



**SECRETARIAT OF THE PACIFIC COMMUNITY**

# **The Pacific Youth Strategy 2010**

*“Youth Empowerment for a Secure, Prosperous and Sustainable Future”*



## *Foreword*

At their 2004 meeting in Auckland, New Zealand, Pacific Leaders agreed to “Listen to the needs and aspirations of the burgeoning population of young people in the region, and recognise the impact of bigger and more youthful populations on the resources required for education and vocational training, healthcare, and job opportunities.”

In support of this vision, the 4<sup>th</sup> Meeting of the Conference of the Pacific Community convened in Koror, Palau on 18 November 2005 adopted the ‘Koror Statement on Youth Empowerment for a Secure, Prosperous and Sustainable Future’. The Koror Statement set the tone for the deliberations of the Second Conference of Youth Ministers of the Pacific Community convened in Port Moresby, Papua New Guinea from 5 – 7 December 2005 which resulted in the adoption of the Pacific Youth Strategy 2010 (PYS2010) as the regional framework for youth development in the Pacific region to the year 2010 and beyond.

The PYS2010 represents an important milestone for the Pacific region. With the vision of a secure and prosperous Pacific Community, whose young people are healthy and manage their resources in an economically, environmentally and socially sustainable way, the PYS2010 is a genuine commitment to putting young people first by recognising their needs and concerns and providing a comprehensive roadmap for realising their potential thereby addressing their needs.

At the heart of this strategy is a set of clearly articulated components designed to produce positive outcomes for young people towards the year 2010 and beyond. In summary, the strategy provides exciting prospects for young people to be able to access integrated educational opportunities; nurture sustainable livelihoods; lead healthier lifestyles; build stronger communities; benefit from effective national and community mechanisms for addressing youth issues; and strengthen their cultural identities. To ensure effectiveness in achieving its purpose, the PYS2010 also includes a system of information gathering and analysis to monitor and evaluate the effectiveness of planning and delivery of youth services in the region as well as measuring the impact these services have on young people.

I firmly believe that the PYS2010 aspirations can be achieved through enhancing effective partnerships for programming and delivery of services to young people. In this regard, SPC is committed to working with other CROP agencies, UN agencies and other international and regional agencies where such collaboration and pooling of resources will maximise benefits to the young people of the region. SPC will also work with other stakeholders and partners in the region’s development agenda including international and multilateral agencies, development partner countries, the private sector and non-governmental organisations such as faith-based and community-based youth organisations. This approach is intended to foster young people’s participation in decision-making, enhance communication among all stakeholders, improve collaboration, facilitate sharing of resources and minimise duplication of services

In presenting this strategy, it is my sincere hope that the young people of the Pacific will enthusiastically welcome the initiatives outlined in the PYS2010 and strive towards not only actively participating in these initiatives but also taking a leadership role in planning, implementing and evaluating them so they can benefit fully from all the opportunities available to them. In this way they can make a significant difference to their own lives as well as the communities in which they live.

Dr Jimmie Rodgers  
*Director-General*  
*Secretariat of the Pacific Community*

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## ACRONYMS

|         |  |
|---------|--|
| AIDS    | Acquired Immunodeficiency Syndrome   |
| AIE     | Accessing Integrated Education   |
| ASRH    | Adolescent Sexual and Reproductive Health                                      |
| BSC     | Building Stronger Communities  |
| CBO     | Community-based Organisation   |
| CEDAW   | The Convention on the Elimination of All Forms of Discrimination against Women |
| CEO     | Chief Executive Officer  |
| CRC     | Convention on the Rights of the Child  |
| CYP     | Commonwealth Youth Programme   |
| FAO     | Food and Agriculture Organization  |
| FBO     | Faith-based Organisation   |
| FSPI    | Foundation for Peoples of the South Pacific International                      |
| HIV     | Human Immunodeficiency Virus   |
| ICT     | Information and Communication Technology                                       |
| ILO     | International Labour Organisation  |
| MDGs    | Millennium Development Goals   |
| M&E     | Monitoring and Evaluation  |
| NCDs    | Non-Communicable Diseases  |
| NGO     | Non-Governmental Organisation  |
| NSL     | Nurturing Sustainable Livelihoods  |
| NYC     | National Youth Council   |
| PHL     | Promoting Healthy Lifestyles   |
| PICTs   | Pacific Island countries and territories                                       |
| PIF     | Pacific Islands Forum  |
| PYB     | Pacific Youth Bureau   |
| PYC     | Pacific Youth Council  |
| PYDA    | Pacific Youth Development Awards   |
| PYIN    | Pacific Youth Information Network  |
| PYS2005 | Pacific Youth Strategy 2005  |
| PYS2010 | Pacific Youth Strategy 2010  |
| RID     | Research Information and Data (on Youth)                                       |
| RPFS    | Regional Project Food Security Programme                                       |
| SIC     | Strengthening Institutional Capacity   |
| SISF    | Small Island States Fund   |
| SPC     | Secretariat of the Pacific Community   |
| STIs    | Sexually Transmitted Infections  |
| TOR     | Terms of Reference   |
| TVET    | Technical and Vocational Education and Training                                |
| UN      | United Nations   |
| UNDP    | United Nations Development Programme   |
| UNFPA   | United Nations Populations Fund  |
| UNICEF  | United Nations Children's Fund   |
| UNIFEM  | United Nations Development Fund for Women                                      |
| WHO     | World Health Organisation  |
| YAI     | Youth and Identities   |
| YSFP    | Youth for a Sustainable Future Pacifika  |

## **THE PACIFIC YOUTH STRATEGY 2010**

### **1. PREAMBLE**

**The Second Conference of Youth Ministers of the Pacific Community convened in Port Moresby, Papua New Guinea from 5 – 7 December 2005,**

**Sharing** the vision of a secure and prosperous Pacific Community, whose young people are healthy and manage their resources in an economically, environmentally and socially sustainable way,

**Recognising** the Koror Statement on Youth Empowerment for a Secure, Prosperous and Sustainable Future adopted by the 4<sup>th</sup> Meeting of the Conference of the Pacific Community held in Koror, Republic of Palau on 18<sup>th</sup> November 2005,

#### **KOROR STATEMENT ON YOUTH EMPOWERMENT FOR A SECURE, PROSPEROUS AND SUSTAINABLE FUTURE**

**The 4<sup>th</sup> Meeting of the Conference of the Pacific Community convened in Koror, Palau on 18 November 2005,**

1. **Reaffirming** the SPC vision of a secure and prosperous Pacific Community, whose people are healthy and manage their resources in an economically, environmentally and socially sustainable way;
2. **Recalling** our deliberations around the theme of ‘Youth Empowerment for a Secure, Prosperous and Sustainable Future’;
3. **Recalling** the Pacific Youth Strategy 2005 adopted on 1 July 1998 at the 1<sup>st</sup> Conference of Youth Ministers of the Pacific Community held in Papeete, French Polynesia and recognising the efforts and contributions of individual countries and territories, non-government organisations, faith-based organisations, regional and international agencies and donors towards the implementation of the strategy;
4. **Recognising** the call by Forum Leaders for increased attention to the issues facing our young people in their Auckland Declaration 2004, and the Pacific Plan for Strengthening Regional Cooperation and Integration;
5. **Further recognising** the related conclusions of the Review of the Pacific Youth Bureau 2004, the Mauritius Declaration, the Pacific Tofamamao 2015 Declaration, the Pacific Youth Statement on the Pacific Plan, the Communiqué of the Bipartite Symposium on Environment, and their linkages to achieving the Millennium Development Goals;

6. **Noting** that 20 percent of the total population of Pacific Island countries and territories (8.7 million people) are aged between 15 and 24 years old which translates to approximately 1.7 million young people, 53 percent of whom are females and further noting that the youth population is projected to double by the year 2020;
7. **Bearing** in mind that the rapid rise in the number of young people will increase demand for essential social services like education and health, as well as for decreasing employment opportunities, housing and other basic services will put government budgets and programmes directed at young people under great pressure;
8. **Recognising** that inadequate educational opportunities in rapidly changing societies where the introduction of values that clash with traditional cultural norms leave many Pacific island young people faced with limited skills and life choices that in turn can undermine self-esteem and lead to anti-social and risky behaviours;
9. **Recognising** the need for enhanced partnerships to more effectively address youth issues, for example our joint production with the UNICEF office of 'the State of Pacific Youth Report 2005 which highlights the situation of youth in the Pacific region' and the increased focus on lifeskills and livelihood skills for young people with the UNFPA Pacific office;
10. **Acknowledging** that priority concerns for young people as well as parents in the Pacific region include:
  - a) facilitating improved access by young people to appropriate level of education through the formal, technical vocational and non-formal sectors,
  - b) investing in appropriate education and training facilities to develop the skills of young people across a broad range of competencies to enable them to engage effectively in economic and social development activities,
  - c) encouraging the participation of young people in entrepreneurial initiatives aimed at poverty reduction by providing incentives and support for young entrepreneurs to engage in business establishments and employment creation including bank loan schemes, business small-grant schemes, tax breaks, and establishment of technical advisory and support units to guide young people wishing to engage in entrepreneurship activities,
  - d) establishing infrastructure networks and support systems including market outlets for products and more efficient rural to urban transport systems to facilitate faster movements of products from producers in rural areas to markets in urban areas as well as export markets,
  - e) supporting the establishment of youth volunteer schemes which provide training for young people so they can engage effectively in community service at local, national, regional and international levels,

