

YOUTH VISIONING FOR ISLAND LIVING

**SUPPORTING YOUTH IN THE
IMPLEMENTATION OF SUSTAINABLE
DEVELOPMENT ACTIVITIES
FOLLOWING THE REVIEW OF THE SIDS
PROGRAMME OF ACTION,
MAURITIUS 2005**



Photo courtesy of Norman Wai, Papua New Guinea



United Nations
Educational, Scientific and
Cultural Organization



Youth Visioning
for Island Living

Prepared by Youth Visioning Committee Coasts & Small Islands Platform, UNESCO
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Executive Summary

The Youth Visioning for Island Living (YVIL) initiative of the United Nations Educational, Scientific and Cultural Organization (UNESCO) seeks to empower young people in small island countries to take action for sustainable living and development, and by doing so encourage locally-based development of new skills and opportunities. Three phases made up YVIL, which ran from January 2004 to March 2008: a preparatory phase, a meeting for youth representatives in Mauritius parallel to the main governmental meeting, and a follow-up phase when youth undertook project implementation.

By the end of March 2008 thirty-five micro-projects led by youth for youth in the Caribbean, Pacific and AIMS (Atlantic, Indian Ocean, Mediterranean and South China Sea) regions had been implemented.

During the four years of developing the initiative, there have been varying challenges but for the most part outcomes have been positive. A solid foundation has been built where there is now a recognised platform where young people from SIDS have access to a source of information and tools that can assist them in implementing grassroots projects. There now exists an opportunity to either extend the network and further increase awareness of the initiative or to more narrowly define project themes along more focused activities and magnify the scale of individual projects to create a bigger impact.

A preliminary survey to evaluate the overall experience and impact of the initiative was undertaken with the aim of identifying what the project leaders had learnt and gained, and areas where the initiative could be improved. Results indicated that for the majority of the participants the experience had been very positive, providing them with a rare opportunity to acquire a wide variety of skills and realize their ideas on sustainable living and development in their communities in a tangible manner.

The challenge for this initiative is to find further funding and more on-the-ground partners that can provide the required support needed by inexperienced project leaders. Through this process, greater success of projects can be ensured and a greater impact made on those that participate. The projects implemented by Youth Visioning aimed to be self-sustainable through forging partnerships and networking to obtain assistance (both in-kind and financial) and expertise. A number of project leaders were able to secure long-term support and thus will be able to continue their work.

This current report has been prepared for the Lighthouse Foundation, one of the important strategic partners in YVIL. The report concentrates for the most part on the period between November 2007 to March 2008. Detailed reports on Phase 1, the preparatory activities, and Phase 2, the meeting in Mauritius and a substantive part of Phase 3, project implementation, has been submitted previously.

INTRODUCTION

Sustainable development in small island countries cannot be adequately addressed without including one very important stakeholder – the young people. Island youth are not only the leaders of tomorrow, in many cases they are also highly engaged today with the current issues facing their countries. In most small island developing States, the majority of the population is under 20. Young people represent not only a large, but also a unique segment of society; they are dynamic and innovative but they often lack the concrete skills and tools necessary to implement their ideas. Furthermore, young islanders are highly mobile, with many leaving their islands to pursue employment or education in other countries. The effective engagement of this group in small islands requires a balance between providing guidance and support on the one hand, and encouraging youth-led project development and implementation that creates opportunities at home, on the other.

Constituting the third phase of the Youth Visioning for Island Living initiative, project implementation by the youth has been seen as the most important phase. The results have been mixed but overall the objectives were well-achieved and the outcomes show considerable promise.

Since October 2007, 15 projects were completed resulting in a total of 35 projects being implemented by the initiative over two years. This amounted to US \$97,990 of funding equating to an average of US \$2,722 per project.

This report has been prepared for the Lighthouse Foundation as a deliverable for the contract entitled 'Youth Visioning for Island Living: Supporting youth in the implementation of sustainable development activities following the review of the SIDS Programme of Action, Mauritius 2005' and signed on 22 September 2005. The report analyses the implementation of youth-led projects in small islands and territories in the Caribbean, Pacific and AIMS (Atlantic, Indian Ocean, Mediterranean and the South China Seas) regions within the framework of Youth Visioning for Island Living for the period 2005-2007.

OCTOBER 2007 –MARCH 2008 ACTIVITIES

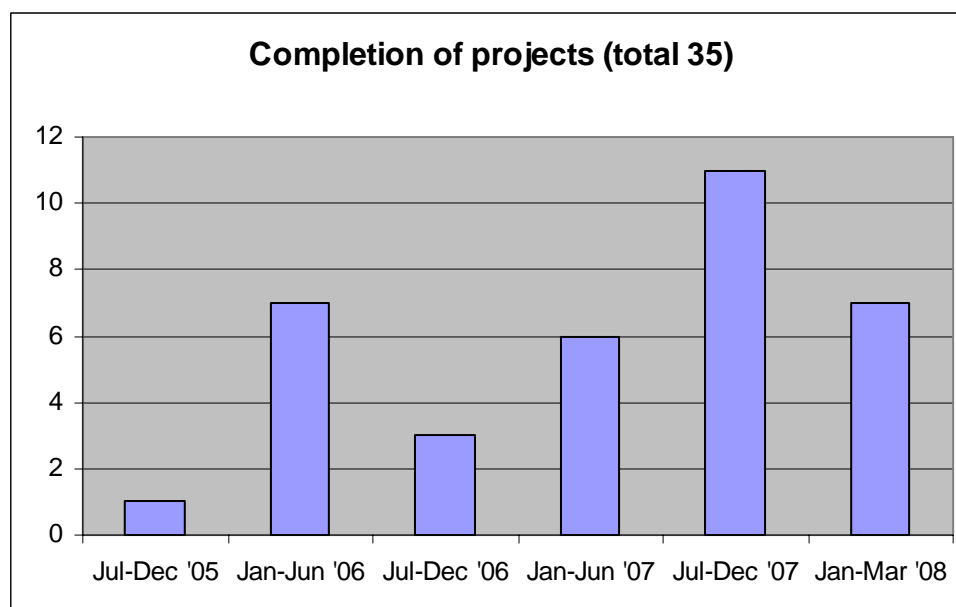


Chart 1

From October to December 2007, eight projects were completed and a further seven projects were completed by the end of March 2008 (being the end of UNESCO’s biennial work programme). As seen from the chart above, Youth Visioning implemented a total of thirty-five projects during its two-year programme. For a breakdown of the projects by region (Chart 2 & 3) and by themes (Chart 4), see the charts in **annex I** (p. 22). For more details regarding each project, please see **annex II** and **III** (p. 24).

