

- Closer relations between youth and community elders
- Positive behaviour changes in lifestyle
- Creating value systems leading to self-worth, appreciation
- Increased responsibility

Youth conducted tours to the six heritage sites during the annual “De Heart Uh Barbados” weekend, and were awarded for cultural presentations during Independence Day celebrations. One member also attended the 32nd UNESCO General Convention in Paris.

The Bahamas: Gambier Village

In the Gambier Village of The Bahamas, the Youth PATH project recruited a team of seven leaders from youth groups in the area. Many were unemployed persons who would benefit from the project. This team called themselves “Truth at Work”. The main activities centred on tour guiding and entrepreneurial skills, including public speaking, and learning about the heritage of the region. The programme also included training in computer skills, craft creation, woodcarving, personal development, first aid, and health issues (STIs/HIV, drugs, alcohol).

Lessons learned from The Bahamas

- Need personal assessment related to project demands. Employ dedicated project manager/ coordinator as project participation can ‘stretch’ capacity of the organization (especially coordinator).
- Need project management skills. Training and exposure to project management skills useful, but organization felt they needed more training and more exposure and practice using techniques.
- Need flexibility. Project coordinator should be able make changes and be flexible in the event the initial project plan needs to be reviewed and changed to become more feasible.
- There is need to include more education on the value of Heritage Tourism.

Youth PATH participants will welcome visitors to the new Visitor Centre with its interactive arts and crafts village, enlightening them about the slave trade and emancipation.

St. Vincent & the Grenadines:

Youth PATH was implemented on March 23, 2003 and involved 22 underprivileged youth aged 15–25 years. The project aimed at building self-esteem, awareness about environment and historical resources, and promoting employability through training and workshops. Youth at Chateaubelair conducted tours of Dark Falls with Carnival Cruise line visitors. Since implementation there has been a five-fold increase in visits to the area, greater interest in conservation, and in micro-business. Three Youth PATH members continue to work with the project, being regarded as youth leaders by the community. From project implementation there has been increased:

- Willingness to participate in community activities

- Self-esteem
- Communication skills
- Awareness of personal hygiene and self-presentation

Youth demonstrated leadership skills by becoming board members of a local Caribbean Regional Environmental Programme (CREP) project. Two Youth PATH members went to Toronto, Canada for further training in tourism.

Jamaica: Holywell Recreational Park

This site between the Blue and John Crow Mountains consists of nature trails (one leading to a waterfall), picnic areas, gazebos, and cabins for overnight guests. Youth PATH started in January 2003, training in development and documentation of cultural heritage sites for enhanced eco-tourism potential. Site-specific training included: tour guide training, sustainable business development of crafts and heritage products. Courses aimed to increase employment and income generation opportunities. Youth from neighbouring communities work as tour guides. Achievements include:

- Members taken on as park-ranger interns with Building Youth for National Development (BYOND)
- Certified tour guides giving talks, tours, presentations

Four youth employed as summer tour guides at Holywell; two received grants to begin small businesses. A gift shop was also established for sale of craft items.



Blue and John Crow mountains, Jamaica

Saint Lucia: Des Barras and Mabouya Valley

The Mabouya Valley project was launched in March 2003, while the Des Barras project was launched in April 2003. These sites were selected based on great potential for tourism business. At Des Barras the project trained young people in various aspects of community based tourism, food preparation, kayaking, and tour guiding. The site-specific activity involved 15 participants in turtle watching; an income-generating project. In the Mabouya Valley, the project took place in the Fond D'or Nature and Historical Park – a primary historical tourism attraction in the community. Overall, the project has trained 50 persons in various aspects of community tourism.

Lessons Learned from Saint Lucia

- Understanding complexities of youth participation: suggest organization devote more time to youth related activities, especially life skills. Youth take time and commitment.
- Early youth participation important for success: involve them from the beginning to play roles in determining content, schedules of activities and training sessions.
- Design initiatives expressly for youth: more training time means they are not intense as they have short attention span.
- Assess required personnel/budget: the organization has limited capacity so for complex projects relies heavily on outsourcing skills not present (or in sufficient quantity); budget accordingly.
- Share concerns and gain common understandings: seek clarity on expectations and commitments before starting.
- Include life skills as pre-cursor to other training activities.
- Introduce environmental management standards as critical component of training.
- Develop heritage standards and include in all tours developed to ensure a quality product.
- Project needs to budget for and include dedicated areas and resources for training and capacity building exercises to ensure sustainability of the training efforts.

