



THE TURQUOISE CHANGE

turquoisechange.org

**2nd Session of the Youth Empowerment Program (YEP), Zanzibar
9-13 July 2018**



Overview

The Turquoise Change (TTC) aims to learn from and to equip young participants of small islands with the tools to build upon their competencies, skillsets, and values to actively contribute to a sustainable future. TTC promotes critical and systemic thinking, enabling all involved (participants directly and the communities they are from) to think from a sustainability perspective and deal with current global challenges which may have impacts on their islands, and vice versa. With the increasing contribution of small islands to global challenges, the participants now have the added responsibility to translate global complexity to a learner's life. TTC aims to supporting youths who live on islands in their individual pursuits to improve island living and become key change agents geared toward goals related to sustainability. In developing modules on sustainability training, the TTC has researched some sustainability challenges impacting small islands (linked to TTC's Training of Trainers (ToT) Component), and developed focused modules for the Youth Empowerment Program (YEP), with the purpose of translating this learning into local action.



1. Background

In developing Science, Art and Music (SAM) as inter-dependent forces for transformation, *The Turquoise Change* project is a powerful mobilizing force for the future. Coupled with the SDG's enormous potential is possible for this Education for Sustainable Development (ESD) project. The outcomes of this work are palpable. It was a privilege to share in the magnificence of the art, music and citizen science processes in Zanzibar and I was astonished how significant the inter-linking processes were. "SAM for SDG's" could well become a shaping force for the future.

This report describes *The Turquoise Change*, Training Workshop in ESD, which took place in Zanzibar from the 9 to the 13th July 2018. After initial planning meetings, through skype, e-mail and in person on arrival in Zanzibar on the 9th of July it was decided to base the workshop on the "Teaching the Sustainable development Goals (SDG's)" book. This book has already been used with some success by *The Turquoise Change* (TCC) project. It is also linked to the concepts and resources of the Expert-Net materials development group. These included experimenting with systems learning and the nexus materials related to water, food and energy. This provided a most useful link to the Expert-Net resource materials working group. Due to the context of the participants, who were trainees in Teacher Education, the main focus was systemic learning with a focus on water. The duration of the workshop was 5 days.



2. Agenda and process of the visited event

The Turquoise Change's Youth Empowerment Program (YEP) in Zanzibar started in 2017, when the first session has been implemented¹. The second session aimed to build on the seeds, which has been set in the previous year. We decide to work with the same participants to strengthen the path which they choose to go: becoming change leaders in their communities. The planning of this session started in December 2017. Communication with our local partner, Zayedesa, with the 20 participants with our facilitators Aaron Hossanah and Nathan Hosannah as well as the film Crew Karim Michuzi & Zavara Mponjika were almost weekly taking place. The Content of the four days Program, managing story lines for the film, reaching out to Studios for Song productions etc. was elaborated on these months before the workshop finally could take place.

After receiving the positive feedback by Engagement Global, that flight and accommodation can be covered for Katarina and Jim, we were very happy to be able to invite one more Colleague of the ESD Expert Net to this session of The Turquoise Change Program in Zanzibar. With Jim, we started planning his part of the YEP in June 2018. This included preparing and developing materials that would be relevant to the target audience.

So finally, we were able to continue with the three different components of the YEP: Art, Music and Sciences.

Day one:

On the first day we started refreshing up their knowledge on the SDGs, which have been discussed with them the previous year. After careful consideration it was decided to teach the course with the support of the book 'Teaching the SDG's' of the ESD Expert Net. This was the base for all three groups. The book was explained on day one and then was used as a continuous 'text book' to reinforce the learning and keep all participants on track.



In the afternoon of the first day, we already split into the three groups and started action planning for the next two days.

The artist group picked SDG 4 and decided where to start (buildings, areas, settings) discussing the SDG 4 and visualizing it through their art.

¹ Please see report on the YEP 2017 on www.turquoisechange.org.



The Music group also have decided for two SDGs (Gender Equality and Peace and Justice). The music group started to discuss the SDGs and write the lyrics for the songs.

The sciences group decided on few main topics, which they wanted to elaborate n the next 2 days.