Among the projects completed in the period December 2007 to March 2008, a number of projects were exceptionally successful - demonstrating great outreach and potential for continuity beyond YVIL support. Two of these projects are briefly highlighted below.

In **Grenada**, the HIV/AIDS Project Management Capacity Building for Youth Groups project led by Clifton Nedd, Quasi Andrew and Samuel Antoine analysed the working capacity of youth groups in Grenada to determine their operational efficiencies. The results of their analyses helped them determine and design a workshop to increase the capacity of youth groups on the island of Grenada to develop and implement HIV/AIDS projects in response to the National Strategic Plan for HIV/AIDS. As a result, the participants from each youth group were able to leave the workshop and return to their youth group with the skills to formulate strategies to implement their own projects in the community.

In **Papua New Guinea**, the Kolgpeng Fish Farm project lead by Titus Kuman was successful in constructing two large ponds for breeding fish. In terms of sustainability, Titus states that “The project is set to be sustaining itself from continuous raising of the fingerlings, transferring into larger pond, feeding, harvesting, marketing, banking, and expanding its ponds so that more income can be generated for the youths and the community. Once after every harvest of large fish, a few adults will be placed in the smaller pond so that they can produce fingerlings The process will continue on and on as long as the youths raise them carefully as planned.

The coordinating organization (Youths For Sustainability) is willing to monitor the progress into the future and provide necessary assistances to the local youths and the community for other plans. With the current trend for the project, there is the potential for further expansion of the fish farm as youths are cooperative, and the fish are growing well for a start.”

Projects completed October 2007 - March 2008

| AIMS region | Project title | Theme |
|--------------------------|---|--------------------------|
| Madagascar | Environmental education and planning in a village | My Island Home |
| Caribbean region | | |
| Grenada | HIV/AIDS Project Management Capacity Building for Youth Groups | Love and life on islands |
| Jamaica | Photovoice: My Island through My Eyes | My Island Home |
| St. Vincent & Grenadines | Recording local traditions from elders to pass on to the next generations | My Island Home |
| Pacific region | | |
| Marshall Islands | Inter-generational exchange to preserve local handicraft and skills | Love and life on islands |
| Papua New Guinea | Let's fight HIV/AIDS together | Love and life on islands |
| Papua New Guinea | Fish farming to sell fish in local markets to create sustainable income | Money in my pocket |
| Tuvalu | Educate young people how to establish sustainable home gardening for income | My Island Home |
| Vanuatu | Environmental education and construction of village rubbish pits | My Island Home |
| Niue | Traditional Treasures: Preserving and reviving the Niuean language | Love and life on islands |
| Niue | Village Beautification of Avatele, Oneonepata | My Island Home |
| Cook Islands | Recycling stations for schools | My Island Home |
| Tonga | Tonga National Canoe Festival | Love and life on islands |
| Solomon Islands | Empowerment workshop and Training on career development skills | Money in my pocket |



First Tonga National Canoe Festival



Beautify the Village of Avatele Oneonepata, Niue

OVERALL RESULTS OF THE INITIATIVE

The Youth Visioning for Island Living initiative sought to empower young people in small island countries to take action for sustainable living and development, and by doing so encourage locally-based development of new skills and opportunities.

The specific objectives of YVIL were determined as:

1. Create awareness and encourage participation by youth in shaping and advancing the Programme of Action for the sustainable development of Small Island Developing States (SIDS).
2. Facilitate the preparation of youth proposals for sustainable island living to be presented to the UN meeting in Mauritius and then implemented by the youth after the meeting
3. Encourage young islanders to work together especially inter-regionally.

The initiative planned to achieve these objectives in three phases. As indicated already detailed reports on Phases I and II have been submitted previously and only brief summaries are provided below whereas Phase III is discussed in detail.

Phase 1: Preparatory activities (January - Dec 2004)

Youth coordinators initiated, planned and undertook preparatory activities: local meetings and discussions, contributing information to the website on activities/projects relating to the three themes, media promotion, fund raising activities, inter-regional web-based discussions and chat rooms.

Phase 2: Youth participation at the UN meeting in Mauritius (7-12 January 2005)

Youth participants met in Mauritius at a side-event. Focussing on the three themes: 'Life and love in islands', 'My island home', and 'Money in my pocket' they:

- discussed their concerns;
- shared information about ongoing and planned activities, and
- shaped their visions, backed up by specific proposals, for future implementation.

The discussions and activities culminated in the drafting of the Youth Visioning Declaration, which articulated the priorities for young islanders concerning the development of their islands and their own key role in this process. Participating youths had the opportunity to present their commitments for follow-up action to delegates at the main UN meeting, and at a special evening session in the presence of the United Nations Secretary-General, Kofi Annan, and UNESCO Director-General Koïchiro Matsuura.

At the same time there were opportunities to share experiences, promote cultural understanding, interact with organizations represented at the main UN meeting, and participate in debates and side-events.

Phases I and II of YVIL have been successful in fulfilling most of their stated objectives. It is noteworthy that the Mauritius Declaration from the main international meeting makes reference to the important role youth play in the sustainable development of SIDS and the need to encourage their efforts (Paragraph 15) as well as recognizes the disproportionate impact of HIV/AIDS on women and youth in SIDS and commits countries to address this issue. The Mauritius Strategy further emphasizes action by SIDS, with the necessary support of the

international community, to involve youth in visioning and working towards sustainable island living.

Phase 3: Prioritisation and implementation of Youth Visioning activities/projects (January 2005 onwards). On their return home, the youth representatives to the Mauritius meeting

- Shared their experiences and the outcome of the meeting with youth in their countries;
- Held consultations to prioritise activities for local implementation;
- Sought and obtained funding for implementation where necessary;
- Regularly communicated with other islands on implementation;
- Provide material on implementation (text, photos, audio files, etc) for the YV website.

Objective 1. Create awareness and encourage participation by youth in shaping and advancing the Small Island Developing States (SIDS) Programme of Action

As part of their involvement at the Youth Visioning event in Mauritius, participants were required to return to their youth organisations and share the outcomes with their counterparts. Additionally they spread the word through meetings and interviews, presentations and press releases in media such as newspapers, radio and television. This activity aimed to raise awareness and as well encourage and involve other youth in promoting sustainable development in their island and in planning their follow-up activities.

