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RAPID YOUTH ASSESSMENT IN THE EASTERN CARIBBEAN



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EXECUTIVE SUMMARY

Under the EQUIP/3 mechanism, the Education Development Center has been tasked by USAID/Eastern Caribbean (USAID/EC) to conduct a rapid youth assessment to inform its strategic planning exercises for 2010-2014. The assessment sought to glean information and strategic ideas from a diverse range of stakeholders regarding the current realities of the 15-20 year-old youth cohort.

The assessment was guided by three framing questions: (a) What realities do youth face in the EC region? (b) What resources and innovative programs do youth have access to? and, (c) What are the strategic options that can inform USAID/EC's youth strategy?

The core team consisted of a workforce development specialist, an organizational development specialist, and three country-based teams of youth assessors. Primary data collection consisted of fieldwork in Antigua, Grenada, St. Kitts and St. Lucia from July 20-31, 2008.

A purposeful non-random sampling approach was utilized to systematically compare the perceptions of young people – their accomplishments, experiences and opportunities – with those identified by the private sector, public officials, NGOs, community colleges and international donors. Across the four islands, a total sample of 211 key informants were interviewed.

In addition to describing regional and country-specific youth programs, assessment findings were organized into three major sections: (i) a multi-sectoral analysis of key issues surrounding young people; (ii) a supply (youth assets) and demand (key industries and emerging markets) analysis across the four assessment countries; and (iii) recommendations for youth strategy development.

Multi -Sectoral Analysis of Key Youth Issues

- **Demographics:** Population growth rates in the EC are low and total population is becoming older. The EC has a high external and internal migration patterns.
- **Social Organization & Identity:** Current academic achievement among females is not translating into economic empowerment. Global media is causing the adoption of foreign popular culture, lifestyles and consumption habits among youth.
- **Political Participation:** EC youth have a rich history of political participation. Yet, many perceive that politicians use them during elections and then forget their issues once power is obtained.
- **Economic Development:** EC youth are highly susceptible to poverty and face significant challenges in entering the formal labor force. In addition to the supply of labor overwhelming demand, the youth cohort lacks essential job skills: basic education, soft and technical.
- **Education and Training:** Girls are significantly outperforming boys in secondary schools. There is a high dropout rate among secondary school-aged males. There is also a shortage of vocational training opportunities. Most opportunities that exist do not link graduates to jobs.

- **Health:** Young people are susceptible to a host of challenges: obesity, HIV and STIs, teen pregnancy and drug abuse. Of concern is that HIV rates are increasingly affecting the younger and most economically productive segments of society.
- **Security & Safety:** There are growing rates of youth crime, gangs and violence in the EC. Youth are disproportionately represented in the ranks of both victims and perpetrators. Current juvenile justice systems are weak and oriented toward a punitive approach.

Supply & Demand Analysis

- **Characteristics of Youth (Supply-side):** According to youth focus groups, young people primarily earn money in the informal sector as well as the formal labor market in construction, retail and teaching. They consider academic achievements to be of utmost importance. The key skills youth say they possess are primarily soft skills and communication abilities. Most youth said they obtained these skills in school.
- **Industry Trends and Emerging Industries (Demand-side):** Tourism and sub-sector service and construction industries are seen to possess the greatest potential for youth employment. In all assessment countries, private sector stakeholders concur that youth do not have the appropriate job skills to become employed – particularly soft and basic education skills. Yet, companies interviewed do not have formal recruiting systems in place. The emerging industries that hold youth employment potential are: Marine, Agribusiness, Medical Health & Wellness, ICT Business Support and Fisheries.

Recommendations for USAID/EC Youth Strategy Development

1. **Begin with Priorities of Youth:** Youth point to the need for a cross-cutting strategy that emphasizes: (a) fun activities; (b) economic security; (c) improved access to tertiary education; and (d) improved physical and mental health;
2. **Emphasize Out-of-school Male and Female Youth:** Although young people who are in school need reinforcement and support, the fieldwork signaled that far less resources are being directed to out-of-school youth;
3. **Get Creative & Get Males Involved:** There is ample evidence of the need to address female-oriented issues (e.g., teen pregnancy and abuse); however, fieldwork also revealed great concern about engaging young males – particularly those ‘on the block’.
4. **Prioritize a Cross-Sectoral Strategy:** Youth’s lives are dynamic and cut-across all technical sectors. Thus, any strategy designed to support their positive, healthy transition to adulthood must consider multiple, yet prioritized, sector-areas.
5. **Frame Strategy Around the ‘Big Four’:** It is recommended that USAID/EC integrate youth into the strategy across four cornerstone areas: Employment (emphasis on basic education and soft skills); HIV/AIDs (emphasis on healthy lifestyles); Youth Gangs, Crime & Violence (emphasis on prevention and rehabilitation); and, Institutional Strengthening (emphasis on two-year colleges).
6. **Center Strategy on a Multifaceted Partnership Approach:** In order to enhance impact and sustainability as well as decrease potential for donor fatigue and duplication of efforts, a

multifaceted partnership approach should serve as the central tenant of the youth strategy. Strategic collaboration should target: Young people, Private Sector, International Donors, OECS, Public Sector, Police, NGOs, Colleges and Parents / Caretakers.

- 7. Consider Country-Specific Characteristics & Trends:** While the viability and strategic relevance of a regional strategy is undeniable, the assessment did uncover areas that were unique to each country. Thus, a country-specific approach may also warrant consideration within the broader regional strategy.
- 8. Consider Emerging as well as Driving Industries for Youth Employment:** Not all EC youth are motivated to enter into tourism and service industries. While employment potential in these industries cannot be ignored, formal job options in emerging industries (and their corresponding value chains) should also be considered.
- 9. Emphasize Private Sector-Driven Skills Training.** Private sector employers must be vitally involved in structuring and overseeing vocational training.
- 10. Be Strategic About Entrepreneurship Training Programs:** Overall, it is recommended that the specific goals of entrepreneurship training be clear and match the life situation, age range and motivation of young people.
- 11. Support Juvenile Justice Reforms:** This area is inherently linked to “Youth Gangs, Crime and Violence” -- one of the ‘Big Four’. Thus, it is recommended that USAID/EC build in strategic mechanisms to facilitate or support juvenile justice reform.

In sum, the findings of this rapid assessment confirm that the USAID/EC Mission’s intent to prioritize the empowerment of youth within its coming 2010 – 1014 Strategy is justified, timely and necessary.

LIST OF ACRONYMS

AA	Associate of Arts Degree
AAF	HIV/AIDS Aids Action Foundation
AIDS	Acquired Immune Deficiency Syndrome
AVEC	Advanced Vocational Educational Center
BET	Black Entertainment Television
BYBT	Barbados Youth Business Trust
CANTA	Caribbean Association of National Training Agencies
CARE	Center for Adolescent Renewal and Education
CARICOM	Caribbean Community and Common Market
COC	Chamber of Commerce
CSME	Caribbean Single Market Economy
CVQ	Caribbean Vocational Qualifications
CXC	Caribbean Examination Council
EC	Eastern Caribbean
GDP	Gross Domestic Product
GNI	Gross National Income
GRENCASE	Grenada Citizen Advice and Small Business Agency
GRENCODA	Grenada Community Development Agency
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IDJEN	Haitian Out-of-School Youth Livelihood Initiative
IYF	International Youth Fund
JOY	Job Opportunities for Youth
LAC	Latin America and Caribbean
LACC	Legal Aid and Counseling Center
MEHRDYS	Ministry of Education, Human Resources Development, Youth and Sports
MOH	Ministry of Health
NEWLO	Life Organization
NGO	Non-Governmental Organization
NSDC	National Skills Development Center
NYS	National Youth Service (Jamaica)
OAS	Organization of American States
OECD	Organization for Economic Co-operation and Development
OECS	Organization of Eastern Caribbean States
PC	Peace Corps
POETA	Partnership in Opportunities for Employment through Technology in the Americas
RBTT	Bank of Trinidad and Tobago
RISE	R - Respect & Reality; I - Initiative & Industry; S -Social Health & Society Building; E - Education & Enterprise
SAP	Student Assistance Program
SERVOL	Service Volunteered for All

STI	Sexually Transmitted Infections
TAM-CC	T.A. Marrayshow Community College
UN	United Nations
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund
UNIFEM	United Nations Development Fund for Women
USAID/EC	United States Agency for International Development/Eastern Caribbean
USAID/J-Car	United States Agency for International Development/Jamaica and Caribbean
USAID/HQ	United States Agency for International Development/Headquarters
VCT	Voluntary Counseling and Testing
YBT	Youth Business Trust
YDP	Youth Development Program
YFG	Youth Focus Groups
YFGI	Youth Focus Group Interviews

I. PURPOSE AND SCOPE OF ASSESSMENT

Under the EQUIP/3 mechanism, the Education Development Center has been tasked by USAID/Eastern Caribbean (USAID/EC) to conduct a rapid youth¹ assessment to inform the 2010-2014 strategic planning exercises. Specifically, the assessment sought to glean information and strategic ideas from a diverse range of stakeholders regarding the current realities of the youth cohort. Qualitative and quantitative tools were utilized to conduct research in four countries: Antigua / Barbuda, Grenada, St. Kitts / Nevis and St. Lucia.

Currently, the USAID/ EC Strategic Framework (2005-2009) has the overarching goal of making the “Caribbean Region Globally Competitive in Trade and to Enhance the Region’s Quality of Life”. The framework designed to achieve this goal pinpoints two strategic objectives (SO): (i) Caribbean Region Positioned to Succeed in an Open Trade Environment; and, (ii) HIV Transmission Reduced in Target Countries in Most At-risk Populations and Impact of HIV/AIDS Mitigated.

