

“Empowering and Enhancing Youth Development in Fiji”



CONSOLIDATED REPORT

Fiji National Youth Training
Programme – Nadi, Labasa, Taveuni
and Levuka

***The Fiji Strengthening Youth
Participation in the transition to
Democracy Project is a joint initiative
of the Ministry of Youth and Sports, Fiji
and the United Nations Development
Programme (UNDP)***

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Table of Contents

Content	Pg#
Acknowledgement	1
Introduction	2
Participant Data Analysis	4
Training Programme and Presentation Analysis	5
Evaluation - Post-workshop Knowledge Assessment Highlights	7
Issues and Challenges Affecting Youths – categorized	8
Suggested solution by participants	9
Workshop Outcomes	10
Recommendations	13
Conclusions	16
Suggested Improvements	18
List of Annexes:	19
Annex 1: Generic Programme Guide	
Annex 2: List of Resources Provided	
Annex 3: Group Photos of all Training programmes	

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Introduction

Themed ‘Empowering and Enhancing Youth Development in Fiji’, the Fiji Strengthening Youth Participation in the transition to Democracy Project, a joint initiative of the Ministry of Youth and Sports (MoYS) and the United Nations Development Programme (UNDP), conducted four national youth training programmes across four divisions in Fiji, i.e. Western (Nadi – Novotel Hotel, 1-3 Aug, 2016), Northern (Labasa – Friendly North Hotel, 28-30 Sept, 2016), Taveuni (Welagi Village Hall, 3-5 Oct, 2016) and Levuka (Provincial Council Hall, 12-14 Oct, 2016).

The trainings were aimed at providing a platform for active youth participation in youth policy discussions to determine a workable plan of action for the current National Youth Policy developed by the Ministry of Youth and Sports; to enhance youth knowledge on current youth related programmes offered by various key stakeholders working with youths and to equip youths with knowledge and skills to promote entrepreneurship.

Complementing the above aim, the training fostered youth engagement in response to climate change and disaster management responses as the continually changing weather pattern causes adverse impacts on youth’s well-being and livelihood.

The three-day training was replicated across divisions and was developed jointly by UNDP’s Effective Governance Team together with the Fiji- Strengthening Youth Participation in the transition to Democracy (SYPTD) Project at MOYS. It aimed to achieve the following:

- Build capacity within the youth population in the area of decision-making and leadership;
- Awareness raising on key democratic governance principles and participation of youths in national and sub-national decision making processes;
- Understanding Sustainable Development Goals (SDGs) and their role in contributing to the future we want;
- Develop capacity and inculcate in youths an understanding of and commitment to entrepreneurship and resource management in the face of unemployment and other challenging social issues; and
- Foster importance of youth engagement as key stakeholders and enhance knowledge in initiatives to combat climate change and disaster risk management.

The training programme was divided into various themes, which guided relevant speakers (government officials, UNDP staff and Lead Facilitators, youth entrepreneurs and others) to share and discuss pertinent details relating to youth empowerment, enhancement and development. Participants were also committed to developing Personal Action Plans which they could use as a guide upon returning home.

Altogether, the training was divided into ten (10) themes, which included: status of youth in Fiji, region and globally; institutional framework and connecting to government; mapping youth challenges and finding solutions; youth empowerment on economic governance and entrepreneurship; youth empowerment on leadership and participatory decision making; youth empowerment on civic engagement; youth and employment; youth and natural disasters – disaster risk management, mitigation and preparation; youth and crime and understanding the new global goals – 2015 Sustainable Development Goals (SDGs) and how it relates to youth development.

Note: Findings from a Draft Report by Ms Roshika Deo, Lead Facilitator, Nadi Training Programme has been included in this Report.

Core Project Team Members assisting as Coordinators and Facilitators/Presenters:

The following members made up the core team and assisted in the successful conduct of the four trainings:

MoYS (Youth Administrators): Mr Anare Sikova (Labasa and Taveuni Programmes) and Ms Sarah Tafo'ou – Levuka Programme); and Mr Tevita Nakaba, Mr Kinivuwei Naba and Mr Matai Sadrata (Nadi Programme).

MOYS (Fiji Youth Project): Ms Emily Erasito (Project Manager, Strengthening Youth Participation in Transition to Democracy (SYPTD) Project (Nadi, Labasa, Taveuni and Levuka Programmes respectively).

UNDP Effective Governance Team: Mr Mohammed Mozeem (Governance Analyst)- Nadi, Labasa and Taveuni trainings and Mrs Melaia Tarogi, UNDP Governance Programme Associate (Nadi, Labasa, Taveuni and Levuka trainings respectively).

Lead Facilitators: Ms Hamidan Bibi – Trainings for Labasa, Taveuni and Levuka; Ms Roshika Deo – Training for Nadi.

Participant Data Analysis

The MoYS played a significant role by way of informing and selecting the participants and ensuring their participation. Although some selected participants were unable to attend despite confirmation, other available youths from respective surrounding areas filled in vacant spaces. Logistical assistance was provided by both UNDP Effective Governance Team and the MoYS as well as other divisional provincial and district offices.

A total of 126 participants attended the four training. Male youths represented 66.6 per cent while females 33.4 percent. A person with disability (male youth) actively participated in the training in Taveuni. Age of the youths ranged from 16-45 years. Participants were predominantly i-taukei males and females. No Indo-Fijian or other ethnic composition of female gender participated. Educational background of youths ranged from primary school to postgraduate-degree level, as well as vocational/technical college level. An estimated 44 youth clubs, registered and unregistered, participated. This does not include Nadi programme as this data was unavailable at the time of reporting. Five Youth Administrators were deployed, whilst one youth worker was engaged in the training program in Taveuni.