- f) creating policy and legislative frameworks for ensuring social, labour and economic security for young people,
- g) promoting healthy lifestyles for all young people including those with special needs to avoid non-communicable diseases, in areas such as sports and recreation, improving reproductive health through prevention of unplanned pregnancies and sexually transmitted infections like HIV/AIDS, preventing substance abuse, addressing the causes of suicide and mental health issues,
- h) increasing the participation of young men and women in nation building through active involvement in youth-oriented organisations such as the Boy's Brigade, Girls' Brigade, Boy Scouts, Girl Guides and nurturing responsible citizenship and civic consciousness, improving self-esteem, and preventing anti-social and risky behaviour,
- i) protecting young women from all forms of exploitation and abuses, promoting their effective participation in all aspects of family and community life including facilitating access to social and economic benefits,
- j) educating young people in their cultural heritage through the development of their cultural identities and expression, involving them in cultural preservation and spiritual development initiatives, improving their appreciation of ethnic diversity and managing the interface between traditional cultures and modern lifestyles,
- k) engaging young people in advocacy programmes for environmental preservation and protection, long-term natural resource management and environmentally sustainable initiatives,
- l) encouraging the use of information and communication technology by young people for positive networking, creative and productive enterprises, acquisition of useful knowledge, and informed decision making;

11. **Considering** the resources available to address youth concerns in the region towards the year 2010;

***Having fully considered the circumstances mentioned above,***

12. **Acknowledged** the need to further engage young Pacific islanders in contributing more productivity to their communities through the transfer of practical skills that are generally not available in school curricula (e.g. leadership, healthy lifestyle skills, management and project development) thereby helping them to take on leadership and advocacy responsibilities, recognize and capitalize on personal and community development opportunities, and make informed choices about their futures;

13. **Further acknowledged** that the search for solutions to youth issues at the national level needs to involve a range of Pacific regional stakeholders, including national and regional youth organisations, bilateral and multilateral donors, as well as draw as much as possible on the involvement and creativity

of young people themselves;

14. **Accepted** the need to strengthen and maintain ‘youth-to-youth’ initiatives that are designed and managed by young people and their peers for their benefit;
15. **Further accepted** the need for more concerted collective action amongst youth organisations, faith-based organisations, non-government organisations, governments, administrations, regional and international organisations, and donors, to work together to address the problems and challenges affecting young people in the Pacific in a more holistic manner;
16. **Reaffirmed** the need for increased political commitment towards allocating resources for planning and implementing youth-led initiatives at all levels, collaborating with all stakeholders with an interest in youth at national and regional levels and building effective partnerships between development agencies and national and regional authorities;

***Having deliberated extensively on feasible strategies for empowering young Pacific islanders to improve their quality of life, the Conference:***

17. **Agreed** with the consensus reached by the 35<sup>th</sup> Meeting of the Committee of Representatives of Governments and Administrations held in Koror, Palau from 14–17<sup>th</sup> November 2005 that the SPC take the necessary steps to provide adequate resources to strengthen the Pacific Youth Bureau and expand its programme activities;
18. **Commends** to the 2<sup>nd</sup> Conference of Youth Ministers of the Pacific Community to be held in Port Moresby, Papua New Guinea from 5-7<sup>th</sup> December 2005 the proposed Pacific Youth Strategy 2010 (PYS2010) with its five thematic components including Accessing Integrated Education, Nurturing Sustainable Livelihoods, Promoting Healthy Lifestyles, Building Stronger Communities and Strengthening Institutional Capacity as a framework for addressing youth development challenges in our respective countries and territories;
19. **Invites** Youth Ministers of the Pacific Community to fully examine and formally adopt the PYS2010 as the regional framework for youth development in the Pacific region for the period 2006 to 2010 and beyond; and
20. **Requests** Youth Ministers to commend the strategy to our respective Governments and Administrations, and call upon all stakeholders in youth development in the Pacific region to make a concerted effort towards the implementation of this strategy.

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18 November 2005

**Recognised** the Kalibobo<sup>1</sup> Roadmap on the Pacific Plan which guides the implementation of the Plan towards economic growth, sustainable development, good governance, and security in the Pacific region,

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<sup>1</sup> Adopted by Pacific Islands Forum Leaders in Madang on 26 October 2005, the Kalibobo Roadmap is the guide for PIF member countries during the implementation phase of the first three years of the Pacific Plan.



**Reviewed and recognised** the implications of youth population growth in the Pacific region on planning and delivery of youth services at all levels,

**Received and launched** the State of Pacific Youth Report 2005 as a tool for understanding the situation of youth in the Pacific region and guiding decision making on measures to address youth issues,

**Received and acknowledged** the Pacific Tofamamao Declaration 2015 as a guide to how young people in the Pacific region can play an active role in achieving the Millennium Development Goals,

**Acknowledged** the concrete steps taken by the Secretariat of the Pacific Community towards strengthening the capacity of the Pacific Youth Bureau through the provision of additional resources and closer integration with the SPC Pacific Women's Bureau and the SPC Cultural Affairs Programme,

**Considered** the national scenarios regarding youth development in the Pacific region and received updates on the implementation of initiatives by national Governments and Administrations under the Pacific Youth Strategy 2005 (PYS2005),

**Recognised** the contributions of the various development agencies currently operating in the Pacific region towards collaborative efforts in addressing priority youth issues,

**Considered and extensively deliberated on** the draft Pacific Youth Strategy 2010 (PYS2010) as outlined in the Koror Statement with a focus on the five themes of Accessing Integrated Education, Nurturing Sustainable Livelihoods, Promoting Healthy Lifestyles, Building Stronger Communities and Strengthening Institutional Capacity,

**Further considered and added** two additional components focusing on the themes of Youth and Identities and Research Information and Data on Youth,

**Formally adopted** the Pacific Youth Strategy 2010 (PYS2010) as the regional framework for youth development in the Pacific region to the year 2010 and beyond,

**Agreed** to commend the strategy to our Governments and Administrations and call upon all stakeholders in youth development in the Pacific region to make a concerted effort towards the implementation of this strategy, and

**Further agreed** to meet again in Alofi, Niue in 2008 to review the progress on the implementation of the Pacific Youth Strategy 2010 (PYS2010).

## 2. PURPOSE OF THE PYS2010

The PYS2010 is a strategic regional framework to guide preparing young people<sup>2</sup> in the Pacific region to take responsibility for their overall development and well-being. It has been designed with input from national and regional stakeholders, including Pacific Island youth and represents a firm commitment to provide more opportunities for young Pacific Islanders so that they will be inspired to realise their full potential and contribute to the social, economic and cultural well-being of their societies. To ensure the development of Pacific youth, it must be recognised that all sectors of society

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<sup>2</sup> There is no regionally agreed definition of youth. Who is a young person, as compared with who is a child or who is an adult, varies with each Pacific island and culture. SPC respects each PICT's definition of youth as stated in their respective national youth policies. However, for the purpose of implementing, monitoring and evaluating the PYS2010 the PYB focuses principally on the age group from 15 to 24 years.

have the responsibility to nurture and support a safe environment in which the children and young people of the Pacific region can develop as the next generation of leaders.

### 3. THEMATIC COMPONENTS

To enable the Secretariat of the Pacific Community (SPC) and stakeholders, including national governments and development partners to respond effectively to youth issues in the Pacific region, the PYS2010 portrays seven thematic components. Each of the seven components have priority initiatives to be implemented over the period 2006 to 2010 with specific targets to be achieved and various indicators for monitoring progress. The seven thematic components are:

#### 3.1 Component 1: Accessing Integrated Education<sup>3</sup>

Young people require appropriate skills in order to secure and retain productive employment either in the public or private sectors, or engage in their individual income generation ventures. Unfortunately a large proportion of young people in the Pacific region leave the school system before completing their formal education. Therefore, being able to access education that will provide opportunities for skills development remains a priority for young people.