Objective 2. Facilitate the preparation of youth proposals for sustainable island living to be presented to the Mauritius UN meeting and then implemented by the youth after the meeting

94 youth from 37 small island states and territories attended the meeting with the expectation that seed funding to undertake micro-projects would be provided after the meeting. As a consequence of funding limits, it was immediately acknowledged that the initiative would not be able to fund projects from all islands, instead, it would review and accept projects on a first come first serve basis, which would also reward those youth who were the most motivated and organised. A limit of two projects per island was imposed to ensure that as many different islands as possible had the opportunity to implement a project.

It was recognised that most of the project proposals would likely be received soon after the Mauritius event when motivation was still high and communications with Youth Visioning staff was still on a regular basis. After a first wave of project proposals were implemented, interest waned due to a number of factors ranging from many participants leaving their island for personal or study reasons or simply losing interest.

As a consequence, it was felt that communication and awareness raising was needed to stimulate interest from the youth participants as well as those who had not attended the meeting or who had not heard of the initiative. These activities included a bi-monthly newsletter, forging partnerships with youth networks and promoting the initiative at international youth events. The result was that 15 of the 33 project leaders that implemented a project had not attended the Youth Visioning Mauritius event in person. The ways in which they learned about the initiative varied, and included online search engines and youth networks; word-of-mouth; being forwarded the bi-monthly newsletter; and attending youth events also attended by a YV representative.

In the end over 80 different proposals were received, of which 35 were approved and projects implemented successfully. Highlights of some of these projects are presented in the preceding and following sections.

Objective 3. Encourage young islanders to work together especially inter-regionally.

The task of encouraging young islanders to work together inter-regionally was a huge challenge that was beyond the capacity of the initiative. It was envisioned that through email and internet discussion forums that project leaders would independently interact and learn from each other. However, the limited success of the discussion forum during Phase 1 clearly indicated that internet access and connectivity is extremely limited on remote islands.

Potential project leaders were often directed to existing projects listed on the website to obtain implementation ideas for their activities but little to no communication beyond this level eventuated. There was only one project that had an inter-regional dimension and that was the Creole exchange where Jahisiah Benoit of Dominica travelled to Seychelles to observe and learn about the activities in preserving the Creole language and culture.

These experiences demonstrated that successful inter-regional activities require two enthusiastic partners with good internet access supported by an intermediary that can liaise with each partner. A further advantage would be for projects engaging in such partnerships to share similar aims and objectives so that project results can be compared and exchanged. Lastly, while small islands have many commonalities, they are also different in terms of needs, issues, culture, and local context. It should not be assumed that projects have enough commonalities to warrant linked implementation merely because they take place in a small island setting. Rather, such linkages should be pursued where thematic and other additional factors are shared.

PROJECT HIGHLIGHTS

Looking at the YVIL initiative globally, there were many successful projects implemented during the initiative. In the following are highlights from selected projects that made a strong impact:

Theme: My Island Home - safeguarding island environments

In terms of the theme on environmental issues, two project leaders in particular were able to successfully muster up community support to assist them in clean-up campaigns and thus increase the awareness of environmental issues in their community.



Clean-up campaign of Gutter Village, Dominica

The focus of this project was to sensitize the village of Gutter on their improper garbage disposal habits and to encourage them to play their role in keeping it clean. The project has had an immediate and visual impact in Gutter Village and neighbouring communities have expressed an interest in undertaking similar activities. This community is found in the parish of St. George on the outskirts of the capital city Roseau. It has a population of about 1500 persons, of which more than half are unemployed. From inception, the response from the community and partnering companies has been overwhelmingly positive. People acknowledged the need for such a campaign and pledged their support from the start.



Environmental Awareness Raising, Haiti

Davidson Dubois provided free environmental classes to children; managed a nursery for a tree-planting exercise to prevent erosion along the coast as well as a clean-up campaign. The project started in November 2006 in Arcahaie, 3ème Des Vases, at Carrefour Poy, by the preparation of the land and a feasibility study for planting trees in the area. The biggest difficulty seemed to be the customary habit of the Luloise population to freely pick fruits from the land. It is a challenge that was overcome. Now they are starting to educate the population.



Role Playing Game: My Island Home, San Andres

Young people from Star Teen and The Rebels youth group in San Andres developed a role playing game, 'My Island Home', to create awareness among native islanders of the impact of development on their islands. The game forms part of a larger series of activities to encourage the community in taking action through 'Best Management Practices' to protect their island environment. To continue the work an Ecological Club has been created and two more games designed. They are currently seeking funding from the Colombian Ministry of Culture to publish all the games.



**Environmental
Awareness Raising,
Haiti**
Cleaning up the
beach front.

Theme: Money in my pocket

With regard to socio-economic issues and economic and employment opportunities, youth leaders from Papua New Guinea (Pacific) and Jamaica (Caribbean) implemented two projects that could allow to pave the way for a number of youth to obtain gainful employment.



Kolgpeng Fish Farming, Papua New Guinea

Titus Kuman and Youths For Sustainability (YFS) successfully coordinated a group of 35 unemployed youths to form the entity *Kum Youth Focus*, and construct and maintain a fish farm in their community of Kolgpeng, Papua New Guinea. In a region of high unemployment, YFS aims to support and facilitate rural youths in obtaining opportunities to gain a long-term sustainable income and to become responsible citizens for their community.



Digging the first pond for the Kolgpeng Fish Farm, Papua New Guinea

Photovoice: My island through my eyes, Jamaica



Leslie Spaulding, Andrea Edwards, KeMarley Walker, Kevin Williams and Shamioka led a project with the assistance of the **Blue Mountain Project** aimed at creating positive changes in their community of Hagley Gap, Jamaica. Photos taken by the participants were displayed during the Blue Mountain Project's annual 'Back-2-School Extravaganza' on 21 September 2007. The event attracted over five hundred people who also came for the free distribution of backpacks for children who would be attending school in the upcoming year.

Other activities of this project (**September – December 2007**) include:

- Youth leaders training and creating a guidebook for other youth participants on basic computing skills;
- Organizing a photo exhibition and clean-up campaign centered on the recent event of 'Hurricane Dean';
- Designing posters and planning an AIDS awareness day.