The Table below highlights participant breakdown and representation across four training locations:

Table 1: Participant Data Analysis

Grand Total Participants	126
Gender breakdown	Predominantly Male (84) and Female (42)
Age Range	16-45yrs (across 4 programmes)
Number of Persons with Disabilities	1 (male – Taveuni Programme)
Ethnicity	Predominantly i-taukei (males and females), Indo-Fijians (males only - 5); Part-European – 1. Others – nil
Range in educational background	Primary, secondary, vocational/technical college, diploma, degree, post-degree
Number of Youth Clubs represented (registered and un-registered)	Labasa (12) Levuka (19) and Taveuni (13) Nadi – no details provided Total (minus Nadi) =44
Number of Youth Administrators Participating	5; and 1 youth worker (Taveuni)

Note: The Ministry of Youth and Sports national youth policy defines a young person between the ages of 15-34 years. UNDP uses a global indicator i.e. 15-24yrs.

Training Programme and Presentation Analysis

Various government ministries, divisions, provincial, district and Roko's offices, including Fiji Police Force and Fijian Elections Office were able to send specialist representatives to most training locations to share their programmes in respect to youth opportunities, engagement, enhancement and development. UNDP's assistance was provided through their technical staff involvement during the training. A wide range of entrepreneurs were featured to provide further empowerment, and peer to peer learning of the participants. Various group discussions further enhanced peer to peer learning, networking and sharing, as well as group presentations enriched public speaking skills development. Q&A time was provided at the end of each of the presentations as well as during reflective periods.

Where specialist guests were unavailable, presentations from other locations were shared with permission from the individuals, thus consistency to the training programme was maintained.

Furthermore, although some presentations were rather general in detail, it offered the participants an understanding of the work being undertaken by the respective units. These details would otherwise be not available to youths. Opportunities for clarification or request for more detail was provided during Q&A or feedback sessions. Feedback from youth administrators on various learning opportunities was encouraged and was well utilized in some instances.

Where required, adjustments to the presentations or programmes were made to suit the training context. For instance, additional sessions were added to localise the context on understanding leadership and governance before embarking on its applications.

Adult learning methodologies were used in the learning process. These included *talanoa*/story-telling (as "life case studies), reflective exercises, brainstorming, group discussions, peer to peer learning, ice breakers, energizers, use of Play Cards, video, and plenary sessions etc., were used to help advance the learning and sharing processes. Due to limitations to preparatory time, localised written case studies, in particular on entrepreneurship, leadership, governance, and resource management and utilization opportunities were not used. This would have provided more opportunities for analytical discussions.

Cross-cutting themes, in particular gender, human rights, sustainability, environment, and equal participation were encouraged.

Use of vernacular was promoted and used where possible and needed, either through presentations and or feedback periods. However, translation of these were rather limited as in the case of Nadi and Labasa training programmes where non-*itaukei*-speaking participants were present.

To encourage further opportunities for comments, queries or questions from the participants, a private space was provided in way 'Parking Lot' corner. However,

even though participants were encouraged to use it on a daily basis, they seemed rather uninterested.

At the end of each programme, contents, presentations, guest speakers, learning environment, level of participation and other coordination, including logistics aspects were reviewed to make any improvements or adjustments to the learning processes and thus the programme as a whole. Additional participants and presenters were added to the programme when and where space allowed and added value to the learning.

Resource materials in way of power point presentations, handouts and other additional materials developed by the Team and presenters were provided to the participants as hard and soft copies for further learning and referencing. Certificate of Participation was also issued.

Training venues provided at each of the locations were conducive to learning and were hospitable. In some instances, it benefited the community at large, as was the case in Taveuni and Levuka through catering, hall, PA system, and transport hire provisions.

Below is a list of the diverse range of speakers that were utilized during the training programs across the four divisions: They include (in no particular order or importance):

Government Contribution:

- The Ministry of Youth and Sports through Permanent Secretary (Nadi Programme), Principle Youth Officer (Northern) – Labasa Programme), Youth Administrators (Cakaudrove, Bua, Lomaiviti/Levuka, Western – Labasa, Taveuni, Levuka and Nadi programmes);
- Ministry of Agriculture (Labasa, Taveuni and Levuka programmes);
- Ministry of I-Taukei Affairs (Nadi programme);
- Ministry of Health (Nadi Programme);
- Ministry of Employment and Labour (Nadi and Labasa Programmes);
- Fiji Police Force (Nadi, Labasa, Taveuni and Levuka programmes);
- Fijian Elections Office ((Nadi, Labasa, Taveuni and Levuka programmes);
- Provincial, District and Divisional Offices (Labasa, Taveuni and Levuka);
- Roko Tui Lomaiviti (Levuka programmes);
- District Office, Taveuni;
- Divisional Planning Office (Taveuni Programme);
- Pacific Risk Resilience Programme (Labasa programme)
- Mata-ni-tikina (Taveuni programme);
- Youth Worker – Mr Manuele Koroi: provided logistical assistance and assisted with group work (Taveuni Programme);

Business Community Presentations:

- Westpac Bank Trainers (Nadi Programme)

Entrepreneurs and community leaders engaged and who shared their stories:

- Rashi Devendra (wedding planner), Moira John (fashion designer) and Waisea Lagilevu (small-scale agriculture farmer) - Nadi programme;
- Mohammed Shanil (former IT Shop Owner) and Nacanieli Matanga (Yaqona Farmer) – Labasa Programme;
- Welagi Youth Club Members (male), yaqona and dalo farmers – Taveuni Programme;
- Representatives from the Ministry of Agriculture, Mr Timoci Toga (Agricultural Extension Officer, also a youth) and Mr Vimi Abana (Agricultural Technical Officer) as successful agriculture graduate leaders in communities (Levuka Programme);
- Taniela Vueti, Youth Club Vanuaso District, Project leader (Mini Mart and Mini Bowzer projects) District of Gau; Jo Mua (Fibre owner); District of Gau; Youth Club Ovalau (Cash crop farmers) – Levuka Programme.

UNDP Pacific Office in Fiji – Effective Governance Team:

- Mr Mohammed Mozeem (Governance Analyst); and Mrs Melaia Tarogi, UNDP Governance Programme Associate.

Ministry of Youth and Sports (Fiji Youth Project Secretariat):

- Ms Emily Erasito (Project Manager, Strengthening Youth Participation in Transition to Democracy (SYPTD) Project).

Lead Facilitators:

- Ms Hamidan Bibi (Labasa, Taveuni and Levuka Programmes; also shared leadership and resource management aspects through sports as a National Tennis Rep) and Ms Roshika Deo (Nadi Programme).

Note: In case of unavailability of government representation assistance and or others, presentations were shared by the lead facilitator and other team members (UNDP and MOYS).

Evaluation: Post-workshop Knowledge Assessment highlights

A Questionnaire was designed by UNDP's Effective Governance team in partnership with MOYS to assess knowledge level (post workshop). Questions reflected participants understanding of how the workshop enabled them to understand various aspects covered using key range as: Agree Fully, To Some Extent; Neutral, and Disagree.

As highlighted in the locality reports, majority of the participants comprehended well to the various aspects of the programme on offer. Majority of the participants felt that the workshop had increased their level of understanding on youth challenges in

their own community or district; raised their awareness on how to become more entrepreneurial; provided adequate level of knowledge on key democratic governance principles such as leadership and decision-making and how it could be applied in their personal work or life; had empowered them to become more confident in public speaking; and that that they would now be able to interact with Government officers effectively on youth issues to ensure their voices are heard.

Youth Administrators were also available at each of the training sites to provide feedback, clarifications etc. However, a reasonable number of participants also felt that entrepreneurship, better understanding of policies in regard to club activity reporting, feedback and registration mechanism by the MOYS, making better connections to available grants for small and micro-enterprises, public speaking, solving problems in relation to youth club operations, as well as leadership, in particular solving issues related to many common youth challenges; employment opportunities and labour laws; alternative schooling opportunities; dealing with traumas in relation to natural disasters, and dealing with stigma associated with school dropout were areas that they needed more information and assistance on.

Others also felt that pending visits by the Youth Administrators to their regions, irrespective of their location and ethnic background, was also an area they would like to see MoYS improve upon.

Issues and Challenges Affecting Youths

Numerous common issues and or challenges affecting youths in their communities or districts were mapped and highlighted during group discussion. Solutions to some of these problems as well as how it impacted them, and lessons learnt were also identified by the youths.

These issues have been categorized as social, economic, environmental, development (capacity) and in no particular order of importance.

Social

- Teenage pregnancy and lack of knowledge on other health issues such as NCDs, and HIV&AIDS;
- Lack of parental guidance, and parental neglect;
- Increasing levels of unemployment and school dropout, including post Winston period;
- Suicide and attempted suicide (among both male and female);
- Misuse of drugs and alcohol, including cultivation of drugs;
- Theft and burglary, in particular petty thefts; green yaqona and dalo plants, as in the case of Taveuni;
- Peer Pressure in a variety of ways, including with increasing use of social media;

- Broken marriages; increasing levels of exposure to domestic violence, thus leading to isolation and hopelessness;
- Excessive consumption of kava (both male and female) due to accessibility, peer pressure, being bored and or being aimless

Economic

- Lack of finances and or savings to start small businesses or other initiatives, including returning to school, and or job attachments;
- Lack of entrepreneurship skills and connections to begin start-ups (SMEs)
- Lack of job experiences to find employment opportunities;
- Increasing levels of poverty and helplessness, over-crowded family households leading to sickness and inability to continue school, as well as unable to buy personal items;

Environmental and cultural

- Unsustainable farming practices such as deforestation, water wastage; and climate change related issues such as unavailability of cash or assistance to rebuild destroyed homes for their families; discouraged to continue farming due to excessive damages during Winston;
- Loss of culture
- Culture of silence in relation to communication barriers

Development (Capacity)

- Leadership barriers, in particular in the exercise of it in the cultural context – numerous hindrances (as identified during a session on who helps and who hinders in their exercise of leadership) and lack of ability to deal with it;
- Disorganised and weak (leadership levels) of youth club operation;
- Lack of time management skills – inability to identify time wastages and how to use available time wisely;
- Not ‘believing’ in themselves, and ‘not taking themselves seriously enough’ to initiate opportunities using available natural and other resources, learnings and networks.