This component will include a focus on facilitating improved access by young people to formal primary, secondary, tertiary, vocational education as well as non-formal educational initiatives for skills development to ensure they can participate effectively in the economic and social development of their communities. A key part of the intervention measures is providing opportunities for leadership development of students in the school system. This initiative involves the provision of learning opportunities which develop the competency of individuals as leaders and effective participants in school life both within and outside the classroom. This can be achieved through student participation in decision-making that affects students in the school environment. Through these interventions students learn about exercising their rights, accepting and carrying out responsibilities, developing a sense of purpose and working with others in an environment governed by the principles of democracy. These are necessary life skills that are useful for adult life.

A special focus is suggested to create school environments that will help prepare students for their chosen career by means of establishing and strengthening relevant 'student support services' that directly contribute to skills development and retention of students in the formal school system. These services include truancy prevention measures, vocational guidance, career counselling, internships and work experience programmes that can be assessed as part of their academic progress.

The changing nature of the work environment requires young people to acquire new skills that are not necessarily acquired through formal education. There is a need to either establish or upgrade relevant vocational education programmes and facilities in line with TVET<sup>4</sup>, including apprenticeships that will enable young people who have left school to gain relevant skills to enhance their employment prospects and competitiveness in the labour market.

Another key initiative is to demonstrate and encourage the use of information and communication technology (ICT) as a tool for creative and productive enterprises, acquisition of useful knowledge and informed decision making. Youth participation in the *Digital Strategy of the Pacific Plan* will be encouraged. This Digital Strategy aims to achieve the following outcomes for PICTs – improved access to communications technology; reduced costs; higher

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<sup>3</sup> Component Code: AIE

<sup>4</sup> Technical and Vocational Education and Training

bandwidth to the global ICT “backbone”; removal of inappropriate regulatory environments in order to foster higher levels of investment; and strengthened ICT skills.

### 3.2 Component 2: Nurturing Sustainable Livelihoods<sup>5</sup>

Economic growth in Pacific countries does not provide enough paid employment opportunities to absorb the high number of students leaving the formal education system each year. This leaves many young people disillusioned with little hope for self-sufficiency and therefore limited capacity to be productive members of society.

To be self sufficient therefore remains a great challenge for all young Pacific Islanders. To achieve this goal there is a need for them to learn and practice the concepts of responsible consumption in order to live sustainable lifestyles.

This component aims at helping young people participate in the workforce as either employees or self-employed workers thereby contributing to poverty reduction in their communities. It also promotes practical initiatives that improve their opportunity to earn a living through participation in self-employment and income-generation opportunities. The emphasis is on developing initiatives that will have long term economic impacts on the lives of young people, as demonstrated by the *SPC Small Island States Fund*.

This component also strongly advocates for the mobilization of resources at national, regional and international levels to support innovative youth-led enterprises and income-generation initiatives. Youth tradeshows and participation in ICT businesses provide opportunities for young people to showcase their expertise, exchange ideas and learn from each other.

A special feature of this component is engaging young people in the development of micro-projects relating to food security initiatives to ensure that their communities and households have access to nutritious, safe, acceptable and culturally appropriate foods, produced in ways that are environmentally sound and socially just. This can be achieved through the development of improved food production and processing projects, making farming more attractive to young people, improving marketing of fresh and processed food products, and improving food storage systems.

This component also recognises the important role young people can play in sustainable development with a particular focus on preventing the deterioration of the natural environment. Accordingly, it aims to educate and engage them in long-term natural resource management and environmentally sustainable initiatives and practices such as reforestation and recycling programmes.

### 3.3 Component 3: Promoting Healthy Lifestyles<sup>6</sup>

The health and well-being of young people is an important area in the holistic development of young people. Adolescence is the transition from childhood to adulthood, marked by profound physical, emotional and psycho-social changes. As a consequence of these developmental changes, adolescents often find themselves faced with a number of life challenges they have to deal with. These include the search for identity and independence, dealing with peer pressure, coping with the demands of education, conforming to values and societal expectations and

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<sup>5</sup> Component Code: NSL

<sup>6</sup> Component Code: PHL

many more. Within a rapidly changing social, economic and physical environment, Pacific young people face increased uncertainty and a variety of developmental issues.

The sexual behaviours of adolescents are changing rapidly in Pacific island countries. More adolescents are becoming sexually active at increasingly early ages. The rise in sexual activity among youth places them at greater risk for unintended pregnancy and sexually transmitted infections (STIs), including HIV/AIDS. The youth generation of today is born into the era of HIV/AIDS. Other related youth issues that contribute to youth vulnerability include increasing alcohol and drug abuse, sexual violence, mental health problems, suicidal tendencies and youth delinquencies. These problems are compounded by increasing parent-child generation gaps and youth unemployment.

Many young people do not have access to reproductive health information and services to help prevent problems. The changing behaviours and practices among adolescents calls for concerted action to protect the physical and psycho-social well-being of adolescents and includes the need to protect them from unwanted pregnancy, unsafe abortion, sexually transmitted infections (STIs) including HIV/AIDS, and all forms of sexual violence and abuse.

The problem of substance abuse including alcohol, smoking and related substances is also a concern for young people in Pacific Islands. Abuse of these substances negatively affects young people's ability to make responsible decisions and therefore exposing them to a range of social problems.

In addition, certain lifestyles place young people at risk of being marginalised in their own communities while increasing vulnerability to mental instability and mental health problems. Low physical activity (secondary to time spent on computer games, video/TV and other sedentary type of activities) and poor nutritional practices are also increasing among youth. This exposes them to increased risk for non-communicable diseases such as early obesity, diabetes, hypertension and heart diseases.

This component will focus on three main areas:

1. The need to protect young people from STIs including HIV/AIDS, unwanted pregnancy, unsafe abortion, and all forms of sexual violence and abuse.
2. The need to protect young people from drug and substance abuse including drugs, alcohol, smoking, betel nut, marijuana, kava, petrol sniffing, etc.
3. The need to avoid lifestyles that increase the risk of early onset of Non-Communicable Diseases (NCD). Such lifestyles include physical inactivity (television, video games, computers,) and poor nutrition increasing the chance of adolescent obesity.

Life skills based education helps young people to understand and to cope with youth issues. Young people need information, life skills based education and counseling to help them arrive at responsible choices and decisions regarding these issues. Linked to youth-friendly services, education can provide young people with life-skills essential to cope with the challenges of adolescent psycho-social development.

Activities under this component will focus on the provision of life skills based information and education both in schools and out of schools, support for adolescent counselling, and provision of youth-friendly services. Activities will also include the need to establish effective policies on tobacco, alcohol and other substances, engage young people on healthy lifestyles such as sports and recreational physical activity, and to engage parents and communities in the process. Health promotion, youth participation, youth leadership and peer education will feature as key strategies delivered through a multi-sectoral approach.

### **3.4 Component 4: Building Stronger Communities<sup>7</sup>**

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<sup>7</sup> Component Code: BSC

Young people should be raised in a family and community environment that adequately provides for their immediate needs as well as providing the necessary support to help them fulfil their long-term aspirations. This strengthens their sense of pride and belonging within their societies and motivates them into being productive and respected members of society.

Nurturing responsible active citizenship and civic consciousness is a step towards building national pride in young people. Schools have an important role to play concerning civic education. This component recognizes the importance of promoting the participation of young people in decision-making forums in their communities as well as all other aspects of family and community life. It advocates promoting the leadership capabilities of young people and improving their self-esteem through lifeskills education so they can confidently use their energy for productive activities that promote a culture of peace and non-violence and avoid deviant anti-social and risky behaviour. Special community-based crime prevention and restorative justice programmes for young people are also included to address the increasing concern of juvenile criminality amongst the 15-24 year old age group.

In addition this component calls for family strengthening initiatives to be implemented through parenting education programmes and spiritual development initiatives. This gives young people and parents opportunities to learn strategies for dealing with the challenges of living in rapidly changing societies. These initiatives are supported by programmes to promote a spirit of volunteerism amongst young people so they can play key roles in community development.

There are a number of international conventions that protect young peoples human rights and fundamental freedoms that most PICTs are signatories to such as CEDAW, CRC and the MDGs. This component endorses calls for the protection of young people from all forms of exploitation and abuses. Initiatives include programmes to eliminate discrimination against young women. In order to measure progress there is a need to establish appropriate national databases with segregated data on young women's participation in education, literacy programmes, the labour force, and political decision-making.

There is a need to provide media training for youth leaders, educators, counsellors and staff of youth service providers. This training will improve their skills in using digital technology as learning tools for creating media programmes that inform the community about youth issues and innovative initiatives that highlight the positive contributions young people make to their communities.