Day Two and Day Three:

In These two days the three groups were being split. The Music group spend the next two days recording the songs at Stone Town Records, a community based music studio - who were supporting our project with manpower and facilities.

The artist group met the next two days in the morning, and were working together till afternoon. They discussed on tasks, the artist would move and create, come back to Aaron, discuss and create further. Stone Town was their objective and place for creation.

The sciences group, which was led by Jim, experimented the following tools:

Citizen science tools - from Teaching the SDG's page 30 (SDG 6 on Water and Sanitation) were addressed and used with the participants. See also the attached poster in the Appendices. A clarity tube, worth US \$ 120 was donated to the participants. The clarity tube is a re-development of the old 'Seki Disk' turbidity measure.



The Clarity Tube was used on Day 1 of the workshop to orientate participants to ESD bio-monitoring. The tube was then used in support of a water quality assessment with participants on the Mwera River east of Zanzibar town.



2. Puzzling Climate Change - picture building - an entry level climate change resource for young and old who don't have English as first language. Participants volunteered to customize this resource for Zanzibar and translate key text into kiSwahili.

1. Windows on the World: Catchments to coast: Island related resource to understand risks to our coast - also pictures to text so language is not an issue. For this activity The Turquoise Change materials group was joined by two participant's from the Chumbe Island education and conservation project. Chumbe Island was established by a German benefactor in 1994 and is a leading island based ESD project in the region. Khamis Juma (Head of ESD) and Ulli Kloiber (Chumbe Manager) joined our group for the Day 2 of the training. Each received the ESD book and we are fully aware how well they will use it! In this regard TTC is going beyond it's original mandate of partners by increasing popular demand!



3. Stream biomonitoring in freshwater - using macro invertebrates and Google Earth (Overview attached in the Appendices). We used macro-invertebrate 'indicator species' to scientifically construct a River Health Index for the Mwera River near Stone Town the capital town of Zanzibar. This river is apparently one of the more important water supplies for Zanzibar and is in a poor condition. Once people learn to understand what is wrong with the river they can work to solve the problems.



Day four

On the last day of the YEP the whole group met again. Each group presented their work (the two songs have been performed, the artist showed their drawings, the young teachers showed their developed teaching methods). After each presentation the participants discussed the results and raised critical questions.

Zayedesa's CEO and three more staff members of the organization joined the last day. At the end of the fourth day, the participants received their certificates and the YEP 2018 in Zanzibar has been officially closed.

The work with the participants is going on: a whatsapp group with all participants as been created, where they share their work with us, discussions on how to keep on working as change agents are being raised etc. The impact on participants, as well as on everybody who has been involved in the program is great and the wish to keep on with engagement on the SDGs has been clearly addressed.



Documenting/Film:



With the support of the German Lighthouse Foundation TTC is able to document the entire YEP by filming. Karim and Zavara (Tanzania/Canada) are responsible for filming and post production. The three groups have been filmed creating their work in different places, so it was a lot of moving around. We asked teach participant to pick a SDGs and share their statement with us.

The SDGs Poster have been provided by EG, which is much appreciated. Now, the final production of the Program (2017/2018) is being done. A short Promo video of this second session you can find here <https://vimeo.com/287790229>. We will share the final product with EG and hopefully be able to show the Film at the next ESD Expert Net Meeting in November in Durban.

4. Reflection of the event and conclusions with regard to the activities of the ESD Expert Net

TTC's Youth Empowerment Program in Zanzibar has three major pillars. These are Science (using citizen science tools and resource materials to enable participants to engage meaningfully with issues and risks in the region. Because this process is essentially one of 'giving the tools of science away' it is a bottom up process that mobilizes the understanding participants' have.

Future materials development includes adapting resources into mother tongue (in this case kiSwahili) and adapting them for different levels of learners.

We also shared the ‘tins’ activity with learners. This is a valuable activity with young learners and involves teaching pupils, with 6 labelled tins, how the basis of life is soil, water and air. On top of these three labelled tins we placed plants and animals (representing food) and then HUMANS on top. If we don’t look after the resources well, and the water is polluted for example the whole pyramid comes crashing down!

For the participants’ this was a good example of nexus learning in a systemic way. One resource affects the others and *vice versa*.