Solutions suggested largely related to the following:

- being self-conscious, self-disciplined and or having self-control;
- exercising better leadership in way of using available resources;
- being more empowered to handle issues through specialised trainings;
- having access to information and other resources such as funds, grants and connectivity to people and relevant ministries and agencies when needed;
- being able to seek assistance and guidance from parents, friends, leaders etc., to help deal with all types of issues;
- peer to peer learning and knowing how to deal with peer pressure, in particular being able to say ‘No’;

- creation of safe spaces for youths to communicate and share their many problems;
- involving youths in leadership and decision-making processes and giving them the support required to lead, irrespective of age, gender and environment;
- being able to challenge various type of stereotyping without being vindicated;
- more awareness on the impacts of issues affecting them using forums, peer to peer learning, educational materials, building capacities and better parental guidance;
- capacity building in better management of clubs, exercising good leadership, entrepreneurship; financial literacy and health-related issues;
- government's assistance to increase level of sports participation among youths as this helped them to refrain from using drugs, attempting suicide, among other benefits;
- Government's assistance towards housing needs and poverty alleviation to help combat overcrowding situations in homes so that children and youths are not deprived of their basic needs i.e. proper education, food and shelter, and being able to live in safe environments;
- greater awareness on effects of drug use, abuse of children and VAW by the police and other relevant authorities; and to promote village laws that would assist youth in refraining from excessive use of kava;
- elders and parents to guide youths into better utilization of natural resources, including promotion of cultural knowledge;
- using their time wisely by developing work time tables and being committed;
- involving or requesting schools to have better awareness programmes relating to avoiding teenage pregnancies, suicide prevention, drug abuse and alcohol misuse; as well as educational programmes for those students who are not doing well in their studies as parents were unable to assist due to lack of curricular knowledge, guidance and or interest;
- Involve youths to actively participate in disaster risk reduction and climate change adaptation programmes as they would be future owners and leaders; and that parents and the community see youths as having the ability to lead, irrespective of gender and education levels.

Workshop Outcomes

The following are key outcomes from the workshops in relation to the aims, objectives, programmes and evaluation analysis:

1. Enhanced youth engagement, networking, learning and sharing leading to improved connectivity levels with relevant government ministries and divisions, in particular Ministry of Youth and Sports, Ministry of Agriculture, Ministry of Employment and Industrial Relations; Ministry of Agriculture, and Ministry of Health and Ministry of I-Taukei Affairs in the case of Nadi

- programme; Pacific Risk Resilience Programme; Provincial Offices; Divisional offices; Roko Tui's Office, Fijian Elections Office and Fiji Police Force;
2. Promotion of peer to peer learning during various discussions and group activities. (Group membership during the workshops were also changed on a daily basis to allow for greater encouragement of each other and development of new ideas amongst them; as well as to prevent stagnation);
 3. Familiarization of MoYS personnel serving youths at various levels i.e. youth worker, youth administrator and youth coordinator; as well as familiarization of communication channels and organisational structure through which youths could engage, for example who could they contact and visit should they need assistance on report writing and submissions, request for small grants etc.;
 4. Enhanced motivation and interest in registering youth clubs, which had been either defunct or not operating well or had not been registered due various other reasons.
 5. Youths were able to identify and discuss a wide-ranging real-life issues that affected them in their communities or districts. They were also able to suggest realistic solutions to many of the problems. They became familiar with the use of a problem-solving Flow Chart methodology, which highlighted how to effectively state a problem, list impacts, identify possible solutions to problems, lessons learnt, as well as figuring out who else could be involved in solving these problems. Common problems and or issues have included drug/alcohol abuse, excessive consumption of kava by both male and female youths; increasing levels of unemployment and school dropout; teenage pregnancy, lack of parental guidance; suicide and peer pressure. These aspects were further categorized into economic, social, environmental and development issues.
 6. Greater familiarization of the importance of compiling and sending monthly youth club reports to the youth administrator/coordinator in order to seek for assistance through government initiatives;
 7. Increased awareness amongst participants on how various Fiji Police Force Units were working with youth groups in combating crimes related to youths, and how they could be involved in various crime prevention initiatives;
 8. Increased awareness amongst youths on how the Ministry of Agriculture engages youths (male and female) in its programmes to enhance youth participation in relation to economic empowerment activities;
 9. Improved levels of understanding regarding entrepreneurship through individual/group presentations and sharing of lessons learnt – their successes and failures. Many stories of success were shared during the workshop.
 10. Improved levels of understanding about governance, leadership and decision-making in relation to entrepreneurship and how they could better utilize it to increase levels of profits and or savings, re-investments and or start small businesses;
 11. Public speaking was encouraged during the workshop in way of group discussion presentations, self-introductions, conversations relating to real-life stories or examples, and feedback periods, including video recording.