In Saint Lucia, the community youth established campsites on the beach where tourists visited for turtle watching. They also established food-vending stalls at Fond D'or for sale to visitors.

ANNEX 2. Checklist for Youth PATH Projects

The checklist items have loosely been grouped into different categories. Try and answer each item for your Youth PATH site: the more items that apply within and between the different categories, the more likely it is that your site will be a good choice for natural, cultural, or mixed heritage offerings.

1.	Condition of Site Overall Good	Yes	No
2.	Condition of Site Overall Poor	Yes	No
3.	Condition of Structures Overall Good	Yes	No
4.	Condition of Structures Overall Poor	Yes	No
5.	Dating Amerindian (Earliest Mention)	Yes	No
6.	Dating 16th Century (Earliest Mention)	Yes	No
7.	Dating 17th Century (Earliest Mention)	Yes	No
8.	Dating 18th Century (Earliest Mention)	Yes	No
9.	Dating 19th Century (Earliest Mention)	Yes	No
10.	Dating 20th Century (Earliest Mention)	Yes	No
11.	Declaration National Treasure	Yes	No
12.	Declaration Universal Treasure	Yes	No
13.	Endangered and or Threatened	Yes	No
14.	Historical Information Electronic Media (Video / Internet / CD / Etc.)	Yes	No
15.	Historical Information Oral Tradition	Yes	No
16.	Historical Information Written Documentation	Yes	No
17.	Integrity / Authenticity Little Altered	Yes	No
18.	Integrity / Authenticity Very Altered	Yes	No
19.	Location Rural	Yes	No
20.	Location Urban	Yes	No
21.	Management Plan Currently being Implemented On-Site	Yes	No

22.	Management Plan in Place for On-Site Operations	Yes	No
23.	Management Plan in Place for Related National Operations	Yes	No
24.	Museum / Interpretative Centre at Site	Yes	No
25.	Nomination National Register	Yes	No
26.	Nomination World Heritage	Yes	No
27.	Ownership Primarily Government	Yes	No
28.	Ownership Primarily Private	Yes	No
29.	Project Community Tourism Practice Currently	Yes	No
30.	Project Conditions of Obvious Socio-Political Activities	Yes	No
31.	Project Contains Youth Caretakers	Yes	No
32.	Project Cooperation Currently	Yes	No
33.	Project Cultural Diversity in Operation	Yes	No
34.	Project Effectiveness to Achieve Goal	Yes	No
35.	Project Financing in Place for any Component	Yes	No
36.	Project Potential to Achieve Poverty Yardstick	Yes	No
37.	Project Sustainable as Part of National Development Strategy	Yes	No
38.	Proximity Airport / Seaport	Yes	No
39.	Proximity Coastal	Yes	No
40.	Proximity Hill / Mountain	Yes	No
41.	Proximity Main Roadways	Yes	No
42.	Proximity Major Hotels / Resorts	Yes	No
43.	Proximity Plain	Yes	No
44.	Proximity Waterway	Yes	No
45.	Proximity World Heritage Site	Yes	No
46.	Recording of Heritage Already Undertaken	Yes	No
47.	Recording of Heritage in Progress	Yes	No
48.	Significance Agricultural	Yes	No

49.	Significance Archaeological	Yes	No
50.	Significance Architectural	Yes	No
51.	Significance Ecological	Yes	No
52.	Significance Engineering	Yes	No
53.	Significance Historical	Yes	No
54.	Significance Social / Personalities / Events	Yes	No
55.	Significance Spiritual	Yes	No
56.	Site Structures 10 and Under	Yes	No
57.	Site Structures 101 and Over	Yes	No
58.	Site Structures 11 to 50	Yes	No
59.	Site Structures 51 to 100	Yes	No
60.	Tenure Formal (Title / Historic Owners)	Yes	No
61.	Tenure Informal (Squatters)	Yes	No
62.	Type Civil / Commemorative	Yes	No
63.	Type Educational / Institutional	Yes	No
64.	Type Estate / Plantation / Agro-Industrial	Yes	No
65.	Type Fortification / Military	Yes	No
66.	Type Market / Shops / Commercial	Yes	No
67.	Type Maroonage	Yes	No
68.	Type Natural / Vegetation / Landscape	Yes	No
69.	Type Religious / Burial	Yes	No
70.	Type Residential (Primarily)	Yes	No
71.	Type Water Works / Shipwreck	Yes	No
72.	Utilities Light and Power	Yes	No
73.	Utilities Potable Water	Yes	No
74.	Utilities Telephone / Cable and Wireless	Yes	No
75.	Visitor Attraction Currently	Yes	No
76.	Location: Other Sites of Interest in Walking Distance	Yes	No
77.	Location: Is the Site Easily Accessible	Yes	No