A senior managers meeting was held with the CEO and the five lead managers of ZAYEDESA. At this meeting discussions were led about TCC and the possible road ahead. Jim and Katarina agreed to share an edited version of their workshop report back with Mr. Said Shabaan Said (the CEO of ZAYEDESA), who agreed to work the good ideas into a longer term funding proposal with his key staff. Katarina noted that the Lighthouse Project may be prepared to consider such a funding proposal. The GEF and UNESCO GAP, and FEE links were also described. Katarina and Jim stressed that they were merely volunteers on the project and could not therefore take the fundraising or proposal writing process further on their own.

This was because:

- i. They are not a registered NGO
- ii. Any initiative that is likely to be sustained needs to be led by the implementing organization - ZAYEDESA.

Both Jim and Katarina offered to help if asked, however.

We have shared various papers, materials and articles with ZAYEDESA and are in email follow-up.

A Theory of Change for The Turquoise Change

Planning, Tuning in and a ‘focus’ - What do we know already?

A key part of any learning experience is careful planning with the group leader and where possible the group itself is important. Here one seeks to establish the key topics (marine and coastal issues or risks) to be covered as well as methods for “tuning in” or orientating the learners to the content of the lesson. A good teacher or facilitator will always seek to ‘bring-forward’ or ‘mobilise’ the prior knowledge and understanding that the learners have so that they can connect their understanding to the learning experience. Here Aaron and Nathan really put themselves and the people to the test. Drawing on peoples appreciation of art and music and linking it to the SDG’s really inspired everyone! A further key point is to establish the focus of the lesson which could include the topic of a curriculum study or a conservation issue or risk (such as marine pollution - plastic pollution and solid waste is becoming a bigger and bigger issue all the time) that people would like to learn about (see the central circle of Figure 1.)

