

Strengthen and support the youth group Star Teen and The Rebels to establish a legal organization, and provide them with training in project management and leadership through the implementation of this project;

The background of both groups relies on a Colombian Institutional Program to protect children during their free time after school. Both groups are part of the vulnerable community of Bottom House in Old Providence. People are poor. Children and youth suffer discrimination from others at school.

They regularly meet with their mentors or monitors three times a week to plan and carry out a great variety of social and environmental activities.

Providence Foundation worked together with both groups to set up the project proposal My Island Home and created a close partnership to continue developing ideas and turning words into action on both islands to create environmental awareness especially among young people and children.

They are now constituted as a Youth Club recognized by the Comunidad Parroquial Nuestra Señora de los Dolores (see Annex 1) and are preparing to submit an application to CORALINA to be accepted as an Ecological Youth Club.

Both groups are also preparing to sign a partnership agreement with Providence Foundation, the Comunidad Parroquial Nuestra Señora de los Dolores and OPEPA (Organization for the Environmental Education and Protection) to work two projects: home and school gardens and recycling. Both Start Teen and The Rebels will then join the International Network Ecoclub (Red Internacional de Ecoclubes RIE), which is now active in 30 countries worldwide and has more than 500 youth members. Opepa is the Colombian Promoter for the International Networking.

Youth Visioning My Island Home has proven the best strategy to build a better foundation for the development of the youth groups. Guidance and support from Providence Foundation, the Comunidad Parroquial Nuestra Señora de los Dolores and CORALINA in project management and development of community activities and actions to create environmental and social awareness and to increase acceptance of the role youth and children play in their communities. Youth and children through The Rebels and Start Teen are opening spaces to be recognized as island citizens.

A second phase of the project continues until we are able to replicate this experience island wide. This means consolidating the organization of Star Teen and the Rebels; strengthening existing projects and developing new project ideas

to increase environmental protection and gain more community members to be actively involved in taking care of the islands.

Together with the Colombian trade and office institution (SENA) carry out a basic computer and internet training program for computer-illiterate youth of Star Teen and The Rebels and their parents

The basic computer and internet training program is on-going at the school. For this Providence Foundation raised funds to buy computers and computer tables. Appropriate software was donated by Microsoft Corp. Youth practiced their computer skills during the implementation of the project; for this Providence Foundation provided two additional computers. Due to technical matters the second part of the course did not begin in the month of April as originally planned, the training course will be delivered during the last part of year 2007 with the support of SENA directly in the village of Bottom House. As agreed with SENA the training program will be replicated every year until they have covered all villages and reduced computer illiteracy. In the Annex 2 there are copies of the registration at the training program.

Hold a training program and workshop to provide island youth with the background information on land tenure and economic development on islands as well as on the methodology to develop the role playing activity, My Island Home

All components of the project were prepared and organized as training modules together with the youth groups. The training modules include short introductory remarks. Following these the youth had to define objectives and decide which topics were relevant to the modules in the context of island youth.

Practical exercises included preparing interviews or short surveys to pick up first hand information from parents, grandparents and community members to learn about the themes their task force was involved in. This was a good way to guide and support youth to carry out the project. However it demanded many days of getting together for brainstorming with the aid of structured questions and helping youth to organize their ideas.

Facilitate the design and creation of the role playing activity, My Island Home, by the youth and in their testing of the prototype with small business owners and farmers


One of the modules was the design and creation of the role playing game. The research component to gather the background information was rather easy. The

previous modules were instrumental to understand what the game would be about; the design of the game was not. After many trials and failures the group decided to test the game with a group of students they contacted at SENA. It was evaluated as very difficult and long; it was not dynamic enough to keep people motivated. In order to keep youth motivated and to encourage them to move on, we decided to design a board game using the black land crab (the most valuable species of the islands) as the key species to protect. This helped children to recover their enthusiasm and motivation to meet the objectives of the project.

This meant making substantial changes to the original version. The final version (this doesn't mean it cannot be improved as comments and recommendations even from elsewhere are received) is an integral part of this report. It contains the game instructions and contents nicely packed-up in bags.

Invite local and regional authorities to support the youth in their creation and testing of the role playing activity, My Island Home;

Authorities and local leaders participated at three community meetings where youth (or members of Providence Foundation) provided information about the project. Youth learned to write invitation letters to authorities and community leaders. They also designed fly sheets that were distributed in their village from house to house and at the shops. The posters were placed at main buildings around the island.

Youth invited public servants to play the Role Playing Game. Copies of the responses to the surveys that were carried out after playing the game are also part of the attached documents. 

All game participants enjoyed playing The Role Playing Game; they felt the local situation is fully reflected in the philosophy, vision and development of the game. They felt part of it. At the beginning of the game playing session, at least 50% of players were rather reluctant, they kept distance, but as the game advanced; they perceived closeness to the happenings and got very enthusiastic about the game. They moved around, negotiating and exchanging with each other and to the end, they would have preferred to play longer. Oral manifestations or evaluations after the game included: it is exactly what we are passing through today; we are living the situations just as those developed the game; we learned that if we come together and exchange ideas and goods, our economic situation could improve; means of production are important, but we have local assets we can utilize in a sustainable way. We learned that fish and crab can "done" (common local expression are, "fish can't done", "crab can't done"; this refers to the infinite vs. finite resources.

Native islanders believe in the unlimited bountifulness of God and because of this we will always provide, that is the reason why nothing can be overexploited.

Involve the media in the creation, design and testing of the role playing activity, My Island Home, and publicize the project activity through press, radio and TV;

The media exchanged information during three sessions with the youth: Two times at the beginning of the project, and the third time when the youth were ready to test the game. The regional TV Station will be holding a special program in their Picknini¹ Magazine (Children's) to introduce Role Playing Game to children and you and the show case for its program will be the children playing the role playing game they created.

The director of Providence Foundation was interviewed on two occasions by the local television and radio to speak about the project.

Evaluate the impact of the activity by assisting the youth to carry out a questionnaire survey of at least 50 residents before the project starts and at the end of the role playing activity with selected land owners and public agencies;

50 surveys were carried out previous to the role playing game and 50 immediately after playing the game. The surveys were not as useful as the discussions that took place after the game. The discussions were centered on proposals to improve the game and on the questions and/or topics the game recommends to use to exchange ideas about island living today (please see above)

Provide UNESCO with photographs and the master version of at least 60 minutes unedited video footage of the activities;

A CD with photos and tapes with video

Submit to UNESCO for approval no later than 30 June 2007 a full report in hard copy and electronic format describing the activities listed above, accompanied by photos, master version of the video footage, together with other materials produced under this contract and accompanied by a certified financial statement indicating the manner in which UNESCO's contribution was spent.

¹ Means children

A hard copy of all materials produced during the project and of the financial statement is attached to this report.