12. Improved understanding of Sustainable Development Goals and how each of the goals linked to youth development, as well as how they could participate to achieve the Goals. For example, how youths could engage in entrepreneurship or start-up programmes in helping grow the economy; being pro-active towards disaster preparedness and recovery; human rights and civic engagement etc.;
13. Realization of their full potential as youth adults and as leaders in their own ways, even if they had dropped out of school, there existed various types of resources which could be fully utilized in achieving their dreams, for instances how natural, technological, environmental, financial and time resources be effectively used for their benefit;
14. Improved understanding of civic engagement and their participation in democratic processes, namely national elections – registration processes, voting rights and possible future job opportunities;
15. Enhanced understanding of qualities of a good leader and how best it could be used in the exercise of their own leadership be it as entrepreneurs, club committee members or otherwise;
16. Greater comprehension of who helps and who hinders in their exercise of leadership so that they could begin to work towards improving areas that are problematic and strengthen those which are working;
17. Greater appreciation and acknowledgement that persons with disabilities be included at all levels of their decision-making when conducting youth activities;
18. Anticipated commitment to the three-day learning by developing realistic personal action plans. The plans, among others included, visits to MOYS for guidance in writing and submitting reports, and registration of clubs as well as start-up SMEs; visits to the Police department to seek assistance in way of greater awareness on joint crime prevention activities that could benefit the youths; personal leadership development by attending more training programmes, as well as sharing workshop related information to other youth club members;
19. Reflected upon and thus greater understanding of how disasters affected youths – male and females differently- and how they could begin to engage in a pro-active manner to reduce associated risks. Also, the types of avenues that were available for youths to receive counselling related to trauma, including feeling of isolation from lost or delayed academic opportunities, and in achieving their aspirations;
20. Improved levels of understanding of the positive effects of keeping registered clubs active and maintaining financials, for instance seed grants could be allocated to a group which displayed good business management and business ethics.
21. Enhanced appreciation and understanding of why some youth clubs have been assisted by Government or other donor agencies, while the rest continue to be disregarded.

22. Better understanding of various interventions by youth workers and youth administrators (MoYS) relating to successful clubs and the continued benefits arising from it.
23. Further learning was encouraged by the provision of resource materials to the participants in way of hard and soft copies. (See Annex 2: list of resources provided).
24. Familiarization of UNDP Fiji Youth Strengthening Project and its initiatives in partnership with MOYS.
25. Improved level of understanding among youths as to the reasons why they were key stakeholders and thus the need for continue engagement in their development and nation building.

Recommendations

The recommendations have been categorised into four themes i.e. coordination, capacity development and research, entrepreneurship and economic empowerment and governance.

Coordination

There was dissatisfaction from some of the youth clubs that reports being submitted had not been acknowledged in any way, nor had requests been answered or replied to. It is recommended that a suitable pro-active mechanism be put in place to have all Reports submitted by youth clubs/groups to be acknowledged and any queries or requests be looked at and reported back at the earliest possible time. This would allow for both greater connectivity as well as enhanced empowerment among youth leaders, who take the time and effort to write and submit reports with very limited resources, including skills sets at hand. Often youth leaders have to report back to their groups on the results of their Report queries and needs, however due to lack of response from the MoYS, these leaders are discouraged to attend or call further meetings. Furthermore, members begin to attach qualities of 'laid back performance' on the youth leader, and become rather detached themselves due to lack of response from the MoYS. (Note: although Face Book is used as a response mechanism, often data is unavailable for the youths to check responses).

That reports submitted by successful youth groups be used to highlight success stories relating to youths by the MoYS through various media activities as this would help further motivate other youths to do better. They could also be called (phone) for radio interviews in vernacular languages. It was unclear as to how these reports were used currently to benefit the majority of youths who seem to fall behind in many ways and or how other government ministries were using it to enhance engagement and development through their own programmes.

Provision of free computer services (restricted) either through a village school system or in partnership with business communities or through MoYS divisional offices to

enable youths to read resources provided to them electronically after training programmes, as well as to be able to correspond to MOYS, other youth groups or individuals and or other agencies in an individual or as group capacity. This would not only help encourage reading, but enrich knowledge-base and connectivity on several key issues discussed either during the workshops and or otherwise in future.

That the MOYS make an effort to visit youth clubs which had been promised a visitation to enable building continued trust between the youth members and the Ministry.

Capacity Building and Research

That empowerment and enhancement of youth development initiatives be an on-going activity. In particular, in the exercise of leadership and decision-making, work ethics, entrepreneurships and financial training, timely report writing and submission; as well as social consciousness raising. The latter was highlighted during the identification of youth challenge exercise - its impacts or consequences and lessons learnt – the degree of knowledge to this regard appeared to be rather lacking.

Youths have indicated that greater support and guidance was needed from their parents and elders in the community, in particular assisting them with crime prevention, social issues such as excessive grog consumption, drug abuse and in the exercise of leadership. Thus, it would be wise and beneficial for the MoYS to include parents in empowerment and capacity building programmes that would enhance their level of participation in guiding youths. Many youths had mentioned that their younger siblings were also dropping out of school due largely to lack of support for them from their parents or themselves, in particular being able to understand how to assist in their school work as they had to deal with curricula that were changing and or new to them. This will enable a win-win situation for communities, governments and in nation building.

One of the challenges highlighted by youths (both male and female) was the non-recognition of new opportunities brought about by themselves, and it being supported by the communities, in particular by elders, parents, relatives and other group members. Often stereotyping in relation to leadership has been a hindrance i.e. that leadership positions are only recognised when a youth is mature or is of a senior member in the society. It is recommended that these type of cultural barriers be addressed either through *talanoa* (village or other meetings) or capacity development initiatives and or others by relevant authorities in partnership with MoYS and other Ministries and agencies.

Peer to peer learning spaces among youths is also very limited. It is recommended that opportunities relating to this be provided for within current programmes or through new programme initiatives, including in partnership with other Ministries and or agencies. Opportunities as such will create greater learning, sharing and networking opportunities among youths.