Regional events for Pacific youth such as the 1<sup>st</sup> Pacific Youth Festival scheduled in 2006 in French Polynesia and the 1<sup>st</sup> Pacific Youth Parliament scheduled in 2007 are two initiatives designed to promote dialogue on priority issues affecting young people in the Pacific region. They will provide opportunities for young people to become further involved in decision-making and taking responsibility for their future.

### **3.5 Component 5: Strengthening Institutional Capacity<sup>8</sup>**

There is a great need for the continuing process of review and assessment of the situation of young people in all PICTs. This would require the strengthening of existing mechanisms for effectively promoting the advancement of young people in the Pacific region.

This component advocates for the provision of adequate resources for strengthening national machineries for youth development. These include Ministries or Departments responsible for

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<sup>8</sup> Component Code: SIC

Youth Development that serve as the central agency responsible for overseeing policy development, coordination and monitoring, National Youth Councils that serve as partners in the implementation and monitoring of youth initiatives and Youth Advocacy Groups that can be relied upon to advocate for appropriate national and/or community-based responses to specific youth concerns. In particular, this includes increased financial support and staff development strategies for the institutions mentioned above, strengthening of national youth councils, support for advocacy groups and the establishment of national award schemes to recognise excellence in the provision of youth services.

This component also advocates for the continued development, implementation and evaluation of holistic and gender-inclusive national youth policies that promote a multi-sectoral approach to addressing youth issues. This involves developing policies for PICTs that do not have such policies and reviewing existing policies in others. One of the key initiatives is to help PICTs develop more efficient implementation and monitoring mechanisms for national youth policies. This includes the development of sound national strategic plans to guide policy implementation, monitoring and evaluation.

At the regional level, the strengthening of the Pacific Youth Council as a regional mechanism for youth advocacy in the Pacific region is necessary. This includes the establishment of a permanent office for the Pacific Youth Council, refocusing its programme direction to reflect PYS2010 priorities and providing it with resources to employ full time staff to manage Council operations.

This strategy also calls for the council to establish and maintain strong working relationships with national youth organisations and stakeholders to implement youth advocacy programmes.

### **3.6 Component 6: Youth and Identities<sup>9</sup>**

As custodians of the future, it is important that young people develop and sustain a strong interest in their cultures. There is a need to ‘strengthen cultural studies’ in all education facilities including schools and community centres and involving community groups, individuals and traditional elders/leaders. This component calls for stronger efforts towards educating young people in their cultural heritage through the development of their cultural identities and appreciation of traditions and customs as well as tolerance for ethnic diversity. A special focus is to involve young people in analysis of customs and values, promotion of language programmes and linking the school curriculum on community cultural calendars.

Social and cultural factors play a role in the health and well-being of children and young people. These factors contribute to shaping their perceptions of and responses to health problems, exposure and vulnerability to risky behaviour and the effectiveness of health promotion efforts. In view of this, health services need to be sensitive of and responsive to both the physical and cultural needs of young people. This component also calls for interdisciplinary, multi-level studies of health research to improve understanding of how factors, such as values, beliefs and practices are linked to young people’s behaviour, and ultimately to health and the best approach to ‘incorporate cultural perspectives into health programs’.

Young people are creative and want to take an active part in the cultural life of their societies. Encouraging young artists and performers to express themselves, bridging the gap between the cultural expressions of yesterday and the aspirations of our young people is an important aspect of this strategy. Young people play a significant role in addressing social issues, and consequently freedom should be provided for artistic and cultural expression among young

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<sup>9</sup> Component Code: YAI

people, through artistic expression using modern media, For many younger islanders, these new traditions can help them preserve and develop a specifically 'Pacific' identity . 'Strengthening youth-led cultural programmes' will contribute to developing a culture of peace and tolerance in the region.

Access to employment opportunities is critical for young people to create and maintain sustainable livelihoods. This component encourages the 'creation of an environment which stimulates young people to produce traditional and contemporary arts and crafts for income-generation'. Initiatives are needed to make entrepreneurship in traditional and contemporary arts and crafts an acceptable option for young people, regulations reviewed to make it easier to start and run these types of enterprises, entrepreneurial and business skills training, and access to funds for business ventures.

In a world of change and influential global conditions, the more support a young person can receive, the better adjusted they will be in their future. Existing institutions, such as museums, cultural centres and community groups 'must support and involve themselves in initiatives for young people' giving Pacific youth an opportunity to view, hear and learn things they may no longer be exposed to. Activities may include involving young people as volunteers, revitalising local traditions and exposing young people to traditional dance and music, developing pride in expressions of culture that may be under threat, and focusing on the positives of cultural practices.

### **3.7. Component 7: Research Information and Data on youth<sup>10</sup>**

It is important to establish a system of information gathering and analysis to monitor and evaluate the progress of implementation of the six key components listed above. This initiative will also improve the planning of long-term future activities. To realise this, it is important to establish youth databases at the national as well as the regional level. These databases will contain youth related development indicators derived from censuses, surveys, administrative records, as well as research reports. The establishment of a regional youth database was also recommended in the Pacific Youth Bureau Review Report.

In addition to establishing a database of youth and various development indicators, a framework for monitoring would be developed and updated on a regular basis to evaluate the status of implementation of various components of this strategy.

## **4. IMPLEMENTATION, MONITORING AND EVALUATION PLAN**

To ensure effective implementation, monitoring and evaluation of the PYS2010 collaborative efforts and partnerships between young people and stakeholders will be necessary and need to be encouraged.

Wide ranging consultations and partnerships during the planning and implementation process will promote mutual understanding of the issues to be addressed and sharing of resources to address these issues. This approach will foster cooperation and eliminate duplication of services.

Above all, success will depend on the level of commitment by PICTs, development partners and young people in the implementation of the PYS2010. To facilitate effective implementation and monitoring the following mechanism is proposed.

### **4.1 National Level**

#### ***A. National and Local Governments***

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<sup>10</sup> Component Code: RID

Good governance is essential for the success of the implementation of the PYS2010 at national levels. Ministries responsible for youth development are the designated national focal points for coordinating the implementation and monitoring of the PYS2010 initiatives.

Government Agencies responsible for youth development and related Government Ministries and Agencies are encouraged to form strategic partnerships with non-government organisations to translate the PYS2010 initiatives into specific activities to supplement those already recognised in national youth policies.

In terms of participation of young people in PYS2010 initiatives, stakeholders are encouraged to actively move towards mainstreaming a gender perspective into all youth programmes so as to ensure equal access to programmes and services by young men and women.

To maximise the positive impact of PYS2010 initiatives on young people it is necessary that programmes be specifically tailored in the first instance for the age group 15-24 years. However, stakeholders are also encouraged to apply some degree of flexibility in order to allow the participation of young people as defined by the respective national youth policies.

One of the key requirements for ensuring the success of implementing the PYS2010 is close monitoring and recording of all initiatives carried out by stakeholders and young people themselves. This will require the establishment of effective mechanisms for coordinating, collecting and exchanging information, as well as programme monitoring and evaluation.

***B. Non-Government, Private Sector, Community and Faith-based Organisations, National Youth Councils***

As indicated above, strategic partnerships are an essential part of ensuring successful implementation of the PYS2010 initiatives.

The role and presence of the non-government sector regarding mechanisms for implementing and monitoring the PYS2010 is fully acknowledged and highly valued. The non-government sector can contribute immensely towards the implementation of initiatives through collaborative efforts with Government agencies and development partners, use of their community networks for advocacy programmes and their resources to support capacity development initiatives for young people and youth organisations. In addition, their influence is also important for guiding policy directions.

In view of the above scenario, the PYS2010 advocates for a strong role to be played by the non-government sector in translating the broad initiatives into concrete and specific actions. Government-NGO collaboration and partnership will ensure that resources are shared and used to bring about maximum results and impact.

**4.2 Regional and international levels**

***A. Pacific Youth Bureau***

The Pacific Youth Bureau of the Secretariat of the Pacific Community (SPC) will serve



as the central agency for the coordination, implementation, monitoring and review of the PYS2010.

The Bureau will maintain close collaboration with national focal points and all regional and international agencies that are involved with youth development activities in the Pacific region. The Bureau will also facilitate the integration of youth concerns articulated in the PYS2010 into all sectoral programmes of the SPC.