Based on regional trends that demonstrate a rise in young people’s involvement in gang activity and crime, teen pregnancy and school dropout among males, USAID/EC will be placing specific focus on youth in the coming 2010-2014 Strategic Framework. USAID/EC plans to build from the current strategy (2005-2009) and integrate youth as a crosscutting issue into the two strategic objectives. Thus, the coming strategy can move in a direction that increases the ability of youth to participate in emerging market employment opportunities, enhance their healthy lifestyles, and obtain quality education or training.

The scope of the assessment was framed around three areas as they relate to young people in the Eastern Caribbean: (a) skills / knowledge possessed as well as urgent challenges faced; (b) access to effective resources, programs and/or policies; and, (c) strategic options for USAID/EC’s youth strategy design process.

It is important to highlight that while youth are considered important in all OECS countries, a comprehensive analysis of young people in each country was well beyond the scope and resources of this assessment.

Overall, this assessment seeks to provide guidance to USAID/EC’s 2010-2014 planning exercises in terms of enabling an effective and sustainable strategy to support regional youth in their transition to a healthy and economically stable adulthood.

II. RAPID ASSESSMENT DESIGN

A. Methodology

A participatory methodology was utilized to integrate stakeholders into all stages of the assessment. The core team consisted of a workforce development specialist, an organizational development specialist, and three country-based teams of youth assessors. Youth assessors were

¹ In this paper, the term ‘youth’ is used interchangeably with ‘young people’. While Youth in the Eastern Caribbean are typically defined as 15-30 years, this analysis focused on the 15-20 year-old cohort.

made up of male-female teams enrolled in and/or graduated from university programs. Throughout the assessment, USAID/EC and USAID/HQ staff provided superb logistical and technical support.

The assessment was guided by three framing questions: (a) What realities do youth face in the EC region? (b) What resources and innovative programs do youth have access to? and, (c) What are the strategic options that can inform USAID/EC's youth strategy? A mixed method approach grounded data collection and a gender analysis sought to identify potential crosscutting issues.

Data was gleaned from primary and secondary sources. Secondary collection included a review of regional development and poverty reports, thematic youth reports, youth project literature, and USAID reports and the USAID/J-Car Strategic Plan (2005-2009). Primary data collection consisted of fieldwork in Antigua, Grenada, St. Kitts and St. Lucia from July 20-31, 2008. Fieldwork activities were conducted through the following means:

- **Youth Assessors:** In Grenada, Antigua and St. Lucia, a corresponding team of two youth (one male, one female) were trained and integrated into the fieldwork. Each played a key role in: attaining perceptions of their youth colleagues; interviewing of public, private and independent informants; and, providing country-based insights and analysis.
- **Youth Focus Group Interviews (YFGIs):** This method was utilized with the youth cohort in Antigua, Grenada and St. Lucia. A total of 152 youth were interviewed across 24 focus groups. Cognitive ignition devices or “kooshes” were used to encourage a fun and collaborative atmosphere (see Annex D for YFGI protocol).
- **Opportunity Ranking:** As part of each youth focus group, participants were asked to name the most important opportunities needed to facilitate their positive, healthy development. Once a list was compiled, each group was asked to prioritize the opportunities.
- **Roundtable Dialogues:** Similar to the YFGIs, this method was implemented for private sector, NGO and police / corrections stakeholders. The dialogues sought to promote a conversation around youth from the specific lens of each stakeholder.
- **Key Informant Interviews:** Individual interviews were conducted with a wide range of stakeholders linked to youth: governmental, colleges, and international donors.
- **Surveys:** A rapid demographic survey was distributed and collected after each youth focus group and follow-up stakeholder surveys were provided and collected during private sector and police roundtable dialogues (see Annex E for surveys and Annex F for survey results).

Data analysis was iterative across the assessment; however, its emphasis took place upon conclusion of fieldwork. Analysis began with discussion of preliminary findings with USAID/EC staff for feedback and recommendations. Afterward, a content and frequency analysis was performed on primary data organized on Excel spreadsheets. Triangulation techniques were utilized to analyze responses of key informants and identify repeated attributions and important differences in perceptions. Finally, each team of youth assessors produced a report that discussed results corresponding to their country (see Annex C for reports).

B. Research Sample

A purposeful non-random sampling approach was utilized to examine stakeholders in each country.² In examining this sample, the assessment sought to systematically compare the perceptions of young people – their accomplishments, experiences and opportunities – with those identified by the private sector, public officials, NGOs, community college and international donors. This was, in effect, a demand-and-supply analysis.

As seen below in Tables 1, 2, 3 and 4, a total sample of 211 key informants were interviewed across Grenada, Antigua / Barbuda, St. Lucia and St. Kitts / Nevis.

Table 1: Characteristics of Primary Sample: GRENADA

Population	Method	Sample Size	Characteristics				
Youth	Youth Focus Groups	30 females 16 males	Males	Av. age: 18	Dominant formal schooling competed ³ 6 th grade	% formally employed: 13%	Av. # paid jobs per youth over a lifetime: 2.6
			Females	Av. age: 19	Dominant formal schooling competed: AA Degree	% formally employed: 17%	Av. # paid jobs per youth over a lifetime: 1.1
Chamber of Commerce	Roundtable Discussions	1 female 1 male	N/A				
Government Stakeholders	Semi-Structured Interviews	8 females 6 males	N/A				
Civil Society	Semi-Structured Interviews	1 female 1 male	N/A				
Total Sample - Grenada: 64			40 females; 24 males				

Table 2: Characteristics of Primary Sample: ANTIGUA / BARBUDA

Population	Method	Sample Size	Characteristics				
Youth	Youth Focus Groups	29 females 25 males	Males	Av. age: 16	Dominant formal schooling competed: 3 rd Form	% formally employed: 25%	Av. # paid jobs per youth over a lifetime: 2.5
			Females	Av. age: 17	Dominant formal schooling competed: 5 th Form	% formally employed: 20%	Av. # paid jobs per youth over a lifetime: 1.3
Chamber of Commerce	Roundtable Discussions	1 female 2 males	N/A				
Government Stakeholders	Semi-Structured Interview	7 females 7 males	N/A				
Civil Society	Semi-Structured Interview	1 female 1 male	N/A				
Total Sample - Grenada: 73			38 females; 35 males				

² The selection of private, public and independent sector informants within the sample was largely driven by USAID/EC. Youth, however, were selected and mobilized by independent consultants in each country.

³ Primary school consists of Grades 1-6; secondary school consists of Forms 1-5.

Table 3: Characteristics of Primary Sample: ST. LUCIA

Population	Method	Sample Size	Characteristics				
Youth	Youth Focus Groups	38 females	Males	Av. age: 18	Dominant formal schooling competed: 2 nd Form	% formally employed: 20%	Av. # paid jobs per youth over a lifetime: 1
		15 males	Females	Av. age: 17	Dominant formal schooling competed: 5 th Form	% formally employed: 20%	Av. # paid jobs per youth over a lifetime: >1
Chamber of Commerce	Roundtable Discussions	0 females 1 male	N/A				
Government Stakeholders	Semi-Structured Interviews	2 females 4 males	N/A				
Civil Society	Semi-Structured Interviews	4 females 2 males	N/A				
Int. Donor	Semi-Structured Interview	2 females 0 males	N/A				
Total Sample – St. Lucia: 68			46 females; 22 males				

Table 4: Characteristics of Primary Sample: ST. KITTS / NEVIS

Population	Method	Sample Size	Characteristics				
Government Stakeholders	Semi-Structured Interviews	2 females 4 males	N/A				
Total Sample – St. Kitts: 6			2 females; 4 male				

Of the total sample, 153 participants were youth whose selection criteria included: sex, age⁴, rural-urban habitation⁵, and employment status⁶. In terms of public sector informants, priority was given in each country to the Ministry of Youth, Ministry of Labor and the Commissioner of Police. The Chamber of Commerce (COC) was selected as the focal point for industry within each country. Finally, civil society stakeholders, principally NGO leaders working to empower youth, were also identified in each county (see Annex B for list of key informants in each country).

C. Limitations

This assessment had various limitations that warrant illumination. The first and most obvious was the challenge of conducting the assessment in four island nations in twelve days. The complicated logistical reality, combined with limited fieldwork time, precluded a more extensive sample. Instead, it required the identification and mobilization of a more ‘readily available’ segment of key informants that were amenable to the time constraints.

Additionally, this reality prevented marginalized youth (typically referred to as ‘youth on the block’) from being a significant part of the research sample. It also provoked the dilution of the employed and unemployed youth sample and limited the total number of employed youth available for focus groups. In regards to other key informants, it prevented a more robust and diverse sample of stakeholders in the: public sector (e.g., Ministry of Education or Health);

⁴ The assessment sought to target 15-20 year-old youth; however, the sample became diluted during fieldwork.

⁵ Rural and urban youth focus group interviews occurred in Grenada and St. Lucia only.

⁶ The assessment sought to disaggregate youth focus groups by employment status (*employed and looking for work*); however, the sample became diluted during the fieldwork.

private sector (e.g., companies in tourism, finance or construction industries); and, independent sector (e.g., visits to youth-focused projects).

Another key constraint was the ever-present and challenging nature of prioritizing research within a rapid cross-sectoral youth assessment. As youth face multiple realities, it is not possible within this rapid timeframe to achieve both depth and breadth. Thus, this assessment took into account some of the more pressing regional trends and utilized a lens that was at once open to cross-sectoral findings and, at the same time, prioritized the investigation of employment and safety and security issues among youth.

Finally, and as seen in Table 4 above, the level of fieldwork effort spent in St. Kitts / Nevis was comparatively less than the other three countries. This was due to limited time and resources. While this was discussed with USAID/EC at the outset, assessment of the country was nonetheless considered valuable to Mission learning.

