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Youth perspectives on sustainable development for SIDS

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. Young people represent a special 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 energetic group in small islands requires a balance between providing guidance and support on the one hand, and on the other, encouraging youth-led project development and implementation that creates opportunities at home.

The Youth Visioning for Island Living 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. Youth Visioning was initiated towards the end of 2003, and it continues to grow with more than thirty projects in the Caribbean, Pacific and AIMS (Atlantic, Indian Ocean, Mediterranean and South China Sea) regions. Young people are becoming involved and taking the lead in implementing their own ideas on sustainable living and development in their communities.

Origins and background

In 1994, the Global Conference on the Sustainable Development of Small Island Developing States (SIDS), held in Barbados, set out a specific Programme of Action. In January 2005, governments, civil society and youth representatives met in Mauritius to evaluate progress and chart a way forward.

While most organisations were focused on the consultations among governments and civil society, the Permanent Secretary in the Ministry of Education and Scientific Research in Mauritius, the host country for the review meeting, posed the following question to a UNESCO representative in July 2003: ‘How are youth to be involved in this process?’ This was the catalyst for the Organization, through its Coastal Regions and Small Islands (CSI) Platform and in association with the Section for Youth, to initiate a process that has become known as Youth Visioning for Island Living.

Youth Visioning for Island Living is a process whereby young people living in small island developing countries and territories envision how they would like to see their islands develop and change over the coming decade; and then work to implement their proposals and plans on the ground in their islands.

Supported by many organisations at the national, regional and inter-regional level, Youth Visioning seeks to:

- build capacity among island youth;
- give youth a voice in sustainable living and development matters; and
- make positive changes at the local and national level.

The approach and framework

In this section, a step-by-step account of the initiative is provided for readers who may want to adopt a similar approach or activity.

A successful project framework requires active partnerships. Hence, starting in November 2003, a project outline was sent to national, regional and inter-regional organisations, governmental and non-governmental, as well as to numerous other contacts around the world. The document outlined three phases:

- 1 A preparatory phase.
- 2 An interactive event for youth representatives in Mauritius in conjunction with the main UN meeting.
- 3 A follow-up phase during which youth would undertake project implementation.

The document was continually revised on the basis of comments and suggestions received. As the preparation evolved, several of the tentative expressions of support became concrete and major partners emerged.

Phase I: Preparatory activities

Defining youth

In all SIDS, youth make up a significant section of the population, however their collective voice and role in decision-making is only just beginning to emerge. One of the first problems that arises is a definition of 'youth'; in the Pacific region, an upper age limit of 40 years is sometimes applied, while in the Caribbean and AIMS regions, lower age limits are used. After consultation with partners and based on the objectives, it was decided to use the 13–23 years age group for Youth Visioning. The rationale was that this group had the maturity, vision and energy to effect positive change. However, for the purposes of Phase 2, the youth meeting in Mauritius, the focus would be on the 18–23 years age group, since these individuals would be sufficiently mature to travel alone.

Selection of themes

Since September 2002, UNESCO's Small Islands Voice initiative has conducted a semi-moderated internet forum for youth (www.sivyouth.org with username *view* and password *only*). At the end of 2003, there were approximately 35 schools in 11 island countries spread across the three regions taking part.

The e-forum was assessed in 2003 and it became apparent that there were clear patterns emerging with several priority concerns among the students. These could be grouped in three themes, as follows:

- 1 Life and love in islands – island lifestyles and cultures.
- 2 My island home – safeguarding island environments.
- 3 Money in my pocket – economic and employment opportunities.

These became the themes for Youth Visioning and were integrated into each phase of the initiative.

Testing the Youth Visioning for Island Living approach

The approach was put to the test during preparatory meetings for the Mauritius event, which took place in the Bahamas (26–30 January 2004) and St Lucia (25–27 October 2004). Some valuable lessons were learned, especially about fine-tuning the framework for the youth to develop their projects and follow-up activities. These include:

- The three themes selected provide a good basis for discussions on sustainable living and development and some overlap between the themes was not a major problem.
- A dense meeting programme with several panel discussions, while informative, greatly reduces discussion time.
- Attaching commitments or an action plan to the resolution or declaration that comes out of the meeting is important. Otherwise the youth participants leave without a clear picture of next steps.
- National organisations in islands often do not have the time or resources to co-ordinate youth follow-up action and hence require considerable support.