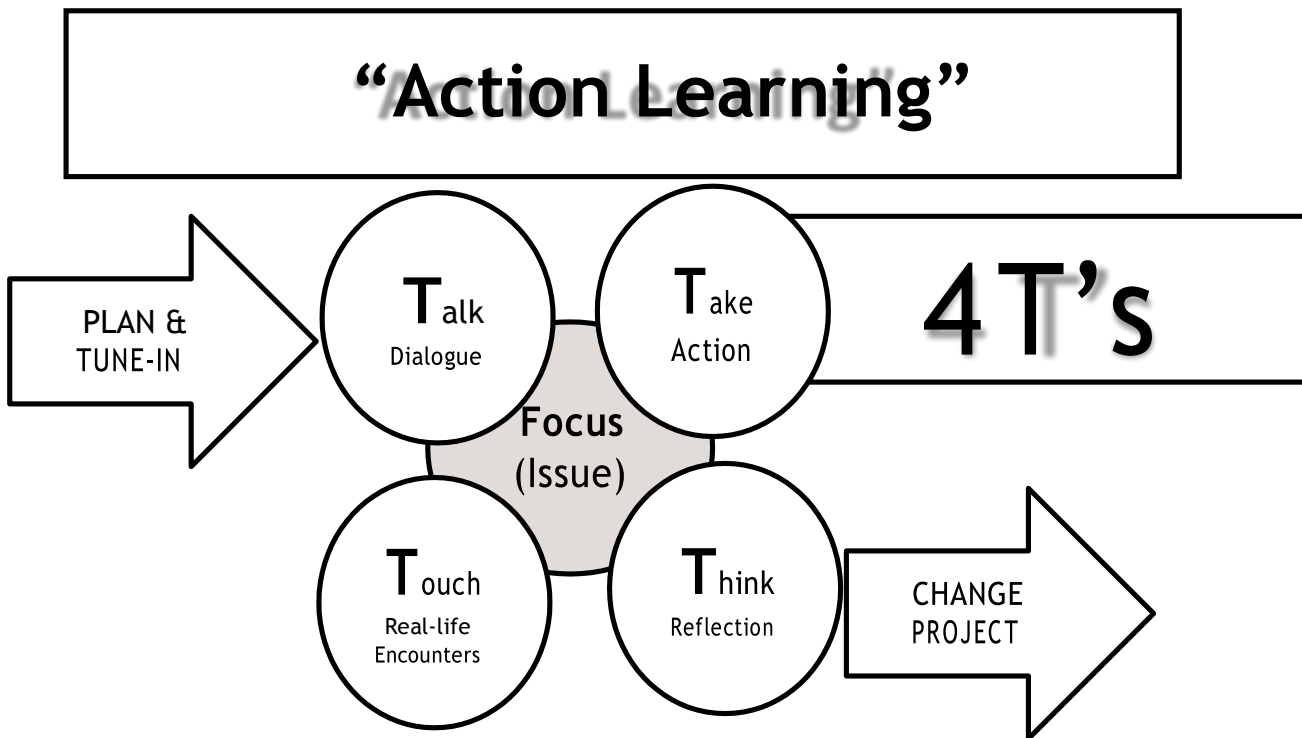


Figure 1: The Action Learning model adapted from the Open Process Framework of Rob O'Donoghue (United Nations Environment Programme, 2004)

Action Learning - an open-process framework

Once the “Focus” or issue is clarified for the learning (the central circle in the diagram of figure 5) the “planning and tuning in” phase can commence. The 4 T’s can then be applied and have proved to be a useful orientating framework for an action learning approach. In this regard the interlinking activities of “Talk” or dialogue (through which the artwork, video and music was developed), “Touch” or real life encounters such as the Mwera river field-work, “Think” or reflection and “Take action” are helpful in orientating the learning. These four T’s may intersect with each other and may be done in any order depending on the need and mood of the group. Each of the 4 T’s is further outlined below.

T - Touch or real-life encounters - “What are we finding out together?”

A learning experience that includes a real life encounter or field-work experience is usually more meaningful than learning experiences where facts are simply communicated to learners or where a ‘rote’ style of learning takes place. Rote learning is useful for learning facts and content but more active-based learning is needed if significant changes are to result from the learning experience. Real-life encounters where learners study, for example, the local Mwera river on Zanzibar and record data about what they are discovering can enhance the learning experience a great deal (see Zanzibar map and www.minisass.org for our findings).

T - Thinking and reflection - “What is this issue here and what can be done about it?”

We live in challenging times and most environmental issues are complex and difficult to understand. A chance for learners to reflect on what they are learning and to consider questions about the learning helps deepen the understanding and again learners can engage in questioning rather than simply be the recipients of knowledge as facts.

T - Talking and dialogue - “What do we already know and what are we finding out?”

Talking and sharing amongst learners as they seek to clarify what they already know and what other information they need to find out is a further helpful activity in building an “action learning” approach. Where the teacher or facilitator does all the telling, and learners simply listen and try and remember, is not as powerful a way of learning as where learners explain to each other what they are finding out and what the implications are.

T - Taking Action - “What can we do about the issue we are learning about?”

Taking action is an important part of the active learning approach to change. Interestingly it need not be the final T in the learning, but could come near the beginning, where a chance to ‘get out’ and ‘explore’ seems appropriate to the group. A good teacher or facilitator will be open and flexible as to when to encourage each of the four T’s in the learning experience. The four T’s are therefore not recommended in any particular order but can be used according to the group objectives and mood at any given time. Addressing soil waste and plastic pollution is certainly one follow up action taking the participants from Zanzibar are addressing already. Adapting materials into Kiswahili language is a further follow up as has been the development of the interlinking tins or chair game resource activity which was conducted with the participants. Through these activities participants all learn how nature is like a big system where plants and animals (producing food) depend on air, water and soil.

Concluding Comment

Mobilising the SAM for SDG’s approach proved very effective and inspiring in Zanzibar. It was a privilege to be invited to support the processes and apply the various citizen science tools in support of the art and music. Our grateful thanks go to Supriya and Katarina for inventing and leading The Turquoise Change and to Engagement Global for supporting the work. A special thanks is due to Nicola Pape and her colleagues at EG for organizing the flights and making sure the books got to us on time. Here Uwe Prufer was a star in that he delivered some of the copies in person for Jim to take to South Africa.

5. Appendix:

1. Programme and further activities
2. Citizen Science Tools - Easy reference Poster
3. miniSASS Biomonitoring
4. Powerpoint TTC SDG’s and Zanzibar