III. FINDINGS

A. YOUTH IN THE EASTERN CARIBBEAN

Contemporary examination of the youth situation in the Eastern Caribbean indicates close correspondence between the situational analysis of donors, the Eastern Caribbean governments, non-governmental organizations and the youth themselves. Each group has similar impressions of the issues confronting youth. The following captures some of the outstanding macroeconomic challenges and opportunities in the region:

Cognizant of the need for increased growth and improved competitiveness of their economies, their susceptibility to natural disasters, and the potential erosion of social gains, the opportunities and challenges facing the Eastern Caribbean region include: (i) the need to stimulate growth and improve competitiveness; (ii) growing unemployment, particularly among young people; (iii) weak social safety nets; (iv) the impact of skills migration and its consequences on the labor market; (v) the need for efficiency gains through modernizing the public sector; (vi) the need for increased resilience to natural disasters; and (vii) the need to protect the environment.⁷

The above in mind, Table 5 is presented to provide a socio-economic snapshot of the four Eastern Caribbean states where the rapid youth assessment was conducted:

Table 5: Key Indicators of Rapid Youth Assessment Countries

Country	Population (a) (Estimated 2008)	2005 Urban Population (b) (% of total)	GDP per capita (b) (2005)	Adult Literacy rate (b) (% aged 15 +)	HDI Rank (b) (2007)
Antigua & Barbuda	69,842	39.1	12,500	85.8	57
Grenada	90,343	40.4	7,843	96.0	82
St. Kitts & Nevis	39,619	32.2	13,307	97.8	54
St. Lucia	172,884	27.7	6,707	94.8	72

Sources: (a) CIA World Fact book; (b) UNDP, *Human Development Report*, 2007.

⁷The World Bank, Country Assistance Strategy for the Organization of Eastern Caribbean States for the Period FY06-FY09, September 6, 2005, p. 28.

The succeeding section aims to move from this picture and offer up a deeper analysis of key issues surrounding young people within the following technical sectors: demographic, social, political, economic, education, health and security and safety.

1. Demographics

Population growth rates in the Eastern Caribbean are low. In 2006, rates were 0.7% in St. Lucia, 0.8% in St. Kitts, 1.3% in Antigua, and 1.5% in Grenada. Except for Grenada, all of these rates were less than in 2000, particularly in St. Kitts & Nevis which declined from 4.7% to 0.8% between 2000 and 2006 (Grenada increased from 0.7% to 1.5%).⁸ Along with the modest growth rate, there exists an increasingly older population (which leads to an increasing elderly dependency rate) and will require a reorientation of both the health and education sectors to reflect the demographic shift.

As the Caribbean has a high emigration rate, the movement of people plays a significant economic and social role in the region. These migration patterns are characterized by complicated flows back and forth, rather than permanent one-way movements. This particularly affects skilled labor, especially in the health and education sectors. Most Caribbean countries have lost more than 50% of their tertiary educated labor force and increasing numbers of women are migrating. The Caribbean is also one of the largest sources of illegal immigration into the United States.⁹ External and internal developments are giving even greater force to migration pressures, making migration within the Caribbean region an increasingly important policy area.

2. Social Organization and Identity

Poverty in the Caribbean continues to hit women particularly hard. The high number of single female-headed households in the region means that the position of women has a significant impact on the social fabric in these countries. Despite their increased presence in the labor force, women still tend to have high unemployment rates, encounter greater barriers to entering work, earn lower wages, and perform a higher proportion of insecure, vulnerable and/or unpaid jobs.

Although girls may perform academically better than boys, this has not been substantively translated into women's empowerment in economic and political spheres. In addition, domestic and sexual violence against women and children remains a serious problem. Gender inequality also affects males, with boys having lower enrolment rates (slightly lower in secondary school and about 20% lower in higher education) and generally lower achievement records than girls in education, and limited employment opportunities. In this context, many young men are drawn to the drug trade and other crimes, affecting the security situation in the region.

Within the region, young people of both sexes continue to face a host of challenges. Among them is stigmatization and discrimination of youth living with HIV/AIDS or possessing physical and mental disabilities. As well, many youth are raised by relatives, friends or neighbors and, in numerous cases, face neglect, indifference or abuse – physical, sexual or mental.

⁸ World Development Indicators, April 2008. Changes in population growth rates were due to changes in birth rates.

⁹ Department for International Development, Regional Assistance Plan for the Caribbean 2007-10, 2007, p. 3.

Another important regional phenomenon is the migration of rural youth to urban centers, in search of better quality of life. While youth incorporate this strategy to break the cycle of rural poverty and lack of job opportunities, securing formal sector employment has proven difficult due to their lack of skills and illiteracy. Complicating urbanization is the lower profitability of the region's agricultural sector that has the potential to push even more rural youth into migration survival strategies and/or poverty.

On top of economic struggles, Eastern Caribbean youth face the challenge of identity formation and consolidation as they are affected by the legacies of the colonial period. Global media is having an important impact on youth across the region. All EC islands have access to cable television; however, local television production is expensive. Thus, the great majority of the programs are foreign, particularly from the United States. The result has been the mimicking and adoption of foreign popular culture, lifestyles and consumption habits.

"Youth are speaking like a Yankee or a Jamaican and they've never left Grenada. It's like they are not proud of being Grenadian. It's a culture of always wanting things that are foreign."

- Police representative, Grenada

"It's a gang culture: Youth are walking, talking, dressing and acting like what they see on TV."

- Police representative, Grenada

3. Political Participation

OECS countries are mature, functioning multi-party democracies. Yet, systems for distributing power, rules for exercising power, allocation of resources and accountability and oversight mechanisms are sometimes weak, causing people to feel excluded from the political process.

Although Eastern Caribbean women participate in politics through activities such as voting, their seats in national Parliaments have been quite limited. However, generally, there has been an upward trend in the proportion of seats held by women.¹⁰ The United Nations Development Fund for Women has launched a number of projects to increase the number of women holding political office in the Eastern Caribbean. The objective is to bring gender issues to the attention of policy makers and thus create democratic governance marked by popular participation.

Eastern Caribbean youth have a rich history of participation and advocacy in the political sphere. Youth organizations were born in OECS, and most of the countries have a Ministry of Youth and Sports. Today, Eastern Caribbean youth participate in political affairs by exercising their right to vote and by participating within local and national youth associations (e.g. National Youth Councils). However, according to youth focus groups, youth often perceive politicians use them during election campaigns only to be forgotten once they ascend to power.

4. Economic Development and Employment

According to the World Development Indicators database, April 2008, the OECS economy grew 5.5% per year from 2000 to 2006 yet remains highly vulnerable to natural disasters. Signs of economic growth include:

¹⁰ A. Downes, and D. Downes, *The Millennium Development Goals in the Eastern Caribbean: A Progress Report*, Prepared for the UNDP and OECS, Barbados, December - 2003.

- Worker remittances and employee compensation up from \$20B to \$57 B (remittances constitute an estimated 7.2% of the GNI of the Anglophone Caribbean);
- Increasing market capitalization of listed companies from 32% to 52%;
- Expanding internet use from 4% - 18%.¹¹

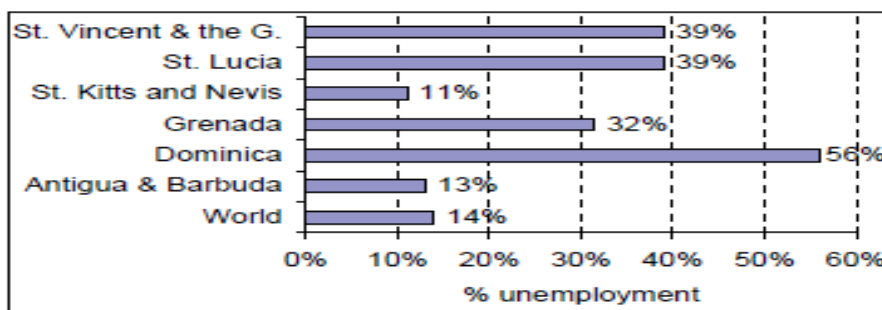
Although the OECS demonstrates positive economic trends, there are two challenges: (a) the Caribbean is now home to seven of the world's ten most indebted emerging market countries; and, (b) the number of people experiencing poverty is growing. A recent study in St. Lucia, for example, showed that the headcount of poverty increased from 25 percent in 1995 to 29 percent in 2005.

The cycle of poverty hits the more vulnerable populations of children, women and youth the hardest. For example, more than half of Grenadians who live below the poverty line are under the age of 20, with poverty rampant among the rural population (45% of houses are headed by women, many of them teenage mothers). The combination of low skills, rural to urban migration, out-migration of men in search of jobs, high teenage pregnancy, and destructive tropical storms keep people from overcoming poverty and push many young people into it.

Currently, Eastern Caribbean countries face a shortage of skilled labor and a growing number of unemployed, unskilled workers. The manufacturing and the agricultural sectors, which used to dominate, are now requiring more skilled labor due to demand for higher quality products, services and the increased need for management. The service sector, which has accounted for four-fifths of the economy since the 1980s, depends on the availability of skilled labor such as culinary experts, executive chefs, and managers for yachting and marinas.

The demand for skilled labor should be regarded as an opportunity for countries to enhance their education and training systems. However, at present, the skills mismatch in EC's labor market has resulted in high levels of youth unemployment as demonstrated in Table 6:

Table 6: Youth (14-25 year-olds) Unemployment in the OECS¹²



Source: Table extracted from, "Chapter 4, From School to Work", World Bank, Nov-2007

Young people have exceptional difficulty finding employment in the Eastern Caribbean. In every region of the world, youth face difficulties entering the labor market. However, according to the

¹¹ Data presented in these bullets gleaned from: World Bank, *Data Profiles 2000-2006*. Retrieved July 15, 2008, from, <http://web.worldbank.org>.