In response to these lessons learned, changes were made to the programme for the event in Mauritius. During the preparatory meeting in St Lucia, a project template was developed for youth participants to use when developing their follow-up projects and activities.

Selecting the youth representatives

During the course of 2004, counterparts in SIDS were requested to select their youth representatives for the major event in Mauritius. Co-ordination and selection was done by in-country organisations such as youth councils, government ministries responsible for youth, non-governmental organisations, and National Commissions for UNESCO. The latter was ultimately responsible for conveying the names of the representatives to UNESCO Headquarters in Paris, France.

In addition, activities were undertaken in certain SIDS to raise awareness about the Youth Visioning themes and to seek the participation of young people interested in attending the event in Mauritius. These included an essay competition in St Kitts and Nevis, a poetry competition in St Vincent and the Grenadines, and youth consultations in Seychelles.

The criteria established for the selection of youth to participate in the Mauritius event were as follows. Participants should:

- be sufficiently mature to travel alone and be no older than 23 years;
- be actively involved in implementing and/or planning youth projects and activities in his or her island; and

- have good communication and motivational skills.

The counterparts in SIDS were initially informed that they would need to obtain financial support from local or regional sources for travel of their youth participants to Mauritius. UNESCO guaranteed to provide accommodation, meals and local support for two youth delegates per island country or territory. However, travel costs proved to be a major hurdle for most of the islands. In the end, very few countries were able to cover the international travel for their youth delegates. As a result, UNESCO in partnership with the German-based Lighthouse Foundation that promotes integrated sustainable development and responsible behaviour to protect the marine environment had to support most of the travel costs of the Caribbean youth delegates. The Indian Ocean Commission supported the travel for those from the AIMS region while travel for delegates from the Pacific was supported by the Secretariat of the Pacific Community and United Nations Children's Fund.

Launching the initiative

A dedicated multilingual website was established in April 2004 by the internationally recognised, youth-led non-governmental organisation TakingITGlobal. The website (www.takingITglobal.org) had the following objectives, to:

- provide information about Youth Visioning for Island Living;
- provide pedagogical information, for example on starting a project;
- document and promote local and national activities; and
- promote inter- and intra-island dialogue and discussion.

The website was promoted through regular announcements sent out to a large e-mailing list and through word of mouth. While the website was effective in providing information about the Mauritius event and in documenting local and national activities, it did not fully achieve the fourth objective, namely to widen discussion about the three themes.

Discussion was slow to start on the e-forum facility on the website, and it was only after arranging conference calls with a small group of committed island youth contacts that it made progress. Thereafter, discussion was kept alive, for the most part, by a few core contributors. Many avenues were employed to encourage youth to use the e-discussion forum – through announcements, personal contacts, meetings and Small Islands Voice partners. Despite these efforts the results of the discussions via the website proved disappointing.

Among the factors influencing the limited use of the website discussion facility is undoubtedly the inadequate access to the internet in many small islands. In general, internet access is limited to the main towns and even then it suffers from high costs and slow connections. The need to register as a member of the TakingITGlobal network and log in to the Youth Visioning site may have been deterrents.

Within the context of the Small Islands Voice initiative, it has been found that internet-based discussion forums work well only under certain specific conditions. For instance, the Small Islands Voice Youth Forum (www.sivoyouth.org with username *view* and password *only*), a semi-moderated forum, works well because of a dedicated network of teachers and other partners in the islands, who encourage the students to use the forum and also sometimes incorporate the forum into their curricula. As well, the Small Islands Voice Global

Forum (www.sivglobal.org), a fully moderated forum that targets the general public in small islands, also receives a good response. While being hosted on a website, the postings are also sent out by email about 50,000 addresses. Reactions are almost exclusively received from the email distribution, and not the website.

The Youth Visioning website was seen as one of the main mechanisms for getting the word out about the initiative, but other means were used as well, including monthly email announcements and a poster that was distributed to contacts in the SIDS. In addition, with the assistance of the United Nations Cyber School Bus, an online education component of the UN's Department of Public Information's Outreach Division, an island youth art competition was launched in August 2004. The competition was open to school and non-school youth in three age categories: 9–13, 14–17 and 18–23 years old. The competition was effective, especially in widening the exposure of island youth to Youth Visioning and for involving a younger age group.