78.	Location: Is Site Accessible All Year	Yes	No
79.	Location: Is Overnighting Required	Yes	No
80.	Location: Is Site Accessible to Handicapped Persons	Yes	No
81.	Location: Type of Transport to Reach Site: Car / Boat / Animal	Yes	No
82.	Site: Hospitality Area Provided	Yes	No
83.	Site: Sanitation Acceptable	Yes	No
84.	Site: Environmentally Safe	Yes	No
85.	Site: Socially Safe	Yes	No
86.	Site: Crime Rate High	Yes	No
87.	Site: Friendly for Children	Yes	No
88.	Site: Number of Buildings	Yes	No
89.	Experience: Is Special Equipment Needed	Yes	No
90.	Experience: Will Equipment be Provided	Yes	No
91.	Youth: Is Youth Organization Near Site	Yes	No
92.	Youth: Are Youth Economically or Socially Disadvantaged	Yes	No
93.	Youth: Large Youth Population Near Site	Yes	No
94.	Community in Favour of Site Development	Yes	No
95.	Other Organizations Already Involved in Development of Site	Yes	No
96.	Tourism Specialist Associated with Site	Yes	No

ANNEX 3. Potential Funding Sources: Grants & Support for Cultural Organizations and the Arts

General Information about Grants

The Foundation Centre

<http://fdcenter.org/fundersgrantmaker>

Grant-makers in the Arts

<http://giarts.org/partners>

Global Philanthropy The Synergos Institute

<http://www.synergos.org/globalphilanthropy>

Government Organizations

Association of Caribbean States

Canadian International Development Agency

www.cidajam.org.jm or www.acdi-cida.gc.ca

Funding themes: Private Sector Development, Gender Fund, Environment, Governance

Caribbean Tourism Organization

Commonwealth

www.thecommonwealth.org

Funding themes: Commonwealth Fund for Technical Cooperation

Department for International Development

www.challengefunds.org

Funding themes: Poverty Reduction, Business Linkages, Development, Options/ Tourism

Global Development Network

www.gdnet.org

Funding themes: Development

Japan International Cooperation Agency

<http://www.jica.go.jp/english/>

Funding themes: Small-scale Grant Assistance, Cultural Activities

United Nations Capital Development Fund

www.uncdf.org

Funding themes: Poverty Reduction

United Nations Development Programme

<http://www.undp.org/poverty/>

Funding themes: Small grants

World Bank /World Bank and Social Funds

www.worldbank.org

Funding themes: National Council for Arts & Culture Project

Corporate Grant-makers

Andy Warhol Foundation

www.warholfoundation.org/guidelns.htm

Funding themes: Curatorial Programmes at museums, artists' organizations and other cultural institutions

Ambrose Monell Foundation

www.monellvetlesen.org • E-mail: info@monellvetstlesen.org

Funding themes: Religious Charitable; Scientific; Literary & Educational purposes

American Express

www.americanexpress.com

Funding themes: Cultural Heritage and Economic Independence

AT&T Foundation

www.att.com

Funding themes: Education, Civic & Community Service, Arts and Culture

Corporate Grant-makers (cont'd)

British Petroleum

www.bp.com/care.html

Funding themes: Community Development

- Arts, Culture and Heritage
- Sustainable Development

Charles Stewart Mott Foundation

www.mott.org

Funding themes: Civil Society Environment Pathways out of Poverty

Corning Foundation

www.corning.com

Funding themes: Education, Culture, Community Service, Higher Education

David & Lucile Packard Foundation

www.packard.org

Funding themes: Institutional support of non-profit Arts organizations.