Theme: Life and Love on Islands - island lifestyles and cultures

In relation to island lifestyles and cultures, the Palé Kwéyòl project in Dominica (Caribbean) led by Jahisiah Benoit and, reviving canoe carving in Tonga (Pacific) and folkways of Bequia (Caribbean) are exemplary. HIV/AIDS also emerged as an important subject in this theme and was addressed by youth from Zanzibar, Mauritius, Papua New Guinea and Cape Verde.



Palé Kwéyòl, Dominica

The Palé Kwéyòl project in Dominica led by Jahisiah Benoit made a huge impact on the conscience of Dominicans in his efforts to revive and preserve the Creole language. A string of different activities including the provision of free Kwéyòl classes, Kwéyòl March, Kwéyòl Radio show, Kwéyòl Extravaganza and a Kwéyòl Spelling Bee gained the attention from people as far away as Guadeloupe. The Cultural Division at the Ministry of Dominica agreed to fully fund the continuation of the project to ensure that aspects such as the Spelling Bee and Kwéyòl March become annual activities.



On the Spot Radio Program, Tonga

Ebonie Fifita and 'On the Spot' developed radio shows focusing on the Millennium Development Goals (MDGs). Their objective was to inform the young people of Tonga and the entire community about the MDGs and how these goals specifically relate to the Pacific region and what action can be taken to help achieve them. The shows were aired once a week for ten weeks which coincided with constant interruptions and inconsistent support from the national radio station. However, the results were both surprising and inspiring.



HIV/AIDS Awareness for School Going Youth, Zanzibar

JUKEWJIMA (Jumuiya Ya Kuendeleza Elimu Jimbo La Makudunchi) is an organisation in Zanzibar with the main goal of improving the quality of both primary and secondary education in the Makunduchi Constituency. Ameir M. Ussi led the project but involved youth in the management and implementation of the project and they also submitted a report concerning their involvement.

"The focus of this project was to raise awareness amongst teachers and students in particular and the community in general about the issue of HIV/AIDS especially in the area of infection/transmission, effects and stigmatization and discrimination. The project activities were undertaken in all nine schools of Makunduchi constituency. Each school had to invite a minimum of 60 students in all activities of the project. The project therefore involved more than 540 students, that is

about 10.9% of the total number of students in the constituency (4947)."



HIV/AIDS Awareness Workshop, Mauritius

Led by Qadir Mahamoodally, the Savanne Regional Youth Council implemented a 3-day HIV/AIDS awareness workshop in Mauritius with the aim of sensitizing regional youth leaders in the disease and reducing stigmatization in the community.

The workshop took place on 16-18 March 2007, at the Senior Citizen Recreational Centre at Pointe aux Sable and was so popular that it far exceeded expectations. Eighty-five participants eventually took part, much more than the expected 50, which resulted unfortunately in many others being declined. The debates and discussion sessions were led by professionals. On return after the workshop, the participants would implement a project to sensitize their communities. Examples of these projects included a music concert, visits to deprived areas and a football tournament where HIV/AIDS information was disseminated amongst the participants.



Young People Against HIV/AIDS, Cape Verde

Through the Association Djunta Mô Pa Tchada Grande and a number of local partners, Lourenço Andrade organised a successful HIV/AIDS awareness campaign in Cape Verde. As such a project had never been done before in their country, the positive feedback from participants encouraged them to conduct the same activities again in 2006.

The project took place on the island of Santiago, in the Achada Grande Frente neighbourhood. It was implemented in two phases, over three months, and revolved around soccer and basketball tournaments that were followed by a conference on HIV/AIDS featuring presentations by a doctor and a psychologist. These activities attracted the participation of the youths in the neighbourhood, and information on HIV/AIDS was disseminated.

Kwéyòl March, Palé Kwéyòl, Dominica



EVALUATION OF THE INITIATIVE

At the completion of projects, project leaders were asked to complete a survey to evaluate the overall experience and impact of the initiative. The aim was to identify what the project leaders had learnt, the level of impact in the community, and areas where the initiative could be improved. Unfortunately, to date, only 15 surveys have been returned with detailed responses.

All responding project leaders felt that the overall experience of participating in the Youth Visioning initiative was “satisfactory” to “entirely satisfactory”. The majority of them indicated “learning new skills” as one of the most important outcomes and appreciated the opportunity which they might not have had otherwise. These included creating and writing a project proposal including budget and workplans, working in and leading a team, undertaking publicity work and communication about the project, and collaborating with other community groups. A number of project leaders highlighted partnering with other existing organizations to achieve common goals or aims and objectives as an added bonus.

In terms of increasing the outreach, the majority of the project leaders managed to involve a significant number of participants both directly and indirectly, sometimes beyond expectation of such small scale, micro-projects.

The responses concerning their communication were varied as the project leaders had different backgrounds and training in project management. Some project leaders wished that they could have had more communication with UNESCO representatives either by phone or in person so that the process could be more interactive and comprehensive. Those project leaders that were already well trained in project management worked well independently and were satisfied with the level of communications. The quality in their final deliverables of their project reflected this. Others wished for more guidance and training materials to assist them in implementing their project.

In general, project leaders were satisfied with the implementation of their projects and were happy to see that young people can make a difference in their community. This enhanced their self-esteem and confidence. In certain cases, their activities created awareness among tens of thousands of people. **Qadir Mahamoodally from Mauritius** informed the initiative that “...due to the support and help of the Youth Visioning team that I have become a bit popular in my region and the two biggest activities I have done during the two years as president of the Savanne Regional Youth Council are none other than the activities for disabled youth and the [HIV/AIDS] residential workshop.”

Other sentiments expressed by the project leaders include:

“There is a greater need to expand on the current project as well as starting up other new similar projects as in poultry, piggery, cash cropping, and eco-tourism on larger scale. There is already preparation done for these mentioned projects, but again we need some form of funds to purchase materials.” – **Titus Kuman, Papua New Guinea**

See **Annex IV** (p. 28) to see a sample of the questionnaire.

Over the life time of the Youth Visioning for Island Initiative, and as further demonstrated by the feedback to the evaluation questionnaire, **the capacity development and youth empowerment** element emerged as one of its most important outcomes.