In terms of specific action related to the implementation and monitoring of the PYS2010, the Bureau will establish a Technical Advisory Group to provide advice on both the implementation of the PYS2010 and youth development issues in general; establish the Pacific Youth Information Network as a regional communication network for consultation and monitoring of PYS2010 initiatives; establish a regional database for storage and dissemination of information on the progress of PYS2010 implementation; assist national youth machineries with capacity building and human resource development; support the strengthening of the Pacific Youth Council; collate annual reports on the implementation of the PYS2010; promote technical and vocational training (TVET) throughout the region including assisting with arrangements for hosting the TVET Secretariat in SPC and organise the 3<sup>rd</sup> Conference of Youth Ministers of the Pacific Community in Niue in 2008 to review overall progress on the implementation of the PYS2010.

#### ***B. Pacific Youth Council***

The Pacific Youth Council will serve as the representative non-government body for voluntary youth organizations in the Pacific. The Council can play a key leadership role in coordinating the implementation of PYS2010 initiatives where non-government organisations are best placed to provide leadership.

The Council's main functions will include but not be limited to representing the interests of Pacific youth at regional and global levels; coordinating regional youth-led advocacy events; promoting the development of policies and programmes for safeguarding the rights of Pacific youth; mobilizing resources to support the activities of national youth councils; promoting the active participation of young people in development at all levels of society by helping them be more involved in decisions that affect their lives; and raising the profile of Pacific youth through information exchange and networking.

#### ***C. Youth for a Sustainable Future Pacifika***

Youth for a Sustainable Future (YSF) Pacifika is a regional resource network managed by young people for young people and is the largest Pacific non governmental youth organisation with over 150 members across 20 countries. YSF Pacifika is an organisation that empowers Pacific youth and their communities to achieve the UN Millennium Development Goals and other development priorities through the delivery of project management support, youth-led development grants, information and resources to young people in the Pacific. YSF Pacifika was a major partner in the Pacific Youth MDG Summit (May 2005), which was convened for the first time in collaboration with the UN agencies, and the Government of Samoa.

YSF Pacifika will continue to play a vital role in the campaign, monitoring and implementation of the Summit outputs, including the Pacific Youth MDG Declaration, National Youth MDG Action Plans and Youth Statement on the Pacific Plan. YSF Pacifika has been a strong advocate on Pacific youth issues, progressing the recognition

and the endorsement of the Pacific Youth MDG Declaration at national, regional and international levels.

***D. Regional and International Organisations***

National efforts to implement the many initiatives articulated in the PYS2010 require ongoing assistance in the areas of funding support to community-based youth-led projects, technical assistance for national capacity building programmes and regional initiatives.

Regional and International Development Agencies<sup>11</sup> interested in supporting various aspects of youth development in the Pacific region are urged to actively engage in coordinated bilateral and multilateral partnerships to respond to national requests for support in the implementation and monitoring of national and regional PYS2010 capacity building initiatives; support regional and national research studies and consultations on specific youth issues; and support the participation of young people in relevant regional and international events.

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<sup>11</sup> Includes all the agencies in the Inter-Agency Task Force on Youth (WHO; UNICEF; UNFPA; UNIFEM; ILO; UNDP; SPC; CYP; FSPI).

## 5. SUMMARY MATRIX for PYS2010

### 5.1 Component 1 - Accessing Integrated Education (AIE)

| Initiatives   | Targets to be achieved  | Indicators for monitoring progress  |
|---|---|---|
| AIE 1. Encourage national education authorities to establish and/or strengthen student support services <sup>12</sup> in schools that directly contribute to skills development | Target 1. National reviews of current practices conducted by mid of 2007 to establish baseline data for future monitoring   | 1. National baseline data established<br>2. Number of schools with appropriate student support services directly contributing to skills development   |
| AIE 2. Encourage education authorities to establish Absentee Management Policies that address absenteeism and involve students and families in implementing these policies      | Target 2. A regional study on best practice in addressing absenteeism in the Pacific completed by 2007<br><br>Target 3. All PICTs education authorities consider regional study findings to develop a national Absentee Management Policy by 2008<br><br>Target 4. All PICTs adopted and implementing national Absentee Management Policies by 2010 | 3. Regional study report published with sample Absentee Management Policy included<br>4. Number of PICTs developing and implementing AMPs<br>5. Number of schools implementing their national AMPs<br>6. Number of students (males/females) involved in implementing the policies<br>7. Percentage reduction in absentee rates in PICTs |
| AIE 3. Encourage national education authorities to facilitate the establishment of Student Leadership Frameworks for all schools  | Target 5. Review of current practices in all PICTs completed by end of 2007<br><br>Target 6. All PICTs have trialled and implemented Student Leadership Frameworks in all schools by 2010   | 8. Study report completed<br>9. A regional Framework for Student Leadership developed and made available to PICTs<br>10. Trials of the Student Leadership Frameworks in PICTs<br>11. Number of schools implementing SLFs  |
| AIE 4. Conduct more Train-the-Trainers Leadership Courses for young people  | Target 7. More trainers in Leadership complete training each year   | 1. Number of trainers completed training per year (by gender)   |
| AIE 5. Establish training programmes for the  | Target 8. Study/review of current need and  | 2. Needs assessment concerning leadership training  |

<sup>12</sup> Examples: In-school skills development programmes; counseling services; career guidance services; relationship building programmes.

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| development of leadership capabilities of young women  | <p>leadership training requirement of young women in all PICTs</p> <p>Target 9. Develop regional approach to executing this training</p> <p>Target 10. PICTs to review and adopt regional approach and modify to national requirements</p> <p>Target 11. Conduct impact assessment among young women (tracer studies)</p>   | <p>for young women in PICTs conducted and reported</p> <p>3. Regional training methodology developed and documented</p> <p>4. Review and adoption by PICTs</p> <p>5. Number of training workshops and seminars conducted in PICTs</p> <p>6. Reports of tracer study results from PICTs</p>                                |
| AIE 6. Encourage education authorities to introduce civic education in Primary and Secondary school curriculum   | Target 12. Civic education initiatives introduced in Primary and Secondary Schools  | 7. Number of schools integrating civic education in their school curriculum   |
| AIE 7. Introduce measures to assist young people who have left school so they can access tailored learning options outside of formal education   | <p>Target 13. A regional study on best practice in community-based skills building programmes completed by 2007</p> <p>Target 14. All PICTs HRD authorities consider regional study findings to develop community-based skills building programmes (especially in basic trades) by 2008</p> <p>Target 15. Selected PICTs conduct impact assessments to identify and document effective programmes by 2010</p> | <p>8. Regional study report published and widely distributed</p> <p>9. Number of new community-based skills building programmes established by PICTs</p> <p>10. Reports of tracer studies results from PICTs that highlight innovative schemes, success stories, lessons learnt recommendations for improvement, etc.</p> |
| AIE 8. Encourage youth participation in the TVET initiatives managed by the Pacific Association of Technical and Vocational Education and Training   | <p>Target 16. More young people actively involved in PATVET programmes from 2006 onwards</p> <p>Target 17. TVET Secretariat established and resourced by 2007</p>   | <p>11. Percentage of young people under 24 yrs actively participating in PATVET programmes (by gender)</p> <p>12. TVET Secretariat fully operational</p>  |
| AIE 9. Encourage youth participation in the implementation of the <i>Digital Strategy</i> of the Pacific Plan and support the integration of ICT education in Primary and Secondary Schools and in community telecentres | <p>Target 18. National profiles of training centres, courses and financial incentives to promote ICT objectives as prioritized in the Digital Strategy</p> <p>Target 19. National report (updated annually) profiling the number of schools with ICT curriculum and computer laboratories in</p>  | 13. Profiles for six PICTs completed per year. Each completed national profile should be updated every year to include summary reports of approved national ICT initiatives and where possible the percentage of young people under 24 yrs actively involved in the implementation process (by gender)                    |

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|  | <p>operational status</p> <p>Target 20. National report (updated annually) profiling the number of community telecentres that are active in the delivery and support of distance learning programmes</p> | <p>14. More young people actively involved in national ICT initiatives from 2006 onwards</p> <p>15. National reports for six PICTs completed per year. Each completed national report should be updated every year to report operational and non-operational ICT curriculums and computer laboratories and number of students enrolled in ICT courses or using laboratory facilities</p> <p>16. National reports for six PICTs completed per year. Each completed national report should be updated every year to report operational and non-operational telecentres and number of students enrolled in distance learning education programmes supported by operational telecentres</p> |
| AIE 10. Promote Lifeskills education programmes for young people | <p>Target 21. Conduct self-esteem development and related programmes</p> <p>Target 22. Conduct tracer studies of trainees progress in using their new skills</p>   | <p>17. Number of self-esteem development training programmes conducted</p> <p>18. Number of young people (by gender) who completed self esteem development training</p> <p>19. Impact assessment reports on training completed</p> <p>20. Tracer study reports completed</p>  |