Phase II: Youth visioning event in Mauritius

The programme

In April 2004, an in-country committee led by the Mauritius National Commission for UNESCO was established to co-ordinate local arrangements, including the selection of the host country's youth participants. This committee consisted of representatives from government ministries and local organisations.

The event ran from 7 to 12 January 2005 and had 94 young people taking part: 43 from the AIMS region, 36 from the Caribbean and 17 from the Pacific. They came from 31 SIDS and 6 islands with other affiliations. The event was held in parallel with the main UN meeting for the 10-year review of the Programme of Action for the sustainable development of SIDS.

Focusing on the three main themes (life and love in islands, my island home, money in my pocket), panel discussions were led by youth participants from each of the three regions. Participants were then divided into small groups where they discussed and prioritised the issues relating to one of the themes, after which they reported back to the plenary. Thereafter, they returned to their small groups to discuss possible youth-led activities relating to the priority issues. They used the project template (developed in the St Lucia meeting) to prepare in detail one or more sample project proposals, which were presented to the plenary.

The main issues emerging from the discussions are presented below to illustrate the diversity of topics addressed by the youth.

The main issues relating to the theme on *Life and love in islands – island lifestyles and cultures* were:

- substance abuse: drugs, alcohol;
- HIV/AIDS education;
- culture: inclusion of culture in educational curriculum, influences of western culture and mass media, linkages with tourism, festival of the arts;
- family structure, dysfunctional families, inter-generational exchange;
- youth involvement in policy-making and governance;
- unemployment;

- environmental depletion, balancing environment and development;
- trade issues, balance between foreign investors and locals;
- differences between rural and city youth; and
- island pride.

The main issues covered in the discussions on *My island home – safeguarding island environments* were:

- environmental pollution – land, air and water;
- solid and liquid waste disposal, recycling;
- water management and water scarcity;
- coastal zone degradation, soil and beach erosion;
- deforestation;
- biodiversity loss and invasive species;
- natural disasters and sea-level rise;
- lack of human resources and expertise;
- limited environmental law enforcement;
- exploitation of natural resources by foreigners;
- overpopulation, population growth and urbanisation; and
- environmental education and awareness, and environmental respect.

Finally, the main issues emerging from the group work on *Money in my pocket – economic and employment opportunities* were:

- lack of job opportunities and resulting youth unemployment, brain drain;
- educational deficiencies: training for youth, teachers sometimes not paid, need for more local teachers, lack of training in starting own business, structure of the education system, literacy rates, high cost of tertiary level education;
- discrimination;
- gender issues;
- exploitation of youth;
- schemes to share ideas and skills between islands;
- need for career guidance and apprenticeships;
- difficulty of obtaining loans for local investors and young entrepreneurs, successful young entrepreneurs not helping other youth;
- high taxation and low standard of living;
- trade issues;
- foreign investment and workers; and
- prostitution and money laundering.

The composition of the small groups was changed each day so as to provide as much interaction as possible between delegates from different countries and regions. Every group was interregional and gender balanced. A group of resource people played a very important role in providing guidance to the small groups as required. The resource people came from UNESCO, Ministries of Education and of Environment from various islands, and other organisations.

Three youth-led drafting committees were established to work on the final declaration. Each group compiled the information gathered in the discussion groups for one of the three

themes. After the drafting on all three themes were completed, participants met together in country groups to decide on their follow-up projects.

Overall, the programme was very intense, and a day of field trips to places of interest in Mauritius provided a welcome diversion for the youth. In addition, regional cultural evenings when youth shared aspects of their national culture (dance, song, poetry, drama) were popular and entertaining.

The two main outcomes of the event were:

- 1 The Youth Visioning Declaration, which articulated the views of the delegates on the three themes and the role of young islanders in sustainable living and development.
- 2 The Commitment for Follow-up Activities, which set out the project plans for each island's delegates.

The event came to an end with a closing ceremony that was attended by Mr Kofi Annan, UN Secretary-General at the time, and Mr Koichiro Matsuura, Director-General of UNESCO. A three-person youth team made a presentation, after which Mr Annan and Mr Matsuura answered questions posed by the youth. Subsequently, each country delegation, dressed in their national costume, presented their commitments for follow-up action. The presence of Mr Kofi Annan and Mr Matsuura are indicative of the importance the international community places on the participation of young people in the sustainable development of SIDS.