“The youth visioning process is one that is very dynamic and rewarding. The level of respect and most of all confidence that is shown in the ideas and ability of young people is quite unique. The team gives the young people a chance to develop and see things for themselves but are always there to guide them along. There is never a feeling of hassle from the team, only informing you of the best way to move forward. I think the process should continue and I think that the amount of funding given is reasonable, it may not be enough to do the entire project but it certainly helps in fund raising at the national level, I have learnt that from experience. And that way many more projects get off the ground. I suggest that the Youth Visioning team continue the great work they are doing for the youth across the globe because many times I say to myself that I may not have been in China pursuing my Bachelors Degree if I didn’t participate in this Dynamic Process of Youth Visioning and Youth Achieving.” – **Jahisiah Benoit, Dominica**

“This project has empowered the leadership of some community based youth groups with key skills that they can now utilize to perform the expanded role that has now become their responsibility. For many years youth groups have been contributing to the holistic development of young people. This project enabled them to better perform their role.”
Samuel Antoine, Grenada

NETWORKING AND AWARENESS

Website

The website is regularly updated with new items posted almost every week. It is often cited as the most dependable source for the latest news and information in any correspondence with potential partners.

Newsletter

The bi-monthly newsletter continues to inform the youth and our network of partners about the latest news. It is posted on our website but also distributed through email and forwarded to countless other recipients.

“I found out about Youth Visioning initially through Ms. Leisa Perch of the UNDP who forwarded a newsletter to me; later I had conversation with Jamion Knight who led an initiative on Antigua.” Clifton Nedd, one of the project leaders for the project in Grenada.

Networks

Having an established contact or focal point in the regions where Youth Visioning works has been integral to the success and efficient operation of the initiative. The UNESCO Office in Apia, Samoa greatly assisted in the promotion and administration of projects in the region. Additionally, by attending youth forums in the region, the initiative was promoted and attracted several project proposals. Events of particular note were:

- At the **Pacific Future Environment Leaders Forum** (2-4 April 2007) a meeting introducing Youth Visioning was held. The presentation was well received with promises of future proposals but it had already made an immediate impact on one participant, Fred Pateson, from the Solomon Islands. He led a project to implement careers training and development workshops in Honiara. The goal was to develop skills in young people so that they can acquire a job and develop their career interests.
- The first **Pacific Youth Festival** held in Tahiti in July 2006, which brought together 1000 young people from 25 countries. It provided a good opportunity to disseminate Youth Visioning information to a wide audience of young people through conferences, workshops and an information booth.
- Youth Visioning was presented at the World Heritage Committee Meeting in Christchurch, New Zealand 23 June – 1 July 2007.

A number of youth networks were kept in the loop but none proved more valuable than collaboration with **Youth for a Sustainable Future Pacifika (YSFP)**. They were instrumental in obtaining new project proposals. After a meeting with one of the Australian Directors, Shasheen Jayaweera, in Auckland in April 2006, ten new proposals were received from the Pacific, three of which were funded. YSFP presently have 210 members from 20 different countries.

CHALLENGES AND RECOMMENDATIONS

Over the last two years of project implementation, there have been challenges and many lessons learnt in implementing this innovative program that empowers youth to turn their ideas for a more sustainable life on their island into reality. The evaluation survey provided additional and important insights.

Challenges

- First and foremost, communication with small developing islands is very time consuming and challenging;
- The coordination of the projects, including proposal development assistance, project evaluation and monitoring, has proven to be a huge time commitment requiring weekly committee discussions in addition to extensive email and phone communication with the youth and Youth Visioning partners.
- Project leaders need to actively promote Youth Visioning more. The Youth Visioning logo has been requested to be put on t-shirts and any other promotional materials.
- To best understand the impact and work done by the youth, it is ideal to have someone that can physically visit the project site and report back to the Committee. As this is financially impossible, it is essential to continue to make partnerships with people in the island or the region.
- Many countries selected academically gifted students as their delegates to the Mauritius meeting, and many of these youth have since left their islands to study abroad, thereby creating a vacuum as regards the implementation of Youth Visioning activities. This is despite the fact that in the preparation for the Mauritius meeting, emphasis was placed on the fact that youth delegates selected must be in a position to implement a follow-up project on their return home. In these cases, considerable time has had to be spent in identifying and engaging new youth partners.
- In almost all cases, it has been found that the youth implementing the projects have no experience with designing, implementing, reporting on and evaluating a project. They also are rarely familiar with the technicalities involved in entering into a contract. Youth Visioning therefore became a broad-ranging capacity-building exercise. The generation of capacity in project development and implementation is undoubtedly one of the most important outcomes of the Youth Visioning initiative.

Recommendations

- For almost all of the project leaders, the Youth Visioning initiative was their first opportunity to learn about sustainable island development and plan and implement a project. The Mauritius event was designed to train youth to write a proposal and locate funding. As many youth came from different backgrounds, some were more experienced than others and this showed in the results of their project. In future, the selection criteria for project leaders should be more stringent with project partners and their roles more clearly defined.
- The quality of projects differed greatly. To ensure a more consistent level and high quality of project deliverables, more stringent quality assurance measures should be implemented.
- Project leaders were encouraged to search for additional funding to support their activity. Future sponsorship from UNESCO and its partners should seek to match the amount of alternative funding obtained as a means of encouraging project leaders to actively search for partners that may turn into long-term sponsors.

- Promoting partnerships and collaboration within and between islands. For instance, for each project, contact and collaboration is established between organizations, associations and ministries working on the same issues. As an example of collaboration between different island countries, the Creole cultural exchange between Dominica and Seychelles is noteworthy.
- The initiative requires more on-the-ground support on the implementing island to not only assist in the running of the project but also for awareness and promotional activities. This would create a bigger impact and lead to more interest in the project.
- Collaborating on on-going projects and with established groups that have experience already would reduce time and capital consumption and lead to quicker results,. However, experience and feedback from youth participants, partners and others have shown that the framework and approach of YVIL is unique and therefore it should be maintained.
- Due to the limited human resources at UNESCO to manage the initiative it may be desirable to limit the scope of the initiative. Instead, it could aim at fewer projects that create bigger and more lasting impact.
- An award, competition or mutual goal could be developed as a means to encourage interregional communication and exchange.

THE FUTURE OF YOUTH VISIONING

A key factor differentiating Youth Visioning for Island Living from many other tools or initiatives that aim to involve youth in sustainable development is the focus on implementation of concrete projects and activities that youth design and implement themselves. In fact, throughout the Youth Visioning process, it is the project implementation phase that has been emphasized as being the most important. While discussions and declarations are useful to articulate a particular viewpoint, they are not sufficient in and of themselves to thoroughly engage young islanders in sustainable living and development on the ground. Young people need to acquire hands-on experience with all stages of the project cycle in order to truly take ownership of the activity. It is this experience that allows for long-term capacity building, as well as tangible and sustainable project results. Indeed, capacity building is important in creating a basis for action on sustainable development. However, a clear framework is also required to ensure a structured environment where the necessary guidance and support is available. These initiatives by island youth are small but crucial steps on the road to sustainable development and, when replicated and expanded, the impact becomes much greater than the sum of its parts.