## 5.2 Component 2 - Nurturing Sustainable Livelihoods (NSL)

| Initiatives  | Targets to be achieved  | Indicators for monitoring progress  |
|--|---|---|
| NSL 1. Empower and engage more young people in developing and implementing poverty <sup>13</sup> reduction strategies  | <p>Target 1. Study of current best practices that specifically involve youth in poverty reduction in all PICTs completed by early 2007</p> <p>Target 2. Situational analysis report provided to PICTs as a tool for effective planning of national poverty reduction strategies for young people</p> <p>Target 3. Impact assessment conducted in 2009</p> | <p>1. Situation analysis of poverty reduction programmes that specifically involve youth in PICTs report completed and published</p> <p>2. Poverty reduction strategies form a key part of national youth policies</p> <p>3. Increase in number of young people actively involved in poverty reduction initiatives (by gender)</p> <p>4. Impact assessment report published by mid 2010</p> |
| NSL 2. Expand the SPC <i>Small Island States Fund</i> to support youth-led small scale enterprises in participating PICTs  | <p>Target 4. Funding secured for the SISF project by end of 2006</p> <p>Target 5. Expanded SISF funding scheme launched by mid 2007</p> <p>Target 6. SISF impact assessment conducted in 2009</p>   | <p>5. Current <i>SISF</i> funded to 2006</p> <p>6. Expanded scheme become fully operational by end of 2007</p> <p>7. Number of youth-led enterprises supported by the <i>SISF</i> each year (by gender)</p> <p>8. Impact assessment report published by mid 2010</p>  |
| NSL 3. Encourage governments and development agencies to establish and maintain funding schemes to support youth employment and income generation initiatives in PICTs | <p>Target 7. More PICTs establish funding schemes for youth</p> <p>Target 8. Impact assessment conducted in 2009</p>  | <p>9. Number of funding schemes established and operational by 2010</p> <p>10. Impact assessment report published by mid 2010</p>   |

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|---|---|---|
| <p>NSL 4. Establish mentoring programmes to improve young people's competence in developing and managing income generation initiatives and business investments</p>             | <p>Target 9. More PICTs establish mentoring programmes for young entrepreneurs</p> <p>Target 10. Impact assessment conducted in 2009</p>  | <p>11. Number of mentors actively involved in mentoring programmes</p> <p>12. Number of young entrepreneurs using the mentoring programmes (by gender)</p> <p>13. Number of young people successfully applying skills learned from mentors to expand their ventures (by gender)</p> <p>14. Impact assessment report published by mid 2010</p>   |
| <p>NSL 5. Establish micro-projects for encouraging young people to contribute productively to food security and sustainable livelihoods in their households and communities</p> | <p>Target 11. Increased youth participation in the FAO Regional Project Food Security (RPFS) Programme</p> <p>Target 12. Increased youth participation in sustainable atoll farming systems, agriculture, livestock and aquaculture production, fisheries, and agro-forestry programmes</p> <p>Target 13. Impact assessment conducted in 2009</p> | <p>15. Number of young people actively involved in <i>RPFS</i> programmes (by gender)</p> <p>16. Number of successful micro-projects established and managed by young people</p> <p>17. Number of established marketing outlets supplied by the successful micro-projects.</p> <p>18. RPFS Programme reports and Review</p> <p>19. Impact assessment report published by mid 2010</p> |
| <p>NSL 6. Organise regional youth tradeshows to showcase the contributions of young people to economic development</p>  | <p>Target 14. Two youth tradeshows organised by 2010 and engage young people in the organisation of the tradeshows in parallel to existing shows like the Pacific Arts Festival</p> <p>Target 15. Impact assessment conducted in 2009</p>   | <p>20. At least two regional tradeshows organised between 2006 and 2010</p> <p>21. Impact assessment report published by mid 2010</p>   |
| <p>NSL 7. Promote youth participation in ICT businesses</p>   | <p>Target 16. Conduct youth ICT training</p> <p>Target 17. Increased youth participation in ICT businesses</p> <p>Target 18. Business model for youth participation in ICT businesses suited to the country's selected commercial/business environment</p>  | <p>22. Annual report of the number of young people under 24 years in ICT businesses</p> <p>23. One pilot project in a selected Pacific Island country per year over a three year period with adequate reporting on successes and failures</p> <p>24. Impact assessment report published by mid 2010</p>   |

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| NSL 8. Promote youth involvement in the implementation of the <i>Mauritius Strategy</i> <sup>14</sup> | Target 19. Impact assessment conducted in 2009  |   |
|   | Target 20. Young people more aware of the Mauritius Strategy  | 25. Annual report of the number of young people implementing programmes related to the Mauritius Strategy |
|   | Target 21. More young people participating at all levels of decision making in the implementation of national programmes under the Mauritius Strategy | 26. Impact assessment report published by mid 2010  |
|   | Target 22. Impact assessment conducted in 2009  |   |

### 5.3 Component 3 - Promoting Healthy Lifestyles (PHL)

| Initiatives  | Targets to be achieved   | Indicators for monitoring progress   |
|--|--|--|
| PHL 1. Strengthen lifeskills based educational programmes for young people in schools and communities on ASRH. | Target 1. Strengthen formal information education in schools through FLE<br><br>Target 2. Strengthen informal information education in communities (FBOs, sports, media, etc.) | 1. Adolescent Health and Development curriculum developed and number of schools implementing the programme at primary and secondary levels<br>2. Number of youth organisations actively involved in adolescent health outreach education to the communities  |
| PHL 2. Expand youth-friendly services and counselling in ASRH  | Target 3. Establish youth-friendly ASRH clinics<br><br>Target 4. Integrate youth services into existing health facilities<br><br>Target 5. Integrate in-school counselling     | 1. Number of youth centres and clinics established with trained staff providing ASRH services including counselling<br>2. Number of health providers trained in ASRH services<br>3. Number of ASRH facilities or youth centres providing a comprehensive package of ASRH services<br>4. Number of government and NGO health facilities integrating ASRH services<br>5. Number of schools providing in-school counselling<br>6. Number of adolescents utilising ASRH services<br>7. Types of ASRH services utilised by adolescents by age and sex |
| PHL 3. Strengthen Peer Education Programmes to support youth initiatives                                       | Target 6. Improve the capacity building of Peer Educators<br><br>Target 7. Expand Peer Education outreach programmes   | 1. Number of Peer Educators trained in Adolescent Health and Development including Life skills<br>2. Number of Peer Education programs on Adolescent Health and Development in-school and  |



|   | to in-school and out-of-school youth  | community-based programmes implemented   |
|---|---|--|
| PHL 4. Strengthen HIV/AIDS prevention   | <p>Target 8. Further strengthen the capacity building of Peer Educators on HIV/AIDS</p> <p>Target 9. Improve Media Initiatives on HIV/AIDS</p> <p>Target 10. Integrate HIV/AIDS into FBO and CBO programmes</p> <p>Target 11. Integrate HIV/AIDS education into the schools through Family Life Education</p>   | <ol style="list-style-type: none"> <li>1. Number of Peer Educators trained in Adolescent Health and Development that includes HIV/AIDS.</li> <li>2. Improved media awareness initiatives and IEC materials on HIV/AIDS</li> <li>3. Number of FBOs and CBOs integrating HIV/AIDS programmes</li> <li>4. Number of Family Life Education programmes including HIV/AIDS integrated into schools</li> </ol>  |
| PHL 5. Advocate for effective policies and legislation on substance abuse.            | <p>Target 12. Review current policies and legislation on substance abuse</p> <p>Target 13. Ensure policy implementation through integration with existing programmes, and capacity building of peer educators targeting in-school and out-of-school youth</p> <p>Target 14. Ensure enforcement of legislation and affirmative action on substance abuse</p> | <ol style="list-style-type: none"> <li>1. Review completed including best practices and lessons learned identifying recommendations for further improvement</li> <li>2. Number of Adolescent Health and Development programmes that include substance abuse</li> <li>3. Number of Peer Educators trained on Adolescent Health and Development that includes substance abuse</li> <li>4. Established coordinating committees or taskforces addressing the enforcement of legislation</li> </ol> |
| PHL 6. Strengthen mental health programmes  | <p>Target 15. Increase awareness programmes on mental health targeting in-school and out-of-school youth</p> <p>Target 16. Improve capacity building of health educators on mental health issues</p>  | <ol style="list-style-type: none"> <li>1. Number of in-school and out-of-school programmes on mental health</li> <li>2. Number of health educators trained on mental health</li> </ol>   |
| PHL 7. Promote healthy lifestyles through sports and physical recreational activities | <p>Target 17. Encourage sports as a community based activity</p> <p>Target 18. Include physical education in school activities</p>  | <ol style="list-style-type: none"> <li>1. Number of community-based activities using sports</li> <li>2. Number of schools providing physical education</li> </ol>  |
| PHL 8. Promote healthy eating and nutritional practices in youth activities           | Target 19. Integrate nutrition in school curriculum   | <ol style="list-style-type: none"> <li>1. Number of schools integrating nutrition into the curriculum</li> </ol>   |