Presenting the Youth Visioning message worldwide

On 12 January 2005, a small group of youth, selected regionally by their peers, presented the Youth Visioning Declaration to the main UN meeting and then took part in a press conference.

There was widespread coverage of the event in national media in SIDS and the young people successfully managed to imprint their views on the government representatives at the main UN meeting by being mentioned in the final Mauritius Declaration. The Declaration makes reference to the important role youth play in the sustainable development of SIDS and the need to encourage their efforts (Paragraph 15). It also recognises the disproportionate impact of HIV and AIDS on women and youth in SIDS and the need to address this issue.

Phase III: Follow-up and project implementation

The youth left Mauritius with well-developed project ideas and enthusiasm to get started. However, it took some time for the projects to get underway, as the youth first of all had to return to their islands and report on the outcome of the meeting in Mauritius. As well, the Youth Visioning Committee needed to finalise criteria and templates for proposal preparation and review. An immediate project funding request (received in January 2005) from the Singaporean youth participants for an inter-generational activity to celebrate the Chinese New Year provided an important testing ground for project design, review, funding and implementation. In September 2005, additional financial support was obtained from the Lighthouse Foundation.

The majority of project proposals are received from Youth Visioning participants through email. However, proposals also come in via the website and networks through which

newsletters and promotional materials are sent. Two notable avenues have been:

- 1 Collaboration with the youth-led organisation Youth for a Sustainable Future Pacifika.
- 2 Involvement in youth forums organised by the UNESCO Section for Youth, including the 2005 Youth Forum in Paris.

Project selection and monitoring

All decisions related to project selection and funding are taken jointly by the Youth Visioning Committee. The Committee is composed of members based both at UNESCO Headquarters in Paris and in the Organization's field offices. Conscientious efforts are made to engage with the project leaders and offer suggestions and feedback on their proposals.

Project leaders receive a relatively small amount of funding, which is adequate for them to start up a project. However, they are encouraged to search for additional funding and in-kind support with the goal of building sustainability into their projects through local support.

Once funding has been approved for a particular project, the project is assigned to a Youth Visioning Committee member for detailed and regular follow-up by email and phone.

Box 10.1. Project: Setting the stage for social issues awareness in Solomon Islands

Project title: Dream Cast Drama Awareness Program

Location: Honiara, Solomon Islands

A team of out-of-school and unemployed young people in Solomon Islands, led by Kennedy Folas, developed a series of theatrical acts to raise awareness about social issues affecting young people. Issues addressed included HIV/AIDS, teenage pregnancy, poverty, and domestic violence.

The group was supported in their efforts by the branch office of Save the Children Australia, local community peer educators, the Family Support Centre, and the police.

The challenges that the group faced during the project included erratic transportation services and difficulties to communicate with small villages without a telephone.

Nonetheless, the group is looking at touring other provinces to spread their message. They hope to eventually establish a permanent base where they can hold meetings and rehearsals as well as train new members of the group.

The community has been very supportive and the group has received positive feedback from the parents regarding the improved behaviour of the young people following their exposure to, or involvement with, Dreamcast's activities.

The project has also had a positive impact on the participants who have attained higher levels of self-esteem. They have been empowered by the new skills that they have learnt. Some participants have moved on to work in the health sector or non-governmental organisations and one male participant decided to go back to school after realising the importance of education.

For more information visit www.youthvisioning.org

Informing and sharing Youth Visioning project news

In December 2005, the Youth Visioning website was reorganised and re-designed to reflect the dynamic project implementation phase. In doing so, it was important to build a consistent brand for Youth Visioning for Island Living. Thus the domain name www.youthvisioning.org was registered, and the original www.islandyouth.org redirected accordingly. A distinctive logo and colour scheme were also created.

The website was once again redesigned and updated in March 2010. The new site displays content dynamically as it becomes available. It highlights outputs from the different projects including videos and photo galleries. Each project has its own page with full project information, photos, documents to download, and progress reports. It also syndicates relevant UNESCO news to inform users of the wider work done on the subject of Youth and HIV/AIDS. The website is updated as new information becomes available.