Institutions that support the Arts. Upgrading or renovating Arts facilities, improving Arts education.

Ford Family Foundation

www.fordfound.org

Funding themes: Education, Media, Arts & Culture

Getty Grant Program

www.getty.edu/grants/program

Funding themes: Research, Conservation, Leadership & Professional development

IBM

www.ibm.com

Funding themes: Education, Workforce, Development, Arts & Culture

Corporate Grant-makers (cont'd)

Kodak Corporation

www.kodak.com

Funding themes: Community Revitalization:

- Culture & the Arts
- Environment
- Economic Development

Reynolds Metal Company

www.rmc.com

Funding themes: Education, Health & Human Services, Culture & Arts, Civic

Rockefeller Foundation

www.rbf.org

W.K Kellogg Foundation

www.wkkf.org/LAC

Funding themes: Poverty Reduction, Youth & Community Development

ANNEX 4. Work Plan Previously Used for Phase 1 of Youth PATH

Activity I: Planning and Mobilization

1. Work plans refined and finalized

- Initiate activities for effective project implementation

2. Consultants contracted and functioning

- Obtain resumes, establish work scope, and select consultants / module facilitators for:
 - Social mobilization workshop
 - Baseline surveys
 - Logo and letterhead designs

3. Sites and target groups inspected and confirmed

- Conduct reviews, assessments and site visits, and determine collaborative strategies

4. Proposals received and approved

- Submit comprehensive report of findings and select sites for participation in project
- Logo designs received and approved

5. Group leaders, target groups and stakeholders identified

- Establish Memorandum of Understanding between UNESCO and Project Managers in selected sites
- Obtain detailed work plans and budgets

6. Mobilization workshop implemented

- Develop Social Mobilization Workshop for project leaders and youth leaders

- Invite participants, facilitators, and officials to participate in launch and workshop.
- Locate module facilitators for:
 - Project Management Training
 - Community Tourism Issues
 - Information and Communication Technologies

Activity II: Implementation and Monitoring

1. Programme developed and approved

- Finalize country work plans, project start-up, and country monitoring visits process and dates

2. Baseline surveys completed

- Finalize measurement tools for tracking youth poverty and social assessment at beginning of project socio-economic site surveys with consultants

3. Core training and special packages developed

- Develop core training packages for wider distribution, including website access
- Integrate Phase I project outcome into “hands on” training packages on tourism and heritage issues

4. Design of skills-training workshop completed

- Finalize core training proposals for youth locally and regionally
- Conduct Youth PATH Launch for training initiatives in project sites
- Develop interactive modules for regional dissemination

5. Specialized consultants contracted

- Recruit Youth Development Specialist to establish national, regional, international fund-raising partnerships for sustainability
- Recruit consultants to develop interactive core training and packages

6. Monitoring indicators selected

- Approve and finalize four (4) prototype survey instruments at Pre-Project implementation stage
- Approve and finalize indicators and progress at mid-project implementation stage

7. Equipment purchased

- Finalize equipment requirement for projects and administration.
- Obtain quotations, order, purchase and deliver specific equipment.

8. Extra-budgetary funds raised

- Package Youth PATH project success to present to funding partners and to extend fund-raising efforts
- Establish regional and international parameters to assist fund-raising activities
- Obtain and submit proposals for partnerships to ensure sustainability for Youth PATH projects

Activity III: Training and Site Development

1. Consultants identified and recruited

- Liaise with project managers to identify and recruit consultants for training local and regional modules
- Finalize contracts and payments with consultants and project managers to implement site training and site development
- Engage consultant for project development proposals to obtain international funding for ongoing project development

2. Modules developed, tested and disseminated

- Ensure local implementation of log frame planning, hospitality services and tour guiding, site preservation and conservation
- Disseminate regionally interactive training material developed from mobilization workshop

- All modules for training and site development are finalized and operational

3. Training materials designed and tested including multimedia

- Reinforce local on-site implementation of mobilization workshops in project management, community tourism, and information and community techniques
- Finalize production of multimedia material, training in promotion and marketing as well as creative marketing and website training

4. Equipment identified and purchased

- Source and purchase all equipment ordered for all project sites
- Ensure delivery of equipment and finalize payment, and accounting procedures