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|   | Target 20. Undertake community based activities to promote health and nutrition  | 2. Number of community-based activities promoting health and nutrition   |
| PHL 9. Establish partnerships among key stakeholders for effective implementation | Target 21. Identify key stakeholders and partners<br>Target 22. Conduct stakeholders meetings for review and planning  | 1. A network of key stakeholders identified<br>2. Establishment of Stakeholder Committee<br>3. Annual stakeholder meetings conducted for review and planning   |
| PHL 10. Strengthen monitoring and evaluation mechanisms                           | Target 23. Conduct impact assessments<br>Target 24. Conduct operational research as appropriate<br>Target 25. Promote evidence-based programming and results-based management<br>Target 26. Encourage the involvement of more young people in planning, implementation, and evaluation and their participation in health promotion programmes. | 1. Number of impact assessments conducted<br>2. Number of operational researches conducted<br>3. Number of programmes reflecting evidence-based programming and results-based management<br>4. Number of programmes that encourage youth participation for planning, implementation, evaluation, and participation |
| PHL 11. Strengthen programmes on suicide prevention                               | Target 27. Produce a Suicide Prevention Toolkit for use by youth leaders   | 1. Suicide Prevention Toolkit produced and widely distributed  |

#### 5.4 Component 4 - **Building Stronger Communities (BSC)**

| Initiatives   | Targets to be achieved  | Indicators for monitoring progress   |
|---|---|--|
| BSC 1. Encourage family strengthening, parenting skills and spiritual development programmes for young people and parents | Target 1. Establish family strengthening and parenting skills development initiatives at both community and national levels.<br>Target 2. Establish Spiritual development programmes for young people through community and faith-based organisations | 1. Number of family strengthening and parenting skills programmes<br>2. Number of spiritual development programmes established and fully operational |
| BSC 2. Encourage the establishment of Youth Volunteer Schemes to facilitate youth participation in community development  | Target 3. Establish Volunteer Schemes for young people and promote volunteerism among Pacific youth as a pathway to employment  | 3. Number of new Youth Volunteer Schemes established<br>4. Number of young people (by gender) participating in these schemes                         |

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| <p>BSC 3. Involve community members in collecting data for national data bases as a means of empowering them through information</p> <p>BSC 4. The initiative of the national database was passed on to component 5 however a link was maintained through the above mentioned initiative</p> | <p>Target 4. Establish linkages between all stakeholders at community and national level to assist the process of data collection.</p> <p>Target 5. Appropriate training and access provided to community members to interpret and utilize information contained in the youth database</p>  | <p>5. Number of communities involved in data collection for national youth databases developed</p> <p>6. Reports of training workshops/seminars conducted for interpretation and application of indicators</p>   |
| <p>BSC 5. Encourage community-based crime-prevention and restorative justice programmes for young people</p>   | <p>Target 6. Study conducted of best practice models for addressing juvenile delinquency</p> <p>Target 7. Conduct community based outreach awareness on national law</p> <p>Target 8. Conduct rehabilitation and re-integration programs for young offenders</p>  | <p>7. Study report published and widely disseminated</p> <p>8. Number of awareness programmes carried out in communities.</p> <p>9. Percentage reduction in reoffending crime rates amongst young people 15-24 years</p>   |
| <p>BSC 6. Promote greater involvement of young people in the implementation of Human Rights Conventions on the Elimination of All Forms of Discrimination</p>  | <p>Target 9. Study/review of current involvement/understanding of all conventions related to discrimination.</p> <p>Target 10. Identify factors constraining young people's participation</p> <p>Target 11. Develop and execute community, national and regional level advocacy/awareness programmes</p> <p>Target 12. Develop and define the specific role of young people in implementing all initiatives under conventions related to discrimination</p> <p>Target 13. Appropriate resources allocated at all levels for the involvement of young people</p> | <p>10. Assessment of current involvement/understanding of discriminated related conventions in PICTs conducted and reported</p> <p>11. Strategies developed to address constraining factors</p> <p>12. Advocacy/awareness workshops /seminars/materials executed and/or disseminated</p> <p>13. Number of young people involved in various anti-discrimination related initiatives in PICTs</p> <p>14. Details of specific resource allocation (funds, people, etc) for the involvement of young people</p> <p>15. Report of the findings of the impact studies in all PICTs</p> |
| <p>BSC 7. Promote greater involvement of young people in the implementation of initiatives under the</p>   | <p>Target 14. Study/review of current involvement/understanding of MDG amongst</p>  | <p>16. Assessment of current involvement/understanding of MDG in PICTs conducted and reported</p>  |

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|--|---|---|
| Millennium Development Goals (MDGs)<br>programme in countries covered by the MDGs  | <p>youth in all PICTs</p> <p>Target 15. Identify factors constraining young people's participation</p> <p>Target 16. Develop and execute community, national and regional level advocacy/awareness programmes</p> <p>Target 17. Develop and define the specific role of young people in implementing MDG initiatives</p> <p>Target 18. Appropriate resources allocated at all levels for the involvement of young people</p> <p>Target 19. Conduct impact assessment among young people (tracer studies)</p> <p>Target 20. MDG Grant Scheme established by 2006 to support youth-led development projects</p> <p>Target 21. YSF Pacifika strengthened by 2007 to serve as a focal point for monitoring and implementation of the Pacific Tofamamao 2015 Declaration</p> | <p>17. Develop strategies to address constraining factors identified</p> <p>18. Advocacy/awareness workshops/seminars/materials executed and/or disseminated</p> <p>19. Number of young people involved in various MDG related initiatives in PICTs</p> <p>20. Details of specific resource allocation (funds, people, etc) for the involvement of young people</p> <p>21. Report of the findings of the impact studies in all PICTs</p> <p>22. MDG Grant scheme fully operational in 2006</p> <p>23. Number of youth-led development projects supported by MDG Grant Scheme</p> <p>24. Number of young members from PICTs joining the YSF Pacifika</p> |
| BSC 8. Encourage media, communication and outreach training for youth leaders, educators, counsellors and staff of youth service providers | Target 22. Media, communication and outreach training programmes conducted for youth leaders educators, counsellors and staff of youth service providers  | 25. Number of media training programmes implemented   |
| BSC 9. Organise Pacific Youth Festivals every 3 years  | <p>Target 23. Initiate the Pacific Youth Festival</p> <p>Target 24. Pacific Youth Charter developed and presented at World Youth Festivals</p> <p>Target 25. Establish partnerships between Pacific Youth Council and Host Countries for each Pacific Youth Festival,</p>   | <p>26. 1<sup>st</sup> Pacific Youth Festival successfully organised</p> <p>27. Report on the Festival published and disseminated</p>  |
| BSC 10. Organise Pacific Youth Parliament or Youth in Government Forums  | Target 26. Establish national youth parliaments   | 28. National Youth Parliaments successfully organised   |

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|   | <p><b>Target 27.</b> Pacific Youth Parliament Declaration developed during the Parliament sessions to include Sample Legislation Models for addressing youth issues in the Pacific</p> | <p>29. Report on the Youth Parliament published and disseminated</p> <p>30. Pacific Youth Parliament Declaration presented at International Youth Parliament</p> <p>31. Pacific Youth Parliament Declaration presented to national governments by youth representatives</p> |
| BSC 11. Establishment of community based support for youth                | Target 28. Establish community based youth drop in centers   | 32. Number of established youth drop in centers   |
| BSC 12 Establish and strengthen networks between Pacific Island Countries | Target 29. Establish an effective networking mechanism for information sharing through the region to exchange lessons learnt and successes at both community and national level        | 33. Number of activities and strategies exchanged by the countries  |