¹² Data corresponds to 2001, except for St. Lucia, Grenada and World where data is from 2005, 1998, and 2003 respectively.

latest available data, youth unemployment in the OECS is high on a comparative global scale. The average youth unemployment rate in OECS over a six-year period (1998-2005) is 32 percent compared to a global rate of 14 percent. Moreover, the region has a high ratio of youth to total unemployment. In fact, from 1993-2003 the OECS ratio averaged 2.8 (3.3 in Antigua and Barbuda), making it the highest in the LAC region.¹³

Within the Caribbean and worldwide, individuals with more education tend to have less unemployment. Yet, unemployment rates among the Caribbean's more educated youth are also high. It can, therefore, be inferred that education in EC is not responsive to the demands of the labor market.

5. Education and Training

Eastern Caribbean countries spend a higher proportion of their GDP on education than most countries. For example, St. Lucia invests on average 6.8 percent of GDP in the education sector compared to 4.8 percent for OECD countries and 4.1 percent for Latin America and the Caribbean (LAC) as a whole. EC countries have achieved broad access to basic education. For example, primary school completion in Grenada increased from 74% to 92% from 2000 to 2006, and St. Kitts and Nevis and St. Vincent and the Grenadines have reached almost a 100% transition rate from primary to secondary education.¹⁴ Additionally, OECS countries have established universal secondary education as a top priority, since individual earnings are closely tied to educational attainment.¹⁵

The educational system is based on a traditional British model that prepares students for a university education. However, only 11-14 percent of OECS youth enroll in tertiary education, among the lowest rates in the world.¹⁶ Caribbean Examination Council (CXC) exams drive the secondary curriculum. In 2003, CXC pass rates showed an average of only 48 percent for English A and Math.¹⁷ Indeed, most students do not make it through secondary school to even take the CXC exams. They drop out because of boredom or the lack of funds, interest, aptitude, or encouragement to continue.¹⁸

¹³ World Bank, *School and Work: Does the Education System in the OECS Adequately Prepare Youth for the Global Economy?* World Bank: Washington DC, 2007.

¹⁴ Ibid. p. 14.

¹⁵ In St. Lucia, a worker with secondary education has, on average, a 73 percent higher wage than one with primary education; a worker with post secondary education earns a wage 146 percent higher than a primary education holder. See: World Bank, *OECS Toward a New Agenda for Growth*, Washington DC, 2005

¹⁶ World Bank, *Country assistance strategy for the Organization of Eastern Caribbean states for the period FY06-FY09*, September 6, 2005, Table 2, p. 6.

¹⁷ Proficiency in reading ranged from 46% (Grenada) to 58% (other islands); pass rates in math ranged 35% in Grenada to 46% in St. Kitts & Nevis. Source: The World Bank. *School and Work: Does the Education System in the OECS Adequately Prepare Youth for the Global Economy?* Washington: DC, 2007, p.6.

¹⁸ The 2007 World Bank study on preparation of OECS youth for the global economy cites that a St. Lucian youth focus group pointed to curricular irrelevance as hindering their ability to escape from poverty (p. 15).

Girls succeed in school much more than boys and constitute a large majority of those who matriculate into higher education.¹⁹ Those who drop out have few educational and employment opportunities. Other challenges within education include corporal punishment and the lack of respect for students and teacher absenteeism.

Outside of the formal education system, there are limited opportunities to learn technical or professional skills. Job training in the OECS consists mostly of publicly supported programs, offerings in youth NGOs and at colleges. The public sector offerings are concentrated in colleges that have been developed on

six of the islands, and there are also programs aimed at out-of-school youth, sometimes as a substitute for the upper cycle of secondary education. In the craft and trade area, the amount of training is only partial and at a basic level, and students rarely can continue beyond the entry level training afforded, for example, in areas like automotive, industrial maintenance, or the construction trades.²⁰ Finally, there is only a very small market of private training providers, mostly teaching computing and business-office skills.

The lack of skilled workers is the greatest obstacle to competitiveness in all industries. In turn, the formal labor market tends to bypass those lacking basic, soft (reliability, communication, team skills, etc.) and technical skills relevant to the job market.²¹ When vocational training is available to youth, it is oftentimes in areas of low demand, such as sewing and cake decoration. Where training is consciously linked to labor market needs, student demand tends to outnumber supply (e.g. the National Skills Development Center in St. Lucia demand outnumbers supply by 150 percent).²² According to assessment participants, an outstanding issue with most training programs is that the majority of graduates fail to find jobs after the training.

To address this technical graduate unemployment, OECS training institutions are beginning to benchmark curricula to a region-wide competency-based standard called the Caribbean Vocational Qualifications (CVQ) framework. This framework, to an extent developed by HEART-Jamaica, was formally adopted by the CARICOM countries in 2002. The CVQ sets a standard to which training providers would have to structure curricula in order to test and qualify for the CVQ. The CVQ adopted a series of regionally recognized occupational standards and Caribbean training agencies are jointly promoting these standards through the Caribbean Association of National Training Agencies (CANTA) – which CARICOM endorsed as the region’s coordinating body for technical-vocational education. This agreement is of high importance to the OECS and most governments have already taken some steps to implement the framework. On October 19, 2007 at a ceremony held in Jamaica, the CARICOM Secretariat and

“There are a lot of assumptions we hold that just are not true, but girls never drop out of school. I have 70 students and 59 are girls.”

-Teacher, Antigua

“Some teachers come to school to get money and they can't teach; no one learns anything”

- Male youth, Antigua

¹⁹ The Head of Antigua State College stated that the CXC pass rate in the last year was 77% for girls, 52% for boys.

²⁰ Tom McArdle, *Job Training In the OECS: an Overview and Analysis of Programmes and Activities*, World Bank, March 2006, p. 15

²¹ 41% of Grenadian firms rated workers with lack of skills and education as a severe obstacle for their competitiveness. See: World Bank OECS Report on School to Work, 2007.

²² World Bank, *School and Work: Does the Education System in the OECS Adequately Prepare Youth for the Global Economy?*, 2007, p. 3.

other regional educational institutions joined with the National Training Agency of Jamaica and HEART Trust/NTA, to officially launch CVQ. Here, ten people were presented with their first CVQ certificates. While there are many perceived benefits of CVQ, it has not been sufficiently implemented to be empirically evaluated.²³

Finally, both inside and outside of the formal education system, little assistance and guidance exists for those who are interested in finding a job or identifying the type of work for which they have aptitude and interest. Key informants and youth described a narrow band of industries and corresponding jobs for youth (i.e., tourism, retail, construction, teaching, farming). Few young people knew about job opportunities in emerging industries. Likewise, there were a small number of young people that could articulate the specific steps needed to achieve career goals such as being a pilot, flight attendant, accountant or journalist.

"Young people are motivated to become employed, they just don't know how to get there"
-Male Youth, Grenada

6. Health

The leading causes of death in the EC are chronic diseases such as heart disease, stroke, hypertension and diabetes. Obesity is emerging as a problem among adolescents. This is largely attributed to high-fat diets associated with modern convenience foods, in conjunction with a lack of exercise and more sedentary lifestyle. Eastern Caribbean youth are increasingly being forced to deal with violence, gender-based conflict, alcohol and drug abuse, HIV and other Sexually Transmitted Infections (STIs), depression, anger, and negative school experiences.²⁴

"Every time I look out the window, someone else is pregnant again. In the Eastern Caribbean, teenage girls are not impregnated by teenage boys, but by older men, and I call this exploitation"
-Public Sector Official, Antigua

Teen pregnancy continues to be a troubling issue especially as many teen mothers often do not return to the formal school system. While some mothers choose not to return, others are denied their right to an education by school officials who feel that they may be a bad influence on other girls.²⁵ As well, increasing violence in the region contributes to a higher rate of injuries among youth such as stabbing and gunshot wounds as well as sexual assault.

With the highest rate of HIV/AIDS infections outside of the sub-Saharan Africa region, the HIV epidemic is of foremost concern. According to a HIV/AIDS health profile for the Caribbean assembled by USAID, UNAIDS estimates the number of persons living with HIV/AIDS in the Caribbean to be 250,000 (three-quarters of them in the Dominican Republic and Haiti).²⁶ In 2006, AIDS was one of the region's leading causes of death among adults aged 15 to 44, claiming the lives of an estimated 19,000 people. Most Caribbean countries

²³ *Ibid.*, ps. 43-44. CaribbeanPressReleases.com, "Launch of the Caribbean Vocational Qualification." October 24, 2007.

²⁴ UNICEF, *Adolescent Participation*. Retrieved August, 2008, http://www.unicef.org/barbados/children_100.htm.

²⁵ UNICEF EC Office. *Adolescent Participation*. Retrieved August 7, 2008, <http://www.unicef.org/barbados>.

²⁶ USAID Caribbean, *HIV/AIDS Health Profile*, June 2008, p. 1.

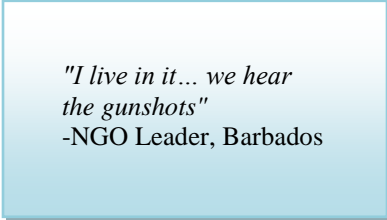
have taken measures to control the epidemic. By the end of 2006, 21 Caribbean countries had national strategic plans on HIV/AIDS.

HIV infections are increasingly affecting the younger and most economically productive segments of society. If unchecked, the epidemic could impact the fragile national economies of the Caribbean island states. The 20-49-year age group is most affected in the Caribbean, accounting for more than 65 percent of positive cases annually.²⁷ Between 31-46% of 15-24 year-olds had multiple sexual partners over a one-year period.²⁸ In Grenada, as much as 15% of all HIV cases are among young people in this age group.²⁹ Regionally, girls 15-24 are disproportionately affected in part because of cross-generational sex and the “sugar daddy” phenomenon of young women relying on older men for material, often basic, needs in exchange for sex. HIV is fueled in environments where men are encouraged to have multiple sexual partners, by a thriving sex industry, and by men having sex with men while married.