A diverse range of challenges and issues affecting the lives of youths had been identified during the training programmes. Whilst some of it had been dealt with via MoYS through its partnership programmes, others need closer attention. For instance, how could youth clubs be more organised, well operated, and networks strengthened; how are policies understood and implemented by youth administrators, who, in particular, tend to have the closest links to youth members; and how youth administrators could be up-skilled, with special emphasis on tackling social issues such as suicide prevention, teenage pregnancy, alcohol/drug abuses, increasing levels of unemployment and school dropouts; parental neglect, peer pressure and health issues (NCDs and HIV&AIDS), and resourced to cater for improved levels of advocacy, awareness and knowledge sharing programmes offered to youths.

There was a substantial amount of information shared during the trainings at the four locations. In particular, how other ministries and agencies are working towards youth empowerment, engagement, enhancement and development. It would be useful for the MoYS through its Youth Administrators or an appointed researcher to have these initiatives packaged (as a single working document) so that upon visiting youth clubs, schools, universities and other youth-related activities, this broader information packages could be shared (similar to the concept of one-stop-shop). This would also alleviate the problem of unavailability of other ministry staff to share details when needed. This could be a joint project between MoYS and other Ministries and agencies, a University as well as UNDP.

That training programmes as such be a continuous process of sharing, networking and connectivity, and which also provides an opportunity to checklists registered and unregistered youth clubs, the reasons for not being able to register; and benefits associated. It was noted that some youth members lacked knowledge on whether their clubs were registered or not.

Entrepreneurship and Economic Empowerment

Youths indicated improved levels of support needed through grants for entrepreneurship and livelihood projects to address increasing levels of unemployment amongst them. They spoke strongly of the importance of providing support towards economic empowerment training. It is therefore recommended that specific training programmes in relation to economic empowerment be conducted to provide for these opportunities.

Youths have also noted that jobs had been limited and that skill sets could be better utilized through economic empowerment and livelihood programmes. It is also recommended that during these programmes, successful income generating youth groups and individual entrepreneurs (male and female and of different ethnic groups) be invited as speakers to share lessons learnt. Assistance to their presentation be abetted by Youth Administrators so that key issues could be covered.

A mini National Youth Entrepreneur Expo could also be organized during these training programmes to showcase the types of involvement and its benefits to promote sharing among the youths. Currently, apart from a national youth assembly, there are no other forums in which youths can freely converse and share opportunities available to them, including the whole of the government approach – synergies and connectivity. (Note: Careers Expos normally focus on educational and respective job opportunities, whereas agricultural expos mainly focus on opportunities provided through its programs).

Governance

Participant evaluation indicated that the training programme focussed largely on village youth representatives, thus lacking attention towards informal settlements and or others, consisting of both Indo-Fijian, i-taukei and other communities. Also, it appears that most trainings/capacity building are done, or grants offered to i-taukei village youth communities. Results in way of other communities receiving and benefitting from such grants is rather limited. Therefore, it is recommended that an analysis be conducted to find out the needs, challenges, successes and failures of all youth entrepreneurs and or projects, irrespective of their ethnicity and location (rural and semi urban and urban), providing for a more inclusive approach. It was also noted that **no** Indo-Fijian, Rotuman and other ethnic group **female** youths had been included in the four training programmes conducted.

While some areas have been served well by MoYS in way of outreach and awareness programmes, others remain unserved, for instance, youth groups based in the informal sectors of Macuata as well as many other regions spoke of the pending visits by the MoYS during the training programme.

Limited opportunities in way of economic empowerment was offered for **female youths** as well as those with **disabilities** when compared to the male youths in general. It is recommended that an improved level of attention be focused on female and persons with disabilities youths in this regard. Numerous research has shown that females are better able to manage small businesses, including incurring savings, if given the right opportunity, empowerment and training than their counterparts. Also, economic opportunities and or engagement of youths initiatives shared by various ministries did not exactly specify how female youths would be benefitting.

Conclusions

Irrespective of gender, ethnicity, other backgrounds and location i.e. rural, urban, informal settlement, and as identified during the four workshops, a vast majority of our youths face similar challenges in real life, thus a more holistic and inclusive approach to serving them would create a level playing field for everyone.

Increased levels of sharing, peer to peer learning, networking, lessons learnt; benefits associated with initiatives and distribution of resources would occur across divisions and sectors.

Enhanced levels of coordination and thus synergies among various ministries and key stakeholders, including the youths themselves, would allow for these limited resources to be shared and soundly utilized for maximum benefit. For instance, National Youth Policies and Plans, including Reports from Youth Clubs need to be shared more broadly and openly for better comprehension of the work completed, pending or for future programming; lessons learnt and or benefits derived from it.

Social conscience awareness is rather limited or lacking and thus a lesser degree of understanding of the repercussions or impacts of social issues affecting their lives, for instance, impacts relating to excessive grog consumption, suicide, drug abuse and alcohol misuse, teenage pregnancy and other health issues such as NCDs and lack of parental guidance. Also: From the various discussions held, it was found that to some extent leadership and decision-making, in particular being able to speak up was challenging. This challenge was largely associated with prevailing peer pressure from participating youths. For example, on the training context, youths were discouraged or demotivated to speak out as other youths would be making a mockery of him or her; or just teasing. Whilst this could be seen as having fun, it has serious implications on effective participation of those who are less confident at various levels of engagement.

Some youths are still carrying stigmas associated with either voluntarily or involuntarily (and or obligatory) dropping out of school. There is a feeling of hopelessness, aimlessness and in some instances could lead to anti-social behaviours and even isolation if left unchecked and unresolved.