“Realising that youth can really make a difference – I can make a difference. Adults will sit up and listen to what we have to say. Learning how to make project proposals and how to mobilise youth. I feel empowered to do something for not only Niuean youth but for youth in general. What I learnt I can pass on to others” (Lynsey Talagi, Niue)

At this juncture, the challenge is to obtain further funding both to provide seed-funding for the on-the-ground projects and for the daily administration of the initiative, and locally based partners that can provide the required support needed by inexperienced project leaders. Through this process, greater success can be ensured and a bigger impact made on those that participate and other beneficiaries. The projects implemented within the framework of Youth Visioning always aimed to be self-sustainable through promoting partnerships and networking and it is encouraging to see that those leaders that were able to secure long-term support - be it financial or in-kind - will be able to continue their work. However, the youth capacity development and empowerment generated by participation in the Youth Visioning initiative is the most important and sustainable outcome we could have hoped for. Taking responsibility for the community and environment is a key component to empowering youth and building their confidence and capacity to make positive changes for the future. Youth Visioning puts this concept into practice by working with youth, to created youth-led development.

Many partners and colleagues would like to see this unique initiative continue and US\$60,000 has already been obtained from UNAIDS programme for the next two years to be used for HIV and AIDS related projects.

The support of the Lighthouse Foundation has been crucial to the success of Youth Visioning and UNESCO is extremely grateful for its unwavering commitment and assistance to date. We look forward to working with the Lighthouse Foundation in the future.

The Youth Visioning Committee.