## 5.5 Component 5 - Strengthening Institutional Capacity (SIC)

| Initiatives   | Targets to be achieved   | Indicators for monitoring progress   |
|---|--|--|
| SIC 1. Countries to devise National Youth Policies  | Target 1. All PICTs developed National Youth Policies by 2007  | 1. Number of PICTs with National Youth Policies  |
| SIC 2. National Governments and Administrations to develop Strategic Plans for the implementation, monitoring and evaluation of national youth policies in collaboration with the Pacific Youth Bureau and Development Partners | <p>Target 2. An interim assessment meeting is held between 2005-2010 to review status of implementation</p> <p>Target 3. All PICTs developed strategic plans by 2010</p> <p>Target 4. All stakeholder participation, particularly youth participation, in the development of the national youth policies and strategic plans</p> | <p>2. Progress reports from interim meeting</p> <p>3. Number of PICTs with:</p> <ul style="list-style-type: none"> <li>- specific strategic implementation plans</li> <li>- specific monitoring and evaluation systems</li> <li>- specific stakeholder involvement in the implementation and monitoring</li> <li>- review reports</li> </ul> |
| SIC 3. Promote the establishment and functioning of National Youth Councils   | Target 5. Identify, Establish and resource national youth councils in all PICTs by 2010  | 4. Number of PICTs that established & adequately resourced NYCs  |

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|  | <p>Target 6. All national youth councils develop Constitutions and Strategic Plans to guide their work</p> <p>Target 7. Adequate resources allocated to support programmes of national youth councils</p>   | <p>5. Number of NYCs with adopted Constitutions and Strategic Plans</p> <p>6. Number of NYCs with permanent offices</p> <p>7. Number of NYCs with full time staff</p>  |
| SIC 4. Governmental bodies responsible for youth and National Youth Councils develop and implement ongoing staff development strategies in relation to National Youth Policies and Strategic Plans | Target 8. Governmental Bodies responsible for youth and National Youth Councils include staff development strategies in their workplans   | <p>8. Number of governmental bodies responsible for youth with staff development policies</p> <p>9. Number of National Youth Councils with Staff development strategies</p> <p>10. Number of staff development initiatives implemented by governmental bodies responsible for youth per year</p> <p>11. Reports of governmental bodies responsible for youth staff development initiatives</p> |
| SIC 5. Establish National and Regional Youth Development awards  | <p>Target 9. All PICTs developed national youth development awards by 2010 if they choose to implement such an activity</p> <p>Target 10. Criteria/guidelines developed in relation to all youth activities to determine the processes for awarding at regional and national levels</p> <p>Target 11. Pacific Youth Development Awards established by 2007</p>  | <p>12. Reports of determined awards criteria at the regional and national levels</p> <p>13. Number of PICTs with established national youth award schemes</p> <p>14. Reports of PICTs national youth development awards</p> <p>15. PYDA established and fully operational in 2007</p>  |
| SIC 6. Mobilise funding and resources to strengthen the Pacific Youth Council  | <p>Target 12. Permanent Office established for the Pacific Youth Council by end of 2006</p> <p>Target 13. PYC Constitution updated by July 2006</p> <p>Target 14. PYC 3rd General Assembly held in July 2006</p> <p>Target 15. New Strategic Plan adopted for the Pacific Youth Council by July 2006</p> <p>Target 16. CEO appointed for PYC by end of 2006</p> | <p>16. PYC Office established</p> <p>17. PYC Constitution updated in 2006</p> <p>18. Report of the PYC General Assembly</p> <p>19. New PYC Strategic Plan adopted in 2006</p> <p>20. CEO in place for commencement of 2007 Work Programme</p>  |

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| <p>SIC 7. Facilitate the capacity building of YSF Pacifika as a regional youth representative body on the implementation and monitoring of Pacific Tofamamao 2015 Declaration</p> | <p>Target 17. YSF Pacifika Management Committee established by March 2006 after more discussion/advocacy in the region has occurred</p> <p>Target 18. Funding secured for the organisational viability of YSF Pacifika</p> <p>Target 19. Permanent Office established for YSF Pacifika by April 2006</p> | <p>21. YSF Pacifika Management Committee fully operational by March 2006</p> <p>22. YSF Pacifika registered as a formal NGO by March 2006</p> <p>23. Permanent Office established for YSF Pacifika</p> <p>24. YSF Pacifika Strategic Plan adopted in 2006</p> <p>25. Advisory Board for the MDG Grant Scheme established in 2006</p> <p>26. Annual Progress Reports on YSF Pacifika work programmes completed and published.</p> |
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## 5.6 Component 6 - Youth And Identities (YAI)

| Initiatives   | Targets to be achieved  | Indicators for monitoring progress  |
|---|---|---|
| <p>YAI 1 Strengthen cultural studies at Primary and Secondary School and community and community centres<sup>15</sup></p> | <p>Target 1. Language programmes to be developed and maintained<sup>16</sup></p> <p>Target 2. More schools and communities actively structure generational interactive initiatives</p> <p>Target 3 Living Libraries and Living Museums are established</p> <p>Target 4. New Community, Heritage and Identity for Lifeskills Development (CHILD) Programmes<sup>17</sup></p> <p>Target 5. Schools and communities to maintain traditional games and sports and share them with others<sup>18</sup>.</p> <p>Target 6. Introduce traditional knowledge and life skills programmes<sup>19</sup></p> | <ol style="list-style-type: none"> <li>1. Number of schools, community and community centres implementing language programmes</li> <li>2. Number of schools, community and community centres implementing generational interactive initiatives.</li> <li>3. Number of schools, community and community centres utilizing the Living and Living Museums concept</li> <li>4. Number of elders and Fieldworkers involved</li> <li>5. The CHILD programmes are developed to help youth to identify with their cultural heritage.</li> <li>6. Number of schools, community and community centres maintaining traditional games and sports in their curriculum</li> <li>7. Number of schools community and community centres introducing traditional</li> </ol> |

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| YAI 2 Incorporate culture and cultural perspectives into health programs for young people <sup>20</sup> .                  | Target 7. Research and develop culture and health strategies for PICTs by 2008<br><br>Targets 8. Research and develop culturally based healthy lifestyle programmes for schools, clinics and communities. | knowledge and life skills programmes<br>8. Research conducted<br>9. Culturally based health strategy developed by 2008<br>10. Number of programmes developed<br>11. Number of schools, clinics and communities utilizing culturally based healthy lifestyle programmes |
| YAI 3 Strengthen youth-led cultural programmes <sup>21</sup>   | Target 9. Young people establish youth led cultural projects  | 12. Number of youth-led cultural projects established.<br>13. Number of young people (by gender) participating in these programmes   |
| YAI 4 Create an environment for young people to produce traditional and contemporary arts and crafts for income-generation | Target 10. Increased sales of arts and crafts by young people<br><br>Target 11. Traditional skills learnt and maintained amongst young people   | 13. Number of young people involved in income generation activities<br>14. Number of young people learning and maintaining their traditional skills.   |
| YAI 5 Encourage existing institutions to support and involve themselves in initiatives for young people                    | Target 12. Increase collaboration between existing institutions and the young people.   | 15. Number of activities and programmes jointly undertaken by institutions and young people.   |

### 5.7 Component 7 - Research Information and Data on Youth (RID)

| Initiatives   | Targets to be achieved  | Indicators for monitoring progress  |
|---|---|---|
| RID 1. Develop and maintain a regional monitoring and evaluation system | Target 1. Study of current best practices of M&E and select a most suitable methodology by 2006<br><br>Target 2. Design the various components of the M&E system, including sources of information, collection instruments, software of processing and storage, reporting formats, etc.<br><br>Target 3. Identify respondents and develop database of respondents | 1. Suitable M&E system selected<br>2. M&E system designed<br>3. Respondent register developed<br>4. Regular monitoring and evaluation reports |



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|  | <p>Target 4. Data collection, processing and reporting on current status of implementation</p> <p>Target 5. Incountry training programmes on data collection and analysis conducted for youth</p>   |   |
| RID 2. Develop and maintain database of youth and development indicators | <p>Target 6. Develop a list of relevant and appropriate youth and development indicators</p> <p>Target 7. Identify data sources and availability; development and/or expansion of databases</p> <p>Target 8. Develop and publish suitable publication of youth and development information</p> <p>Target 9. Develop (in partnership) suitable advocacy materials on youth and development</p> <p>Target 10. Regular update of youth database as new information becomes available</p> | <p>5. Documented list of policy relevant youth and development indicators that are relevant for global/regional/national policy</p> <p>6. Number of countries with developed and operating youth databases</p> <p>7. Number of youth statistical or research publications</p> <p>8. Number and/or list of youth and development advocacy materials developed and used</p> <p>9. Frequency of updates on youth databases</p> |
| RID 3. Support research on youth and development issues in the PICTs     | <p>Target 11. Seek and mobilise funding support for research on youth and development issues in PICTs</p> <p>Target 12. Design (with TOR) and promote research on youth and development issues – perhaps encourage young researchers</p> <p>Target 13. Recruit researchers and support and/or supervise studies</p> <p>Target 14. Research reports to be published as discussion papers or other relevant formats</p>   | <p>10. Number of funding schemes established and operational by 2010</p> <p>11. Number of research reports published</p>  |