In recent years, OECS have been particularly successful in mobilizing financial and technical resources from the international community to address HIV prevention and control.³⁰ In 2005, USAID/EC along with local and international organizations, conducted a comprehensive Behavioral Surveillance Surveys in six OECS countries. One key finding was the high level of discrimination against diverse behaviors/lifestyles and double-standards regarding marital fidelity.³¹ Furthermore, there is a lack of confidentiality policies and practices in terms of testing. A person walking into a facility often fears being observed by a neighbor or a friend or having health practitioners discuss their results outside the clinic. In order to ensure anonymity, many travel to other islands for HIV testing, care, and treatment or do not do so at all.³²

7. Security and Safety

In the Caribbean, youth are disproportionately represented in the ranks of both victims and perpetrators of crime. The growing rate of crime and violence in EC countries presents a significant challenge to development as higher rates have negative effects on human welfare (in the short-run) and economic growth and social development (in the long-run). While level and types of crime vary country-to-country, most crime in the region is related to marijuana and cocaine trafficking.



"I live in it... we hear the gunshots"
-NGO Leader, Barbados

Situated between the source of narcotics to the south and the primary consumers to the north, the geography of EC islands and the Caribbean basin with its large coastlines and territorial waters has made the region attractive as a drug transshipment point. Likewise, a crackdown on drugs in Jamaica has driven drug-traffickers to various nations in the OECS.

²⁷ Ibid.

²⁸ Ibid.

²⁹ Sealy-Burke, Jacqueline, *Protecting Children Affected by AIDS in the Caribbean: Recommendations for Legal Reform in Grenada*, p.2.

³⁰ USAID, FHI, PAHO, “Behavioral Surveillance Surveys in Six Countries of the OECS 2005-2006 – Final Report, 2007, p. 35.

³¹ Ibid., p. 36.

³² USAID Caribbean, HIV/AIDS Health Profile, June 2008, p. 3.

Of particular concern is the rising level of crime associated with the drug trade, particularly violent crimes. Average murder rates, for example, are seen to be on the rise from 15.7 per 100,000 in 2004, to 19.9 per 100,000 in 2007.³³ Kidnapping, drive-by shootings and gang-related violence are also surfacing with more frequency in Eastern Caribbean islands.

Another challenge is that there are loose or non-existent systems in-place for absorbing criminals who have been deported from the U.S., Canada and other countries. Thus, this increases the potential for criminal deportees to pick up where they left off. For instance, in Antigua, it was revealed that one deportee, a former ‘Blood’ gang member from Los Angeles, initiated one of the first Antiguan gangs, ‘The Red Shirts’.

Gangs are becoming a major issue in all four countries visited. Youth, police staff, NGOs and private sector actors, each expressed concern about gangs and gang related violence. In

“Police will arrest you for marijuana possession so they can use it themselves. People literally get away with murder. Those cases are rarely solved, and parents influence judges in getting sentences of violent criminals reduced. Many police are afraid of gangs, and some are corrupt.”
-Female youth, Antigua

Grenada, it was revealed that numerous gangs, although loosely organized, do exist, including: The Ginger Crew, Crips and Bloods (no affiliation to US gangs) and Saigon. The St. Kitts Ministry of National Security has labeled youth gangs a major threat to national security. As well, a 2008 OAS study, revealed 39 different names of gangs, crews and posses within in Antigua and Barbuda. Likewise, the rapid youth assessment found that in Antigua, police are very concerned about the rising gang phenomenon – particularly in terms of the police force’s lack of clarity on the make-up, level of organization and specific number of gangs. Inherent within this ‘gang-paradigm’ is the mutual antipathy and lack of trust between youth and police.

An array of interconnected factors can be identified as making gangs and crime attractive and in some cases, pushing youth toward it. These include: poverty, social exclusion, corruption, large-scale urbanization, high levels of youth unemployment, weak education systems (that particularly fail boys), gang culture, ineffective policing, drug and alcohol abuse, child and sexual abuse, increasing numbers of single parent homes, widespread availability of weapons, criminal deportees, and criminal migrants, and the media. In regard to the media, this issue was broached in nearly every youth focus group as a key factor that limits youth from achieving. Here, youth specifically mentioned the violence of movies and music videos as watched on BET and TEMPO.

“Young people are being fed by BET and then go down the road and speak, dress and walk like what they see.”
-NGO Leader, Grenada

³³ “A Caribbean Crime Wave”, *The Economist*, March 20, 2008.

Various youth participants also mentioned that violence and drug dealing are making their way into secondary school settings. While the assessment did not investigate the formal education system or schools within it, there were questions in terms of the schools' level of readiness to prevent or mitigate youth crime and violence. One focus group revealed that many schools immediately expel youth involved in serious violence (stabbings, guns). These practices combined with the lack of public safety nets (in the form of a juvenile justice system offering rehabilitation or vocational education options for these youth) may well exacerbate the problem by facilitating greater anger and/or delinquency. Once youth leave school early, they are faced with extremely limited or no options to improve their educational, social or economic status.

Finally, another key security and safety issue as it pertains to youth is the weak juvenile justice systems and infrastructure in the EC. Caribbean legal systems have attempted to upgrade their juvenile justice systems by establishing family courts.

"The prison and the institutionalized systems in Antigua seem to upgrade youth's delinquency"
- Police Official, Antigua

However, in most countries, the system to deal with youth offenders is inadequate in terms of prosecuting, sentencing, rehabilitating and monitoring. Moreover, the islands have inherited a version of the British police from the colonial period. Thus, there is an over-reliance on the pure punishment approach to crime reduction in the region, to the detriment of other complementary and rehabilitative approaches.

B. YOUTH ASSETS (SUPPLY-SIDE)

Across the Eastern Caribbean, there exists a situation where the supply of young people seeking to enter the formal labor market is overwhelming demand. Along with this imbalance, the fieldwork revealed that youth do not appear to be connected to the existing job market needs and trends. At the same time, companies do not seem able to tap into the diversity of skills, creativity and talent that exists within the youth population. What is clear, is that in countries visited, the private sector is having difficulties identifying youth that are 'trainable' and qualified with 'basic education and soft skills' to fill entry-level positions.

"We are crying for applicants with soft skills – interpersonal and communication, and basic skills - math and English."
- COC Representative, Antigua

In the three assessment countries, focus group participants indicated that a segment of youth are not motivated to seek formal sector employment – particularly males looking for entry-level jobs in tourism, construction and service sub-sectors. Instead, it was cited that youth are more drawn to 'fast money'. This topic was mentioned and discussed in nearly every youth focus group.

“The youth want to work, but businesses want experience which we do not gain in school.”

-Female Youth, St. Lucia

“No, boys are not motivated to work; they all sit down on the block and smoke. Biologically, women are born to work.”

-Female Youth, Antigua

“To get work is one thing, but the type of work is another; laborers work hard for low wages. More young people are interested in making quick money through drugs or prostitution.”

- Male Youth, Grenada

Overall, however, there was no clear response pattern to the posed question, “Are youth motivated to work?” Reaction varied between negative and affirmative responses. While some groups answered the question by defining the term ‘work’, overall there was a level of expressed uncertainty and frustration around the formal sector world of work, including: (a) lack of job opportunities, (b) low economic return from formal sector jobs; (c) lack of guidance and/or understanding of how to seek and apply for jobs; (d) lack of job experience and relevant technical skills; (e) lack of supportive resources and/or programs; (f) lack of entrepreneurial guidance and opportunities; and, (g) foreign media images and messages that negatively impact youth’s lives – which, according to youth, has motivated colleague youth into informal, and at times, illegal activities.

Youth were also asked to describe how and where they (or their peers) earn money. Although responses varied, there was a high level of repeated attributions that can be grouped into five general categories (listed in order of response frequency): (i) Informal sector (particularly Grenada & St. Lucia): selling pirated CDs and videos, fruit, fish, clothes, home-made jewelry, braiding hair, collecting money on maxi-buses and begging; (ii) Illegal activities: drugs, robbing, gambling, male/female prostitution and stripping; (iii) Private sector work: construction, retail, banks, salons, security, summer-jobs; (iv) Support of family, friends or boyfriends: allowance, remittances, ‘sponsoring’ of girlfriends and families (Grenada) and sugar daddies; (v) Public sector work: teachers. Of interest, was that informal and illegal responses were quite close in terms of response frequency. At the same time, youth less frequently described that they (or their colleagues) earned money in formal sector work.³⁴ Contrary to this response, however, a small sample of employed youth mentioned that young people are mostly employed in the formal sector, primarily in construction and retail and as teachers.

Finally, in each youth focus group, young people were asked to talk about three interconnected aspects of their lives: greatest achievements; the skills and knowledge utilized to secure these achievements; and, where the skills and knowledge were obtained. Although many youth participants were not accustomed to answering such a question or thinking in this way (“what am I proud of?”), it produced a rich body of data. While it is recognized that such information cannot be universally attributed to youth at national or regional levels, it does shed light on what a segment of 15-20 year-olds consider to be their skills and asset inventories:

³⁴ It is important to note at this stage that the sample 15-20 year-olds yielded a dominant segment of youth who were still in school. Likewise, the ‘rapid’ nature of the assessment, limited the ability to secure formally employed youth as focus groups were conducted during work hours.

What are your major achievements / what makes you proud?

Overwhelmingly, youth across the focus groups answered this question by highlighting academic achievements: finishing primary or secondary school, college or passing the CXC. Likewise, many youth mentioned participation on academic teams (e.g., debate, science fair) or clubs (e.g., drama, JA). The second most attributed accomplishment-area was extra curricular activities, particularly sports. Both males and females mentioned being proud of their participation in cricket, football (soccer), netball, volleyball, golf, chess and playing steel pans. Involvement in church was also cited by many youth. Although not as apparent, a small number of youth did mention achievements of securing jobs, obtaining skills and becoming economically independent. Finally, there were a small number of youth in at least two countries that, in the face of serious community violence and drug activity, identified accomplishments as ‘being alive today’.