5. Skills training workshop conducted

- Select venue; liaise with project manager to host mid-project skills-training workshop
- Recruit consultants to develop enhanced site-specific training and research packages and select participants
- Conduct workshop and evaluations

Activity IV: Evaluation (ongoing and final)

1. Consultants/ Evaluators recruited

- Liaise with consultants on ideas for the site and project

2. Baseline Survey

- Approve Interim Progress survey report in five territories
- Develop Final Report

3. Proactive communication of all stakeholders through regular conference calls

- Establish monthly project management reporting procedure

- Monitor sites with ongoing staff travel and mission reports
- Ongoing evaluation through formal, informal correspondence

4. End term socio-economic study completed

- Establish ongoing baseline indicators for project extension and project development from baseline surveys' socio-economic studies

5. Additional donor support secured

- Periodic summary reports: UNESCO director, relevant stakeholders
- Package progress report and evaluation for fund-raising activities from non-governmental international entities
- Package for international entities, private sector

6. Sustainable cultural tourism sites developed

- Establish if natural and cultural heritage sites are functioning
- Analyze growth effects of community heritage sites, from training
- Promote application of World Heritage Convention and World Heritage guidelines for heritage conservation/prevention and protection including all territories signatory to the Convention
- Re-evaluate tours: end-project sustainability, heritage preservation

7. Youth empowered to improve socio-economic condition

- Assess poverty reduction and alleviation in the community; also youth pulled out of risk:
 - At pre-project
 - At interim stage at mid-project
 - At interim at end of project
 - At post project evaluation

8. Terminal report produced and disseminated to all stakeholders

- Identify pre, mid and post project content material and documented information on sites e.g. video productions, interactive training module, electronic networking – as tangible evidence of projects on five territories for dissemination to all stakeholders

- Produce post-project report for five territories

9. Post evaluation and impact assessment conducted two years after project

- Develop interim report indicating parameters of impact on literacy, numeracy, life skills, fostering peace, and gender equity to measure these against aspects such as business development etc., among the youth in the project area
- Interim report of all and establish the comparative impact within/ against background of the wider community

ANNEX 5. **Items from the UNESCO Project Qualifying Matrix²**

Content of proposal	Agencies' impact
Community Tourism	ASP/NET
Conditions	CARICOM
Cooperation	CDB
Cultural Diversity	CTO
Effectiveness	European
Heritage	ICOMOS
Poverty	IIPT
Sustainable	IUCN
Youth	UNDP
	UNESCO
	WHC
	World Bank
	WTO
	UNESCO CLUBS
	USAID

2. The first nine items refer to project relevance; the 2nd set refers to agencies that could have an impact on the project.

ANNEX 6. Project Proposal Development Guidelines^{3,4}

Project Criteria	Proposal Inclusion
1. Youth Development poverty alleviation / reduction achievability	<ul style="list-style-type: none"> • Youth Involved in Project at Outset • Economically and or Socially Disadvantaged • Youth Groups in Proximity to Project Area • Literacy • Age Between 15 and 25 Years
2. The Cultural / Natural Heritage	<ul style="list-style-type: none"> • Environment Endangered and or Threatened • Cultural Diversity of Project Area • Type and Category of Heritage • Dating (Earliest Mention) and Significant Periods • Historical Research Undertaken • Heritage Interpretation of Project Area and Methodology • National Register / World Heritage, Nomination / Declaration • Authenticity / Integrity in Tact
3. Tourism Potential and or Activities	<ul style="list-style-type: none"> • Visitor Attraction Currently • Proximity to Airport / Seaport • Rural / Urban Site • Site Accessibility and Special Equipment Needed / Provided • Site Hospitality / Services Available • Other Tourism Sites of Interest in Walking Distance • Museum / Interpretative Centre / Gift Shop Close to / At Site • Tourism Specialist Associated with Project Area