Where are we now?

During the first phase of project implementation, 35 Youth Visioning projects were implemented. A glimpse of the diversity of activities undertaken by youth during this phase are presented in the list below:

Projects implemented

AIMS Region:

- Cape Verde, Youth Against HIV/Aids
- Madagascar, Environmental Education for All
- Maldives, Prevent Erosion & Green Coastal Vegetation
- Mauritius, HIV/AIDS Awareness Workshop
- Mauritius, Beach/Fun Games for Disabled Youth
- Seychelles, Helping Create More Youth Employment
- Singapore, Project Joy 2005
- Zanzibar, HIV/AIDS Awareness for School Going Youth

Caribbean Region:

- Antigua & Barbuda, Youth Employment and Small Business Development
- Dominica, Palé Kwéyòl
- Dominica, Sensitisation and Clean-Up Campaign in Gutter Village
- Grenada, HIV/AIDS Project Management Capacity Building For Youth Groups, Grenada
- Haiti, Environmental Awareness Raising
- Jamaica, Photovoice: My Island through My Eyes
- Jamaica, Enviro Kids Programme at Holywell
- San Andres (Colombia), Role Playing Game My Island Home
- Seychelles/Dominica, Creole Festival Exchange
- St Kitts and Nevis, Camp Sanguine
- St Vincent and Grenadines, Folkways of Bequia

Pacific Region:

- Cook Islands, Recycling Stations for Schools
- Fiji, Young Leaders for a Sustainable Fiji
- Samoa, Teaching and Promoting the Fire-Knife Dance
- Samoa, Youth Volunteering With the Needy and Elderly
- Solomon Islands, Dream Cast Drama Awareness Program
- Tonga, On the Spot MDGs Radio Show
- Marshall Islands, Preserving the Marshallese Handicrafts Exhibition
- Micronesia, National Pride and Unity
- Niue (New Zealand), Traditional Treasures
- Niue, Village Beautification
- Papua New Guinea, Kolgpeng Fish Farm
- Papua New Guinea, HIV/AIDS Awareness within Institutions
- Solomon Islands, Empowerment Workshop and Training on Career Development Skills Honiara Youths
- Tonga, Tonga National Canoe Festival
- Tuvalu, Home Gardening
- Vanuatu, Anelcauhat Waste Management 'Yes' Project

Following the end of the first phase of project implementation, Youth Visioning has issued two calls for proposals for projects in the area of HIV/AIDS awareness and prevention. Funding for this phase of Youth Visioning is provided through financial support from the UNAIDS Unified Budget and Workplan. As a result of the first call for proposals, 11 projects were implemented in the three main SIDS regions during 2008–09. Based on the success of the projects, the second call for proposals was issued in April 2010. It is expected that approximately 15 Youth Visioning projects will be implemented under the HIV/AIDS theme during the 2010–11 biennium.

At the same time, discussions are under way with UNESCO field offices to explore the possibilities of further extending and developing Youth Visioning activities under other topics of key relevance to youth in small islands.

Lessons learned

The following lessons have been learned throughout the evolution of Youth Visioning for Island Living and may prove useful to others seeking to develop similar initiatives:

- Due to the dynamism of young people, working with them can be unpredictable. When this is combined with the remote locations of some SIDS, one is confronted with an interesting set of challenges to maintain communication and momentum.
- The ability to test the approach and framework early on in a similar working environment proved to be an invaluable experience.
- The co-ordination of the projects, including proposal-development assistance and project evaluation and monitoring, has proven to require a larger time commitment than originally foreseen by the Youth Visioning Committee.
- Many countries selected academically gifted students as their delegates to the Mauritius event, and many of these youth subsequently left their islands to study abroad, thereby creating a vacuum for the implementation of follow-up activities. In

these cases, considerable time has had to be spent in identifying and engaging new youth partners.