"What goes into the youth cohort comes out. There is too much emphasis on what's wrong. The perception of youth is negative."

- Regional Representative

What skills / knowledge do you possess that enabled you to achieve? The skills and knowledge most often attributed to young people (by young people) were soft skills, including: patience, dedication, persistence, motivation, respect, interpersonal, time management, listening, communication, leadership and good attitude. The second most mentioned area was academic: mathematics, science, arts, studying, writing, reading and English. To a lesser extent, youth also noted their technical skills that included: cooking, sewing, baking, hair styling, electricity, automotive repair, plumbing, construction, dancing, singing, and playing musical instruments (steel pans). Surprisingly, youth did mention sport skills (primarily cricket), but not with the same intensity as was mentioned with the question around major accomplishments.

Where did you obtain these skills and knowledge? Most often young people mentioned school, home, church and peers (friends) as key places where they obtain their skills. Of these, school was mentioned most often. Over the 24 youth focus groups, various youth attributed learning skills to their mother and, with less frequency, their father. Noteworthy, is that there were groups where ‘home’, ‘family’ or specific parents were not mentioned. In these cases, a response that typically surfaced to where youth obtain their skills/knowledge was: ‘my natural ability’, ‘self-learner’ or ‘genetics’. Another interesting response that many groups identified as contributing to their skills was the media. Particularly in

"Many youth would rather talk to a friend than to their own mothers."

- Female youth, Grenada

Antigua, youth mentioned celebrities, including: Bob Marley, Oprah Winfrey, Fidel Castro, Che Guevera, Angelina Jolie, Tyra Banks and Claudette Peters. Work (jobs) was mentioned in two of the 24 youth focus groups.

C. INDUSTRY TRENDS AND EMERGING MARKETS (DEMAND-SIDE)³⁵

With the recent collapse of the single cash crops of sugar and bananas, private sector representatives within Antigua / Barbuda, Grenada and St. Lucia consistently pointed to the critical importance of tourism as the industry that drives and sustains the island economy. Likewise, sub-sector service industries (retail, restaurant, and hotel) as well as the finance sector were also mentioned as critical. The construction industry, also linked to tourism, was another key driving industry mentioned in each country. To a large extent, the private sector stakeholders interviewed expressed that these industries continue to hold the highest potential for youth employment.

Within each country, private sector companies revealed they do not have any formal recruiting systems in place. Similarly, there are no recruiting partnerships with community colleges or technical training centers. In each country private sector informants revealed the two standard ways that companies identify their employees: through personal and professional networks; and (b) posting job openings in newspapers.

"It's who you know, not what you know, that gets you into the big positions and money."
- Female youth, Antigua

With these realities in mind, the assessment presented the private sector with two questions relating to youth: (a) Currently, what are the emerging industries that hold most potential for youth employment?; and, (b) Are young people currently meeting the needs/demand of these industries? The following summarizes informant responses to these two questions in each country:

Grenada

Industry trends & emerging markets for youth employment? As Grenada continues to rebuild from Hurricane Ivan (2004), the construction remains robust. Yet beyond construction, COC representatives identified the following emerging industries that have interesting potential to employ youth: (a) Marine - boat / dock construction, repair & maintenance, engineering, captain and boating value chain; (b) Agribusiness - growing and selling agriculture and horticulture as well as value added products to contracted consumers in hotel industry; (c) Automotive: repair, maintenance, car insurance and automotive value chain; (d) Medical Health & Wellness – nursing³⁶; (e) Business Support – ICT call centers; (f) Furniture Manufacturing; (g) Fisheries.

Are youth meeting the demand? According to the COC, the construction industry is having problems identifying and training qualified youth. Overall, youth are seen as under-qualified, particularly in regards to basic and soft skills (presentation, communication, inter-personal). It was

"The private sector is not impressed with what is coming out of TAMCC."
- COC Rep., Grenada

³⁵ In Antigua, Grenada and St. Lucia, COC representatives were interviewed as focal points of industry. In most cases, they provided both a macro perspective based on their involvement with COC and a more detailed viewpoint as staff / owners in specific companies.

³⁶ St. George's University in Grenada (primarily targeting US-based students) currently offers Associate and Bachelor degrees in nursing. These programs were said to also be targeting Grenadians and financial aid and scholarship are available.

recommended that the community college, TAM-CC, link its curricula more strongly to the formal workplace. There was also mention of the lack of standards and technical certifications as well as need for financial support for students to obtain an Associate of Arts degree. The COC concluded that the private sector must begin to provide financial support to needy students and partner with TAM-CC to better orient its curricula.

Antigua / Barbuda

Industry trends & emerging markets for youth employment? Prior to regulatory and legal challenges, Antigua / Barbuda was in the process of developing a lucrative gaming and sports-book industry. This is seen by many in the private sector to be representative of the potential to develop ICT-based industries. Chamber representatives identified emerging markets and/or those that have interesting potential to employ youth as the following: (a) Logistics – shipping, storing, infrastructure; (b) Business Support: ICT call centers, software; and (c) Health & Wellness – spas, specialized clinics, recovery centers.

Are youth meeting the demand? COC informants stated that private sector companies require a minimum of a high school diploma and passing five CXC subjects. However, they also emphasized that a candidate with a ‘good personality’ could secure a job and get the necessary training provided to do the work. Overall, COC stakeholders representing three different companies believed that youth applicants were not meeting their position requirements and needs. One representative from Epicurean Supermarkets stated that at present there are 20 positions available (primarily as bag packers and cashiers). Stakeholders also pointed out that soft skills and basic education skills were essential for the majority of jobs available in the service sector.

*"50% of applications get thrown out because young people cannot write properly. Something is failing in our education system."
- COC Rep., Antigua*

St. Lucia

Industry trends & emerging markets for youth employment? A change in the European Union’s import preference regime has caused a sharp decline in Banana exports over the last four years. Tourism and banking are now the key industries sustaining the nation’s economy. The COC representative identified emerging markets and/or those that have interesting potential to employ youth as the following: (a) Health & Wellness – spas, massage linked to hotels; (b) Agriculture – non traditional crops (green bananas, plantain and breadfruit); (c) Food & Beverages; and (D) Fisheries: over past two years (2006-07) the industry has recorded consecutive growth.

Are youth meeting the demand? The COC spoke about the private sector’s continued need for youth who are open to learning and possess essential soft and basic skills. Specific mention was made that many youth and their school curricula lack clarity on requirements for entry into formal sector jobs. School counselors who are in touch with the realities of industry and can provide realistic direction to young people was recommended as a starting point to address these gaps.

*"We need youth with basic skills who are trainable; we recruit attitude, we will teach the other skills"
- COC Rep., St. Lucia*

D. YOUTH-FOCUSED PROGRAMS IN THE EASTERN CARIBBEAN³⁷

Youth programs in OECS countries consist of job training, life skills training, entrepreneurial training and assistance, mentorship programs, and various social and service clubs and activities. Community colleges and NGOs provide most of the publicly supported vocational training. There are also some programs aimed at out-of-school youth – at times used as a substitute for the upper cycle of secondary education. There is only a very small market of private training providers, mostly teaching computing and business-office skills.

Based on rapid assessment findings, the following lists country and regional youth programs in the EC that may serve as good models and partners or warrant deeper investigation (refer to Youth Assessor Team Reports in Annex C for a further list of country-specific programs).

1. Country- Specific Programs

Antigua / Barbuda:

Antigua State College. The premiere tertiary education institute in Antigua, the College consists of the departments of Teacher Training, Advanced Levels, Commercial Business, Engineering, and Undergraduate Studies, which is attached to the University of the West Indies. Significant efforts have been made over the last few years to upgrade the technical training offered through the Engineering Department.

Computer Access Centers. Ministry of Information, Telecom & Technology provides free training through partnerships with several communities and companies. Cable & Wireless provides computers and internet service and plans to conduct health education. Five mobile ICT buses donated by Harney Motors were retrofitted with computers

Grace Green Community Groups. Targeting mostly girls who have left school or recently graduated, this 8-12 week program has classes in HIV/AIDS, civic education, ICT, resume-building, work ethics, how to dress, etc.) and a 4-week job internship.. The program has partnered with the private sector (e.g., Jolly Harbor). Over 500 girls have graduated since 1996.

Great Young Minds Program (GYM). Founded by Eddie Nias, Musician, the goal is to nurture creative potential of Antiguan Youth in a positive environment through: rap, dance, poetry, song and drama. Throughout the two-week program the youth create shows for the public at a venue (hotel).

National Skills Center. This new \$EC 5 million center, will provide practical training (craftmaking, sewing, photography, cooks, chefs, etc.) and be open from 8 AM to midnight. Daycare is provided for students taking classes. Once training is achieved, participants receive entrepreneurship training to spark micro-businesses.

³⁷ This list of programs resulted from conversations with key informants, stakeholders and youth in OECS countries, as well as a modest amount of literature and Internet review. The Youth Assessment Team neither visited nor evaluated these programs and thus, at this initial stage, is reluctant to recommend any programs over others.

Grenada:

Grenada Citizen Advice and Small Business Agency (GRENCASE). GRENCASE seeks to address unemployment and lack of economic opportunities in Grenada. Its mission is to initiate, coordinate and support skills training and employment opportunities to school leavers and the unemployed, with specific focus on youth and women.

Grenada Community Development Agency (GRENCODA). GRENCODA provides guidance and support to rural individuals, families and communities to improve their quality of life. It does this by encouraging people's participation in community-based initiatives, which will build self-reliance particularly among small farmers, low-income workers, women and youth. Specific program activities include: (i) Legal Aid and Counseling Center (LACC); (ii) Student Assistance Program (SAP); (iii) Youth Development Program (YDP); (iv) Skills Training for Rural Women; (v) Community Intervention Program with 14 communities in St. John's, St. Mark, St. Patrick's and St. Andrew.