Many youth clubs remain unregistered. It is hoped that some of these clubs have been motivated to consider formally registering their clubs to take advantage of government's assistance in helping youths, including capacity development initiatives as per its policies. Meanwhile, many other youth clubs continue to await pending visits by the MoYS.

Post-workshop survey results indicated that the MoYS needed to work much more closely with the youths in order to establish continued trust and connectivity; fully understand the issues and challenges facing them, in particular after the recent disaster through which many youths have become rather aimless and are showing signs of boredom and anti-social behaviours; and how to create more livelihood and entrepreneurial opportunities to help reduce unemployment levels among this vibrant and dynamic population.

Joint training programmes as such create an enabling and a positive environment for youths to share and learn from each other and other key stakeholders, including successful youth entrepreneurs. It highlighted youth's perspective on various issues and how many of these could be tackled either individually or in collaboration with

partners. Also, youth participation in such forums allow for government as well as other agency policies and programmes to be revised and thus continue to remain current. It also provides a sense among the youths that they have not been forgotten, instead actively pursued for dialogue and involvement in various ways.

Whilst not every youth invited through the youth administrative office took advantage of the programme, others were eager to fill vacant spaces, utilizing the opportunities presented.

Suggested Improvements

- That a training programme as such be conducted over four days and to include a field visit to witness a successful entrepreneur in operation. It would also accommodate the delay in the start of programmes due to travel time from various long-distance locations.
- That more time and thought be given to writing small relevant case studies, which could be used for analysis during the training programme;
- That more female, persons with disabilities, transgender participants be encouraged to participate; as well as improvement towards composition of participants i.e. ethnic, locality i.e. mix of urban, rural and informal settlements;
- That presenters be given a presentation template to use in order to effectively meet the aims and objectives of the training programmes whilst sharing information, in consideration of the time allocated. In some instances, sessions presented were rather general; questions from the participants rather limited. The Lead facilitators were able to encourage direct youth development, engagement, empowerment and enhancement related questions but had limited time as well.
- That Lead Facilitators be engaged as quickly as possible to provide for any preparatory work, suggestions, improvement and adjustments to the training programme so that ample time is allocated to make this happen.

List of Annexes:

Annex 1: Generic Programme Guide for four locations

Annex 2: List of Resource Materials provided

Annex 3: Group photos – four locational trainings

Annex 1: Generic Programme Guide for all locations i.e. Nadi, Labasa, Taveuni and Levuka

Time	Sessions	Resource person & Facilitators
8:30 am	Registration of Participants	All participants Project Secretariat
8.45 am	Brief welcome and briefing on House Keeping matters and other logistics	Melaia Tarogi, UNDP and Emily Erasito, MOYS
9:30 am	Setting the Scene: Understanding why we are here - Workshop objectives and key expectations - Status of youth in Fiji, in the region and globally (Question and Answer)	Project Consultant UNDP
10:15 am	COFFEE BREAK	All
Session 1: Opening Session		
Session 2: Institutional Framework and Connecting to Government		
10.40 am	Ministry of Youth and Sports <ul style="list-style-type: none"> • Vision, mission and key mandates • Introduction to the National Youth Policy and MOYS implementation plan • MOYS structure and how to access support <ul style="list-style-type: none"> • Support from MOYS Headquarters • Understanding the roles and responsibilities of Youth Administrators • Government's youth employment programmes, and future outlook of reaching out to youths in rural areas • Support to youth groups and individuals (grant schemes and trainings available and how to get involved) - tips • Connecting via Sports programmes Other Government Ministries, UNDP and support available	PYO/Divisional Youth Officer Divisional Youth Administrator (four divisions) Other Government Ministry Officials - Ministry of Agriculture/Ministry of I-taukei Affairs or District Officer/Provincial Office/Roko Tui Office etc.
12:30 noon	Questions and clarifications	

1:00 pm	LUNCH BREAK	
Session 3: Mapping Youth Challenges and Finding Solutions via WORLD CAFÉ me		
2.00 pm	World Café session <ul style="list-style-type: none"> - Session will see youths getting divided in groups of 4-5 individuals each identifying a group name. - Each group to brainstorm on real life youth issues challenging them in their village, community or town - Groups also identify resources available or solutions to the above issues <p>Flowchart representation using the following approach or challenge mapping methodology <i>problem</i> → <i>impact</i> → <i>solution</i> → <i>lessons learnt</i></p>	Mohammed Mozeem, UNDP Youth Officer, MOYS (Emily Erasito) Youth Administrators, MOYS (four Divisions) Project Consultant
3.00 pm	Presentations from Break-out sessions <ul style="list-style-type: none"> • Each group makes a 10-15mins presentation. Minimum of 2 from group do the presentation • Categorization of challenges by thematic areas and solutions mapping done in larger group • Feedback from Government and Development Partners 	Youth Participants Youth Administrators
3.30 pm	COFFEE BREAK	
4.00 pm	Feedback from Government and Development Partners	Government and UN Officials
4.20 pm	Wrap up for Day 1	Melaia Tarogi, UNDP
DAY 2		
8.30 am	Recap of Day 1 and youth feedback	Moderated by Emily Erasito
Session 4: Youth Empowerment on Economic Governance and Entrepreneurship		
9.00 am	Session 4.1 – Financial Management & Literacy Training <ul style="list-style-type: none"> • Identifying income streams and expenditures • Budgeting and planning financial resources • Book Keeping and/or Record Management • Savings, micro-financial planning and business financing • Developing a successful business plan • <i>Writing proposals for Government funding</i> 	Project Consultant Westpac Trainers MOYS
10.30am	COFFEE BREAK	
11.00am	Session 4.2 – Becoming a successful Entrepreneur <ul style="list-style-type: none"> • Entrepreneurship at local level – sharing of experiences by 2 local successful entrepreneurs 	Youth Entrepreneurs (MOYS) Project Consultant