Annex 6 continues on next page

Project Criteria	Proposal Inclusion
4. Sustainability Aspects	<ul style="list-style-type: none"> • Overall Condition of Project Area • Project Part of National Strategy • Project Area Ownership Primarily Government / Private • Project Area Tenure Formal (Title / Historic Owners) • Management Plan for Site Preservation and Upkeep • Project Timelines / Deliverables
5. Inter-agency Cooperation	<ul style="list-style-type: none"> • Organizations Involved (Government, NGOS, etc.) • International Agencies Involved
6. Community Components	<ul style="list-style-type: none"> • Community Response to Site Development • Utilities (Light and Power, Telephone–Cable and Wireless, Potable Water, etc.)
7. Funding Initiatives	<ul style="list-style-type: none"> • Project Funding Source / Partnerships • Overall / Phased Project Budget

3. Some funding agencies will have their own format that you would need to use instead
4. Proposal should not be more than about five pages

ANNEX 7. About UNESCO

In light of the ongoing and new global challenges, UNESCO's mission is to contribute to peace and human development in an era of globalization through education, the sciences, culture and communication, based on three main strategic thrusts. These three distinct, yet interrelated axes are:

- (a) developing universal principles and norms, based on shared values, in order to meet emerging challenges in education, sciences, culture and communication and to protect and strengthen the “common public good”;
- (b) promoting pluralism, through recognition and enhancement of diversity together with the observance of human rights;
- (c) promoting empowerment and participation in the emerging knowledge society through equitable access, capacity-building and sharing of knowledge.

UNESCO's Medium Term Strategy for 2008–2013 defines five core functions of the Organization as:

- 1. a laboratory of ideas**
- 2. a standard-setter**
- 3. a clearing house**
- 4. a capacity-builder in Member States**
- 5. a catalyst for international cooperation**

UNESCO'S Strategy for Action with and for Youth

UNESCO accords priority to youth in addressing developmental challenges and other issues which affect the welfare of youth around the world, especially those in rural areas and marginalized groups as well as unemployed youth.

Freedom from Poverty as a Human Right

UNESCO supports policy formulation and implementation in the following areas:

- (a) assisting in the design of country owned, integrated pro-poor national policies and frameworks, involving all stakeholders, and building the capacities of

government to put in place participatory and inclusive processes at national and local levels;

- (b) advocacy and information, emphasizing that freedom from poverty is a human right, a global ethical imperative, and a top priority for government and the international community;
- (c) policy oriented research and contributing to the analysis of extreme poverty – and monitoring progress towards its eradication;
- (d) capacity-building, particularly in countries immersed in or emerging from conflict or natural disasters;
- (e) innovative field projects, especially through projects under cross cutting themes, to demonstrate feasibility and potential results as a basis for translating them into policies and mainstreaming them nationally or in other countries.

ANNEX 8. Millennium Development Goals

1. To eradicate extreme poverty and hunger

- Reduce by half the portion of people living on less than a dollar a day.
- Reduce by half the portion of people who suffer from hunger.

2. Achieve universal primary education

- Ensure that all boys and girls complete a full course of primary education.

3. Promote gender equality and empower women

- Eliminate gender disparity in primary and secondary education preferably by 2005, and at all levels by 2015.

4. Reduce child mortality

- Reduce by two-thirds the mortality rates among children under five.

5. Improve maternal health

- Reduce by three-quarters the maternal mortality ratio.

6. Combat HIV/AIDS, malaria and other diseases

- Halt and begin to reverse the spread of HIV/AIDS.
- Halt and begin to reverse the incidence of malaria and other major diseases.

7. Ensure environmental sustainability

- Integrate the principles of sustainable development into country policies and programmes; reverse loss of environmental resources.
- Reduce by half the proportion of people without sustainable access to safe drinking water.

- Achieve significant improvement in lives of at least 100 million slum dwellers, by 2020.

8. Develop and global partnership for development

- Develop further an open trading and financial system that is rule-based, predictable and non-discriminatory, includes a commitment to good governance, development and poverty reduction – nationally and internationally.
- Address the least developed countries' special needs. This includes tariff – and quota-free access for their exports; enhanced debt relief for heavily indebted poor countries; cancellation of official bilateral debt; and more generous official development assistance for countries committed to poverty reduction.
- Address the special needs of landlocked and small island developing states.
- Deal comprehensively with developing countries' debt problems through national and international measures to make debt sustainable in the long term.
- In cooperation with the developing countries, develop decanted productive work for youth.
- In cooperation with pharmaceutical companies, provide access to affordable essential drugs in developing countries.
- In cooperation with the private sector, make available the benefits of new technologies – especially information and communication technologies.