New Life Organization (NEWLO). NEWLO's purpose is to give Grenadian youth, many of whom have dropped out of the formal education system (and are disadvantaged domestically, educationally and financially) an opportunity to achieve a reasonable standard of education and to acquire skills in a trade or craft. NEWLO has three locations: St. John's (main location); St. Andrew's; St. David's (Junior Life Center).

T.A. Marryshow Community College (TAMCC). TAMCC aims to equip students with the skills and knowledge that will prepare them for employment, careers and lifelong learning. The General Education curriculum enables the students to explore humanities, cultural studies, modern languages, environmental studies, social skills, information technology, science, arts, and social sciences. TAMCC has four locations: Tanteen St. George's, Mirabeau St. Andrew's, St. Patrick's, Carriacou.

St. Kitts /Nevis:

Clarence Fitzroy Bryant College. Established in 1988, the College consists of five divisions: Teacher Education, Technical Vocational Education and Management Studies, Health Sciences, Arts, Sciences and General Studies, and Adult and Continuing Education. Through its provision of the first year of studies for the University of the West Indies, the college prepares students for higher education and provides opportunities for nationals of other countries. On average the annual intake is 200 plus students.

Advanced Vocational Educational Center (AVEC). AVEC accommodates those who may not have garnered the requisite subjects for entrance into the Clarence Fitzroy Bryant College. This bridge program helps youth transition back to school, or to receive a vocational training base for formal technical education.

Multi-purpose Community Centers. The centers provide instruction in sports, and offer space for meetings and clubs. These are located island wide, open daily and offer training in computer skills, culinary arts, and cottage industry skills. They also offer homework assistance for school children and are open daily until 9 PM.

St. Lucia:

BELFund. Established in 2004 to counter the trend of youth unemployment, BELfund is one of the few programs that provide micro-credit to young entrepreneurs in a variety of industries. BELFund offers business training, technical support, and loans up to \$EC 10,000 to unemployed youth 18-35. The program is youth-friendly because loan criteria are not as restrictive as banks.

Center for Adolescent Renewal and Education (C.A.R.E). CARE is an NGO operated by the Catholic Church with four locations: Vigie, Anse La-Raye, Soufriere and Gros Islet. It offers high school dropouts a two-year program with skills training in the second year in the areas of: auto mechanics, electrical installation & small appliance repair, carpentry & joinery, garment construction, catering & hospitality, refrigeration & air conditioning, computer & office skills. Care collects fees from learners at EC\$600 per year.

HIV/AIDS Aids Action Foundation (AAF). Launched in 2000, the NGO's objective is to reduce the spread and impact of HIV/AIDS through education and awareness among youth. "While we may not be infected, we will all be affected" is the AAF slogan. Key members of the foundation include: the National Youth Council, Saint Lucia Association for the Prevention of AIDS, Saint Lucia Planned Parenthood Association, Folk Research Center, Saint Lucia Red Cross and representatives from the MOH and other ministries.

National Skills Development Center (NSDC). This public sector organization offers training at three facilities. The programs last nine months and are pegged at Level 2 (skilled worker). Almost 80 percent of students are females. Examples of training areas are front desk/data entry, computer repairs, sewing, child care, cosmetology, culinary skills, bamboo craft, website design, outboard engine repair, small business management, fish processing, electronic repairs, fabric design. The Center also provides a 160-hour work experience component and training in soft skills. It typically places half the graduates into formal jobs. Along with Board members from two ministries, NSDC has representation from the private sector (e.g. Chamber of Commerce, labor union, etc.). This important multi-sector governance feature is not generally seen in skill training programs in the OECS.

RISE. The NGO supports public and private entities supporting youth. Its main strategies are to increase youth's educational levels, opportunities for employment, and involvement in community activities. RISE also promotes youth sports, arts and entertainment, community cohesion, and law enforcement and justice, as well as improved access to health and social services. It has proposed a National Youth Service program for youth school dropouts-- if not employed or in technical education. This program is patterned on the Jamaica NYS program.³⁸

Sir Arthur Lewis Community College. Programs at the College offer an Associate Degree, Diploma or Certificate in: Agriculture, Arts, Science and General Studies, Teacher Education and Educational Administration and Technical Education and Management Studies. The College provides assistance to persons who have the capacity and desire to pursue higher education but who might require remedial or preparatory training in areas such as Mathematics, Communication Skills, the Natural Sciences or Social Sciences.

³⁸ RISE also uses the Search Institute's 40 Developmental Assets® to promote positive experiences and qualities that help influence choices young people make and help them become caring, responsible adults.

2. Regional Programs

Entra-21. Entra 21 works to improve the employability of disadvantaged Latin American and Caribbean youth (ages 16-29) through short-term training (5-9 months) in ICT, life and job seeking skills. Most enrollees complete secondary and/or some tertiary education before entering. Training is followed by an internship and job placement services. Together IDB/MIF, IYF and USAID are financing Entra 21. The first corporate partners of the program include Lucent Technologies and Microsoft.

HEART Trust. This Jamaican organization coordinates workforce development, helps graduates look for jobs, and provides access to training, competence assessment and certification. It also offers career development and employment facilitation services. HEART is financed by a compulsory 3% payroll deduction imposed on qualified private sector firms and by international assistance. Significantly for the purposes of this assessment, HEART developed the Caribbean Vocational Standards (CVQ) that is being used by many other voc-tech institutions in the region.³⁹

IDEJEN – Haiti. The Haitian Out-of-School Youth Livelihood Initiative (IDEJEN), an EQUIP3 Associate Award, addresses the education and livelihood needs of marginalized youth ages 15-24 with little or no primary education. It is expanding to reach 13,000 out-of-school youth by 2010, IDEJEN implements trainings in literacy, life, vocational, and entrepreneurial skills through more than 40 local youth-serving organizations. Following training, IDEJEN provides young entrepreneurs with business mentors. Finally, IDEJEN educates youth about HIV/AIDS, through awareness and prevention messages.

Jamaica’s Solution to Youth Lifestyle and Empowerment (J-Style). Building on previous successes in reproductive health, J-Style was developed by USAID to support the Government of Jamaica in implementing the Healthy Lifestyle Policy with particular emphasis on adolescents between the ages of 10 and 19. The program focuses on decreasing youth fertility, crime, early sexual debut, and adolescents who are sexually active, engage in physical violence and abuse alcohol or use drugs.

Junior Achievement. Most OECS countries have this program, which is a partnership between the business community, educators and volunteers — all working together to inspire young people to become entrepreneurs and reach their potential. JA’s hands-on, experiential programs teach the key concepts of work readiness, entrepreneurship and financial literacy to young people. In the OECS countries, JA is typically operated by the COC through secondary schools.

Partnership in Opportunities for Employment through Technology in the Americas. POETA is a partnership of Central and Latin American governments with Microsoft and other companies to launch technology and job-training centers for marginalized persons (15 centers in eight countries are currently open). Using adaptive technologies, the job centers provide training to persons with disabilities and other marginalized populations in the use of office related software,

³⁹ Caribbean training agencies are jointly promoting these standards through the Caribbean Association of National Training Agencies (CANTA), who CARICOM endorsed as the region’s coordinating body for technical-vocational education.

such as Excel, Word, PowerPoint and other programs along with job readiness skills. POETA also provides job placement assistance and micro-enterprise planning capacity.

Project Strong. Founded in St. Kitts in 1998 by a retired high school principal, this 15-month program provides high school dropouts with vocational training, work experience, opportunities to learn and participate in sports, training in leadership and life skills, and cultural activities. Graduates are placed in jobs and give back by volunteering to help other youth succeed. Some 35 youth go through the program each year. In 2008 the program shall expand to 80 youth, due to a Microsoft grant that offers free online courses leading to MS certifications. Other countries such as Barbados and Trinidad have expressed interest, but the St. Kitts director does not know whether or how they have implemented the project.

SERVOL: Hi-Tech Youth Training Centers (Trinidad & Tobago). SERVOL uses community-based strategies to strengthen the family unit by providing support and education to parents, children, and adolescents. It targets low-income, low-skilled 16-20 year olds who dropped out of school. Basic education is emphasized as 30% of participants are illiterate. Training is also provided in life, business, entrepreneurial, and technical (computers and electronics) skills. Following training is an accompaniment phase that includes work placements, assistance with self-employment or links to further (advanced) training.

Young Americas Business Trust. YABT, an NGO affiliated with the OAS, has four major programs in the EC region: (a) Business Labs: 5-day workshop to train trainers in entrepreneurship / business development; learning; (b) Promoting Corporate Social Responsibility among small and medium size businesses while improving their competitiveness and helping create partnerships with multi-national companies; (c) "Nex-Links" to follow up the Business Labs through constructing business resource centers; and, (d) "Money Links" to promote financial literacy.

Young Leaders. The RBTT Bank considers this their "flagship" program, which is operated through secondary schools. It began in Trinidad and Tobago in 1981 to encourage youth savings by training them in how to save and invest. Today, the program operates throughout the Caribbean (Trinidad and Tobago, Jamaica, St Lucia, Grenada, St Vincent, Nevis, and Antigua) and provides trainings for youth in areas such as leadership skills, teamwork and giving back to community, all of which are important to employers. The 2006 Young Leaders program developed community projects with the participation of 110 schools and 4,000 students.

World Bank OECS Skills for Inclusive Growth Project. In St Lucia and Grenada the project seeks to increase the employability of youth through private sector driven training. Through NSDC in St. Lucia the project will provide 1,850 unemployed youth ages 17-30 with skills training in areas with employment demand in the private sector, initially in the hospitality sector and eventually in other sectors, depending on projected employment demand. Firms with winning proposals will conduct the training that shall include both life skills and technical skills. The firms will be paid based on outcomes such as program enrollments, completion of technical classroom training, and trainee certification. The project will be co-financed by beneficiary companies, who will contribute 10% (5% for firms with fewer than 50 employees), and they will cover the stipends of trainees during the internship phase.