ANNEX I - Charts

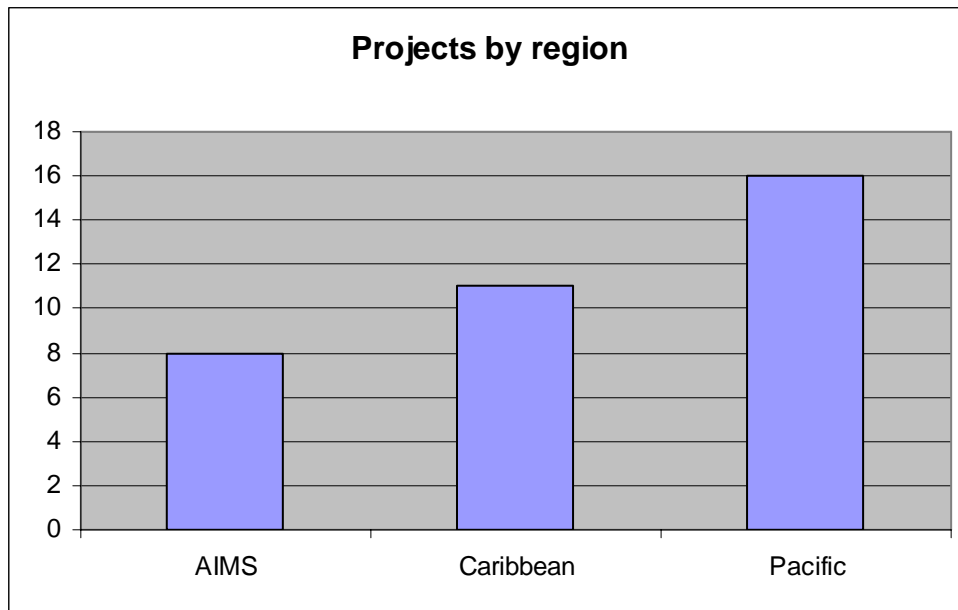


Chart 1

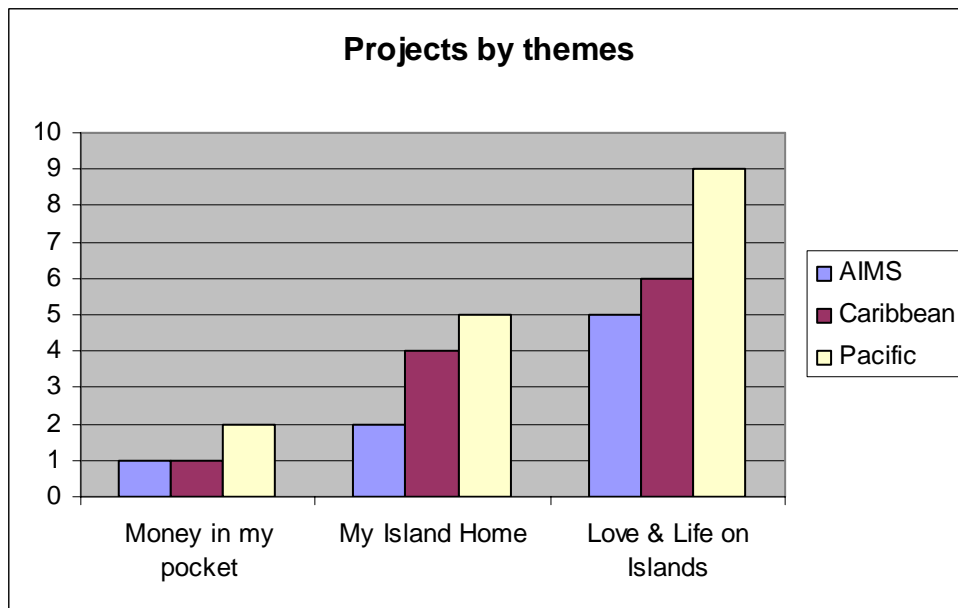


Chart 2

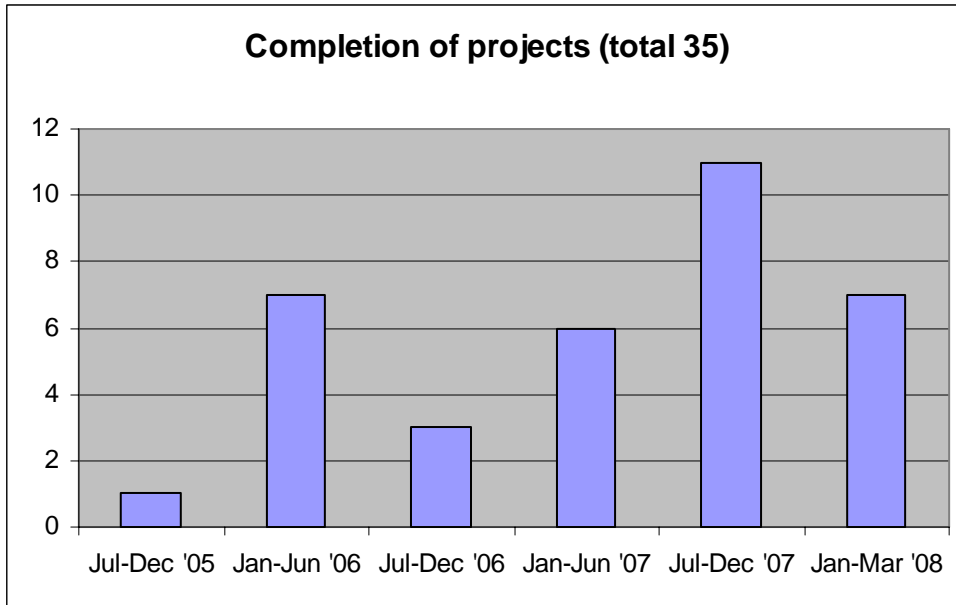


Chart 3

ANNEX II – Project Descriptions

Projects implemented

| Island | Project | Time Frame | Long-term Sustainability | \$ US |
|---------------------|--|-----------------------------|---|-------|
| AIMS region | | | | |
| Cape Verde | Raising awareness of HIV/AIDS through sport | August 2005 – February 2006 | Partners plan to repeat activities in 2006 on their own | 1,900 |
| Madagascar | Environmental education and planning in a village | February - October 2007 | | 3,000 |
| Maldives | Environmental awareness: Prevent erosion & green coastal vegetation | September – December 2007 | | 3,000 |
| Mauritius | Integrating disabled youth into society | October 2005 – March 2006 | Further activities being planned | 1,600 |
| Mauritius | HIV/AIDS awareness workshop leading to youth follow-up action | November 2006 – July 2007 | Post workshop activities implemented and planned | 4,000 |
| Seychelles | Helping to create more youth employment through increased local investment | March 2006 – February 2007 | Further activities being planned | 2,000 |
| Singapore | Intergenerational celebration of Chinese New Year | February 2005- May 2005 | Further activities being planned | 900 |
| Zanzibar | HIV/AIDS awareness in schools | November 2006 – July 2007 | Hope to extend program to other districts | 4,000 |
| CARIBBEAN | | | | |
| Antigua & Barbuda | Creation of a website with information for aspiring young entrepreneurs | September 2005 – March 2006 | Local support being sought to continue activities | 2,500 |
| Dominica | Clean-up and waste management campaign in one village | July 2005 – January 2006 | Further activities being planned | 2,250 |
| Dominica | Promotion of the Creole language through classes and cultural activities | August 2005 – February 2006 | Local support has been secured to continue activities | 2,000 |
| Dominica-Seychelles | Island exchange to share information on celebrating and teaching Creole language and customs | August 2006 – January 2007 | Draft national curriculum to be based documents collected on exchange | 3,500 |
| Grenada | HIV/AIDS Project Management Capacity Building for Youth Groups | September 2007 – March 2008 | | 4,000 |
| Haiti | Environmental education through tree-planting and clean-up competitions | July 2006 – June 2007 | Planning more tree-plantings and clean-ups around the village | 3,200 |
| Jamaica | Photovoice: My Island through My Eyes | September – December 2007 | | 3,000 |
| Jamaica | Construction of a | September 2005 | Youth leader left | 2,500 |

| | | | | |
|--------------------------------|---|--------------------------------|---|-------|
| | playground with environmental interpretive stations | – February 2006 | island, project was completed by NGO | |
| San Andres | Training and role playing games to educate on land tenure issues | June 2006 – June 2007 | Aims to spread the game and its environmental/social awareness island-wide | 3,300 |
| St. Kitts and Nevis | Organization of a youth camp for underprivileged students with a commitment to volunteer projects | May 2006 – January 2007 | Camp to take place on a bi-annual basis | 3,500 |
| St. Vincent and Grenadines | Recording local traditions from elders to pass on to the next generations | December 2006 – October 2007 | | 3,000 |
| PACIFIC | | | | |
| Cook Islands | Implement recycling system in schools | March 2007 – March 2008 | | 3,000 |
| Fiji | Establishment of Youth Parliament Alumni and commitment to 3 youth campaigns | September 2005 – February 2006 | Future projects have been identified and committed to by Alumni group | 1,900 |
| Federated States of Micronesia | Promotion of national pride and unity through a poster competition | March – September 2006 | Further activities being planned | 2,300 |
| Marshall Islands | Inter-generational exchange to preserve local handicraft and skills | October 2006 – June 2007 | | 3,000 |
| Niue | Environmental awareness raising and cleanup campaign | September – December 2007 | | 1,800 |
| Niue | Preserving the Niuean language | April – September 2007 | | 2,600 |
| Papua New Guinea | Fish farming to sell fish in local markets to create sustainable income | November 2006 – June 2007 | | 3,000 |
| Papua New Guinea | Let's fight HIV/AIDS together | July – November 2007 | | 4,000 |
| Samoa | Teaching the performing art of the fire-knife dance | September 2006 – January 2007 | Further activities being planned | 3,140 |
| Samoa | Young people helping the needy and elderly – clean-ups and clothing and food donation | July 2006 – January 2007 | Further activities being planned | 2,000 |
| Solomon Islands | Career development and training | June 2007 – March 2008 | | 3,100 |
| Solomon Islands | Education through drama about HIV/AIDS, drugs, alcohol | March – September 2006 | Aim to build a permanent centre for the group to perform, recruit new members, tour other provinces | 3,300 |
| Tonga | National Canoe Festival | June – October 2007 | | 3,000 |
| Tonga | Series of radio programs on the Millennium | March – September 2006 | Interest from private sponsors to continue | 2,000 |

| | Development Goals (MDGs) | | radio shows on different themes | |
|---------|---|-------------------------------|---------------------------------|-------|
| Tuvalu | Educate young people how to establish sustainable home gardening for income | December 2006 – November 2007 | | 3,000 |
| Vanuatu | Environmental education and construction of village rubbish pits | November 2006 – June 2007 | | 3,200 |