- In almost all cases, the youth implementing the projects appeared to have no experience with designing, implementing, reporting on and evaluating a project. They are also rarely familiar with the technicalities involved in entering into a contract. Youth Visioning, therefore, has become a major capacity-building exercise and this is undoubtedly one of the most important outcomes of the initiative.
- Effective promotion of the Youth Visioning projects requires a wide range of media tools including a website, newsletter, promotional posters and leaflets. This promotion is inadequate without an effective network of contacts and promotion of the projects by youth leaders themselves.
- Maximising the impact of this initiative is key and one important avenue is with the photos and video footage that are being collected from each project. The potential is there to develop a video that will showcase the work being done by the youth and will also inspire other young people living in small islands to realise their own 'island vision'.
- It is essential that projects be youth led with the objective of capacity building strictly applied. There have been a number of proposals where major non-governmental organisations or government ministries would be taking the lead and these had to be declined. However, there are of course exceptions, for instance where the youth are not connected to the internet nor have a bank account for their group or organisation; these exceptions have been and are considered on a case-by-case basis.
- To best understand the impact and work done by the youth, it is ideal to have someone that can physically visit the project sites and report back to the Youth Visioning Committee. It is therefore essential to continue to form and maintain partnerships with people in the islands and regions.
- Another important indication of the impact of the initiative is to assess the extent to which and what the youth have actually learned or gained from their participation and experiences. In 2007, a survey was undertaken to obtain information related to building youth capacity in understanding and visioning sustainable development, project management at all stages (conceptualising, designing and writing project proposals, implementing the project, monitoring and evaluation) and contributing to sustainable island living.

Box 10.2. Project: Revitalising the Creole culture in Dominica

Project title: Palé Kwéyòl (Speak Creole)

Location: Roseau, Dominica

Under the leadership of Jahisiah Benoit, the Youth Heritage and Culture Movement developed a series of activities designed to revitalise interest in Creole language and history among young people.

Activities organised as part of this project included a spelling bee, a radio programme, an arts and cuisine festival, and free Creole lessons taught by young people to their peers.

The project is now in its second year and due to its success and support from the community the Government's Cultural Division agreed to sponsor the Kwéyòl March and Spelling Bee to make it an annual event and there is strong interest from other Caribbean nations (including Martinique and Guadeloupe) who would like to see the project implemented in their own island.

One of the most effective tools has been the Kwéyòl Radio show, which has been able to reach a wide audience and has even received callers from Guadeloupe. Its success has prompted a radio station to invite them to host a number of important broadcasts including the World Creole Festival.

Taking advantage of the project's momentum, Jahisiah proposed the first ever Dominica-Seychelles Kwéyòl Exchange, which took place in October 2005. Sponsored by Youth Visioning, he travelled to Seychelles to promote the Palé Kwéyòl project as well as to experience the Creole festivities the Seychellois way. The aim was to exchange recommendations on how to improve each other's Creole programmes.

For more information visit www.youthvisioning.org

Conclusion

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 the 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 emphasised as being the most important. While discussions and declarations are useful to articulate a particular viewpoint, they are not sufficient in themselves to thoroughly engage young islanders in sustainable living and development. 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 important steps on the road to sustainable development and, when replicated and expanded, the impact can become much greater than the sum of its parts.

The fruitfulness of the Youth visioning initiative was summed up by one participant from the Pacific islands in this way:

'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)

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Further reading

All about Youth Visioning for Island Living – www.youthvisioning.org
UNESCO's Coastal Regions and Small Islands Platform – <http://www.unesco.org/csi/>
UNESCO's Section for Youth – www.unesco.org/youth
Small Islands Voice – www.smallislandsvoice.org
UNESCO and SIDS – www.unesco.org/en/sids
UN and youth – <http://www.un.org/esa/socdev/unyin/agenda.htm>

International agreements related to young people in SIDS

Youth Visioning for Island Living Declaration (01/05) –
http://www.unesco.org/csi/YV/documents/declaration_e.htm
Report of the UNESCO Youth Forum (10/05) –
http://www.unescoyouthforum.org/documents/YouthForum_EN.pdf
Mauritius Declaration (01/05) – http://portal0.unesco.org/en/ev.php-URL_ID=33112&URL_DO=DO_TOPIC&URL_SECTION=201.html
Mauritius Strategy (01/05) – http://portal0.unesco.org/en/ev.php-URL_ID=33112&URL_DO=DO_TOPIC&URL_SECTION=201.html
Youth Earth Charter – http://www.earthcharter.org/innerpg.cfm?id_page=50
Agenda 21 Youth chapter –
<http://www.un.org/esa/sustdev/documents/agenda21/english/agenda21chapter25.htm>