	<ul style="list-style-type: none"> • Feedback session 	
12.00 pm	<p>4.3 – Entrepreneurship skills development training</p> <ul style="list-style-type: none"> • Session will include key tools for entrepreneurship development • Successful planning and resource management • Linking to Agriculture and Fisheries resources as key inputs to youth entrepreneurship development 	Project Consultant
1.00 pm	LUNCH BREAK	
2.00 pm	4.3 – Entrepreneurship skills development training session continues	Project Consultant
3.00 pm	Coffee Break	
Session 5: Youth Empowerment on Leadership and Participatory Decision Making		
3.15 pm	<ul style="list-style-type: none"> • Presentation on how to become a successful leader • Exercise on leadership (individual): everyone will be given 30mins to come up with a problem in their village or community and how they will use their leadership skills to solve it and how they will ensure participation of their community is encouraged and made possible. Each person will be given 3 mins each. <p><i>“Being a youth leader and advocate in</i>”</p>	<p>Project Consultant</p> <p>2 Youths from Division/other entrepreneurs</p>
4.30 pm	Wrap up of Day 2	Melaia Tarogi, UNDP
DAY 3		
8.30 am	Youth Reflections on Day 2	
Session 6: Youth Empowerment on Civic Engagement, Leadership and Participation in Decision Making		
9:00 am	<ul style="list-style-type: none"> • Our electoral system • The road to the next General Election • Who can vote? • How to register to vote? • Three ways of voting • Where do I vote? • How to Vote? • What happens with your vote? 	Fiji Elections Office
10.30 am	COFFEE BREAK	
Session 7: Youth and Employment		
11.00 am	<ul style="list-style-type: none"> • Fiji Labour Laws and what to know? 	

	<ul style="list-style-type: none"> • Minimum wage rate and protection • Employment statistics • Child labour and exploitation – things to pay attention as young employees 	Ministry of Labor and Industrial Relations UNDP
Session 8: Youth and Natural Disasters – Disaster Risk Management, Mitigation and Preparation		
12.00 pm	<p>Traditional Knowledge in preparation for Natural Disasters - Signs to take heed</p> <p>Living in a time of “Climate change”</p> <ul style="list-style-type: none"> • Proactive approaches • Responding to Disaster • Knowing of Risk Management approaches <p>Discussions and feedback</p>	National Disaster Management Office Provincial Administrator
1.00 pm	LUNCH	
Session 9: Youth and Crime		
2.00 pm	<ul style="list-style-type: none"> • Types of Crime and Youths • How to prevent and support crime prevention • Drug and substance abuse • Community Policing <p>Youth feedback session and sharing problems from communities</p>	Fiji Police Force Project Consultant
3.00pm	COFFEE BREAK	
Session 10: Understanding the new Global Goals – 2015 Sustainable Development Goals		
3.15 pm	<ul style="list-style-type: none"> • Video Presentation on the new SDGs <p>Questions and feedback</p>	Mohammed Mozeem, UNDP
3.45pm	Developing Personal Action Plans Wrap Up of Day 3	Project Consultant
4.00 pm	CLOSING AND WRAP UP/Award Certificates	MOYS and UNDP

Annex 2: List of Resources Materials Provided (as soft and hard copies)

Presentations: Status of Youths – Global, region, Pacific (UNDP); Sustainable Development Goals Video Clip and Stickers (UNDP); Ministry of Youth and Sports (policies, programmes, organisational structure, youth related information, vision, mission, values etc; and financial literacy,); Ministry of Agriculture (programmes, policies, assistance to youths programmes etc); Ministry of Employment and Labour, National Employment Centre (Seasonal Work Programme); DO Taveuni Development Plan; Roko Tui Lomaiviti and Provincial Office – Development Plan Lomaiviti (Gau);

Presentations by Fiji Police Force (youth crimes, data etc); Fiji Elections Office (How to vote etc); Pacific Risk Resilience Programme (How disaster effects everyone etc);

Leadership Development Materials (H Bibi): Leadership Basics; Decision Making, Motivation, Conflict Management, Goal Setting, Time Management; Traditional vs Emerging leadership styles matrix;

Principles of Good Governance (HBibi)

Financial Literacy Notes (HBibi)

Types of Resources Matrix (UNDP/MOYS/HBibi/Participants).

Annex 3: Group photos of all locations i.e, Nadi, Labasa, Taveuni and Levuka.



Participants, presenters, MOYS and UNDP Team representatives at the training programme in Nadi, 1-3 August, 2016.



Participants, presenters, MOYS and UNDP Team representatives at the training programme in Labasa, 28-30 Sept, 2016.



Participants, presenters, MOYS and UNDP Team representatives at the training programme in Taveuni, 3-5 October, 2016.



Participants, presenters, MOYS and UNDP Team representatives at the training programme in Levuka, 12-14 October, 2016.

End

Hb, 30/10/16