ANNEX III – Project funding

| Country | Project | Funding (USD) |
|--------------------------------|--|-----------------|
| Funds spent | | |
| AIMS Region | | |
| Mauritius | Integration of disabled youth | 1600 |
| Singapore | Intergenerational activities | 900 |
| Cape Verde | Young People against HIV/AIDS | 1900 |
| Seychelles | Youth employment | 2000 |
| Madagascar | Environmental Education | 3000 |
| Maldives | Prevent erosion & green coastal vegetation | 3000 |
| Mauritius | HIV/AIDS awareness | 4000 |
| Zanzibar | HIV/AIDS awareness for school youth | 4000 |
| Subtotal (\$20,400) | | 20400 |
| Caribbean | | |
| Antigua & Barbuda | Youth employment | 2500 |
| Dominica/Seychelles | Creole Festival Exchange | 3500 |
| Dominica | Clean-up in Gutter Village | 2250 |
| Dominica | Pale Creole | 2000 |
| Grenada | HIV/AIDS | 4000 |
| Haiti | Tree planting, clean-ups | 3200 |
| Jamaica | Environmental education | 2500 |
| Jamaica | Photovoice | 3500 |
| San Andres | Role Playing Game | 3300 |
| St Kitts | Youth camp/training | 3500 |
| St. Vincent & Grenadines | Folkways Bequia | 3000 |
| Subtotal (\$33,250) | | 33250 |
| Pacific | | |
| Cook Islands | Recycling in schools | 3000 |
| Federated States of Micronesia | Unity and national pride | 2300 |
| Fiji | Training youth leaders | 1900 |
| Marshall Islands | Preserving Handicrafts | 3000 |
| Niue | Preserving the Niuean language | 2600 |
| Niue | Beautify Avatele Oneonepata Village | 1800 |
| Papua New Guinea | Fish farm | 3000 |
| Papua New Guinea | HIV/AIDS Awareness | 4000 |
| Samoa | Youth volunteering | 2000 |
| Samoa | Fire-knife dance workshops | 3140 |
| Solomon Islands | Awareness raising through drama | 3300 |
| Solomon Islands | Career Development | 3100 |
| Tonga (Apia) | Radio show on MDGs | 2000 |
| Tonga | Canoe Festival | 3000 |
| Tuvalu | Home Gardening | 3000 |
| Vanuatu | Environmental education + clean-up | 3200 |
| Subtotal (\$44,340) | | 44340 |
| TOTAL | | \$97,990 |

ANNEX IV – Sample survey questionnaire

Youth Visioning for Island Living (YVIL): Survey Measuring the impact of the initiative

Aims:

- **Build capacity among island youth;**
- **Give youth a voice in sustainable development matters; and**
- **Make positive changes at the local and national level.**

Project Title:

Name of project leader:

Country:

Questions

1. Before participating in YVIL, were you familiar with the term ‘sustainable development’?

Yes. Where did you hear about these terms? **In my environmental youth group (DYEO Inc)**

No.

2. What is now your understanding of the term ‘sustainable development’?

Durable progress that is development which takes into consideration the possible impact on the environment thus creating a more symbiotic relationship between nature and progress. Progress should not equate to destruction to the environment.

3. What new skills have you learnt, if any, since your participation in YVIL? Please

check all that apply:

To work in and lead a team

- To create and write a project proposal
- To create and follow a budget
- To publicize an event
- To work with other community groups
- Other. Please specify _____

4. How many youth in total were directly involved in developing_and running your project activities? 15__

5. Approximately how many youth participated in your project activities in total? (for example, as audience or spectators in drama, workshops, etc)
50__

6. Are you satisfied with the results of your project activities?

Yes. Why? In he short term, I felt that the young persons got the message

No. Why not? It was not as durable as I would have liked, that is some of the same environmental problems are still very much an eyesore, whether any one heeded the message it is difficult to determine as the majority did not. It called for more follow up.

7. What difficulties did you encounter when organizing and running your project activities? Please check all that apply.

Not enough money

Not enough community support specifically the local committee

Not enough resources (meeting space, posters etc...)

Not enough people helping to implement the project

Not enough people participating in project activities

Other. Please specify _____

8. Did you raise any additional funds, besides what Youth Visioning provided?

Yes. Please specify how much you obtained in additional funds and from
What sources:

No. Why not?

This was not necessary at the time

9. Did you obtain any other forms of support, such as volunteers, meeting space,
equipment etc...? *projectors, computers, videos, and other equipment*

Yes. Please specify what you received and from whom:

DYEO INC, local development Committee

No.

9. How would you describe the reactions from your community to the project?

Very positive and supportive

Quite good support and positive feedback

Little support and feedback

No support and feedback

10. How did you try and make your project sustainable, that is, to make it last beyond the duration of the contract with UNESCO?

By posting posters, and powerpoint viewing of presentations

11. If you were going to start your project over again, what would you do differently?

Get more persons from the community involved and to stretch out the events, perhaps include field trips for the kids. Also to involve other communities and youth groups, so that they may do the same in their own districts.

12. How do you think you have contributed to the sustainable development of your community or island?

Well as I said not much in the long run as I have realised that it would take years to get persons to adjust their attitudes so it would take a lot more effort, time ... to have a real impact.

13. How would you rate the level of support and guidance you received from the UNESCO

Youth Visioning Committee?

Entirely satisfactory: clear, consistent communication, support, and guidance

Satisfactory: adequate communication, support and guidance

Unsatisfactory: communication was not clear and support and guidance was not adequate

14. What would you like to change or improve about your communication with the UNESCO Youth Visioning Committee? Please check all that apply.

More regular communication. How often would you suggest?

More communication by phone or in person with UNESCO representatives

Provisioning of more project guidelines and support materials

Other. Please specify: _____

15. How would you describe your overall experience with YVIL?

Entirely satisfactory: I have learned a lot and feel I have made a sustainable difference in my community

Satisfactory: I have learned a few new skills and had some impact on my community

Unsatisfactory: I did not have the support or resources I needed to implement a successful project

16. After the experience of YVIL, will you continue to be active in your community or island?

Yes. How? *i am still brainstorming, it is a difficult community that I have adopted, I am looking into working with the kids, the real source of change.*

No. Why not? _____

17. Additional observations, comments and suggestions:

Thank you for taking the time to complete this questionnaire.