Anti-gang Programs. EC countries can learn much from the rich experience of Central American and Western Caribbean countries in combating gang crime and violence. Unfortunately, these anti-gang programs, projects, and policies have not been rigorously evaluated, thus negating the opportunity to recommend particular programs as part of this assessment. The El Salvador program put forward below is but one of many that EC nations might wish to explore (see Annex K for a list of USAID anti-gang programs in LAC).

- ***Aid to Artisans Program (Proyecto MOJE- Movement of Young Discoverers).*** With USAID assistance, this program in El Salvador strives to eliminate violent gang rivalries and provides job training to local gang members in pottery making, welding, carpentry, and screen-printing. Targeting gang members in the community of Ilobosco, MOJE also provides workshops on self-esteem and personal development. To date, over 300 gang members have been reintegrated into society (USAID estimated that there were less than 100 active gang members in Ilobosco at the time of this 2006 report).⁴⁰ The program has been successful in eliminating conflict between the MS-13 and 18th Street gangs. MOJE issues participants an identity card to help police know that they are in a structured

IV. OPTIONS TO INFORM USAID/EC STRATEGY DEVELOPMENT

A. MAPPING THE DRIVERS OF A REGIONAL YOUTH STRATEGY

This section highlights the major drivers that should be taken into account when shaping the EC regional youth strategy. Each element is organized under one of three USAID- pillars, currently considered USAID/EC Mission priorities. This mapping exercise aims to link critical thematic issues to larger drivers – each considered as relevant and important across the region. Collectively or individually, these drivers are regarded as key opportunities or points of entry for USAID/EC’s regional youth strategy.⁴¹

1. Economic Growth

High Youth Unemployment: Key thematic issues under this major driver correspond to both the demand for and the supply of skilled labor.

- **Demand-side** (policies / actions to spur economic activity and job growth): (a) insufficient private employer investment to create jobs in diverse industries; (b) absent or weak labor codes; (c) lack of industry skill standards; (d) high youth unemployment relative to adult unemployment; (e) lack of career guidance founded on accurate, local and up-to-date occupational and educational information; (f) lack of labor exchange system to connect employers and job seekers around identified job vacancies; (g) lack of merit-based employee selection practices (i.e. prevalence of nepotism and personal connections); (h) negative and preconceived notions of youth and their abilities; (i) low wages and limited promotional opportunities that fail to motivate youth, especially males, to seek existing entry-level jobs.

⁴⁰ USAID, *Central America and Mexico Gang Assessment*, Annex I – El Salvador Profile, 2006.

⁴¹ The Assessment Team acknowledges that there is oftentimes overlap among drivers and their issues.

- **Supply-side** (skill levels and qualities of labor force): (a) lack of technical skills that match employer requirements; (b) lack of soft skills; (c) limited understanding around industry trends, work opportunities and how to apply for jobs; (d) lack of first-job opportunities (internships / programs) (e) limited access to ICT – particularly among youth from rural areas in St. Lucia and Grenada.

Absent / Low Youth Entrepreneurship: Key thematic issues include: (a) lack of youth-accessible credit programs; (b) small numbers of youth entrepreneurs; (c) entrepreneurship viewed as mostly occurring in informal (or ‘black’) market; (d) copy-cat mentality among micro-enterprises – particularly in informal sector; (e) inexperience (and in cases mistrust) with banks; (f) lack of financial literacy; (g) limited access to ICT; (g) relatively constricted informal sector.

2. Investing In People (Education & Health)

HIV/AIDS: Key thematic issues include: (a) poor lifestyle choices; (b) high and younger prevalence rates; (c) gap in knowledge and practice around condom use; (d) limited effectiveness of VCT services because of confidentiality concerns; (e) potential of heightened prevalence of “sugar daddy syndrome”; (f) gender inequalities in negotiating condom use.

Increasing Youth Crime & Violence (linked to ‘Growing Occurrence of Youth Gangs’): Key thematic issues include: (a) alcohol and drug abuse; (b) lack of creative, constructive and organized options for youth (particularly males); (c) media: music, music videos and films that glorify violence, gangs and degrade women; (d) mistrust and fear between youth and police; (e) drug dealing and violence in schools.

High Male Dropout Rate & Antipathy: Key thematic issues include: (a) poverty and high social pressure for males to earn money; (b) one-size-fits all secondary curricula (c) disconnect between secondary school curricula and the world of work; (d) lack of extra-curricular options affiliated with school (i.e., sports teams); (e) lack of support resources and programs to support / encourage academic achievement among those at-risk of dropping out; (f) punitive / authoritarian approach to discipline;

Teen Pregnancy: Key thematic issues include: (a) single women-headed household; (b) social exclusion of pregnant teens from high school; (c) lack of fathers/male role model in the home; (d) high level of peer pressure around sexual debut; (e) lack of accessible child care options for teen mothers.

Fragmented Family Unit: Key thematic issues include: (a) ineffective parenting practices; (b) violence and abuse; (c) absence of parents who have migrated to the U.S and Canada.

Limited Institutional Capacity & Resources:

- **Community Colleges:** (a) shortage of scholarships and financial aid; (b) antiquated curricula, technologies and instructional methods that do not meet current market needs; (c) lack of emphasis on soft skills and basic skills reinforcement (US Community College model); (d) inadequate facilities and insufficiently trained instructors to run technical training programs that go beyond the basic level; (e) insufficient private sector involvement in identifying skill shortage and surplus fields; (f) grading/qualification systems that limit

transitions to workforce (i.e., CVQ) or university; (g) lack of work experience/internship opportunities for students and graduates taking technical subjects; (h) lack of institutional policies to select and retain qualified vocational-technical instructors and ensure staff keeps up with ever-changing industry requirements.

- **Secondary Schools:** (a) lack of trained and effective school guidance/career counselors; (b) one-size-fits-all” curriculum that is oriented solely toward qualifying for university entrance; (c) insufficiently prepared teachers; (d) lower male secondary education completion rates, CXC examination scores, and rates of university entrance; (e) lack of high quality basic education and applied academics; (f) lack of access to high quality vocational-technical subjects that enable students to make a living following high school; (g) insufficient access to co-curricular activities such as sports, music, art, and academic/vocational student organizations; (h) increasing violence and drug abuse; (i) lack of effective remedial education to prevent dropping out – particularly among males.
- **Technical Training Centers:** (a) lack of access to higher level technical training; (b) lack of framework to continually update and apply industry skill standards to vocational curricula; (c) lack of career guidance and placement services to help students assess their interests and abilities, select careers, and find jobs upon completion of training.
- **Youth Focused NGOs:** Key thematic issues include (a) insufficient institutional, technical and programmatic capacity to meet targeted needs; (b) limited ability to raise funds; (c) overstretched staff; (d) limited planning and management capacity; (e) centralization of power toward executive director or president; (f) duplication of effort and turf issues among NGOs going after resources from the same donors.

3. Democracy & Governance

Growing Occurrence of Youth Gangs (linked to ‘Increasing Youth Crime & Violence’):

Key thematic issues include: (a) lack of reliable information around gang-objectives, characteristics and level of expansion; (b) inadequate police resources and training to address gang-related issues; (c) knowledge / experience gap in terms of prevention, intervention and law enforcement; (d) inadequate gang policy at local level and lack of coordinated OECS effort to combat trans-national nature.

Weak Juvenile Justice System & Infrastructure: Key thematic issues under this major driver include: (a) lack of juvenile infrastructure (rehabilitative or corrective), court systems, laws; (b) adult jails or institutional homes that serve as training grounds for future criminals; (c) over-reliance on punitive (incarceration) approach in shaping, enforcing and applying laws.

B. RECOMMENDATIONS FOR YOUTH STRATEGY DEVELOPMENT

As expected from this effort, the assessment has developed a series of recommendations to provide guidance to USAID/EC’s 2010-2014 strategic planning exercises. In addition to building on assessment findings, these recommendations aim to prioritize the key drivers and thematic issues discussed in the preceding section (also see Annex I for World Bank recommendations corresponding to EC youth). The following can, therefore, serve as a set of key

ingredients for success. While use may vary according to country context and youth cohort realities, we see the following recommendations as important:

- ✓ **Begin With Priorities of Young People:** Across the assessment, youth provided ample information as to where the cohort is and where it must go. In concrete terms, they also listed and ranked prioritized needs in order to guide USAID/EC’s strategy development. The following, therefore, summarizes what youth in three countries consider important for a USAID/EC strategy aimed to support them (see Annex F 3, for complete data summary for each country):

Table 7: Key Elements for a Youth Strategy – Grenada, Antigua & St. Lucia Youth

Male Focus Groups	Female Focus Groups
Prioritized Elements for Youth Strategy (appearing by order of frequency)	Prioritized Elements for Youth Strategy (appearing by order of frequency)
1. Organized extra-curricular programs: arts, sports, culture 2. Job / Technical Training 3. Career & Personal Counseling 4. Job Opportunities / Placement 5. Youth / Community Centers 6. Mentors	1. Organized extra-curricular programs: arts, sports, culture 2. Financial Access to University (scholarships / financial aid) 3. Job Opportunities / Placement 4. Sex Education / Family Planning 5. Job / Technical Training 6. Abuse Counseling / Programs 7. Counseling (career, personal, peer)

As seen above, both sexes have given high priority to organized, fun activities. They also emphasized the importance of counseling. In the case of males, this corresponds to jobs while females target abuse as well as job counseling. There were also notable differences, as males across the three countries placed a high importance on becoming prepared for and securing formal sector jobs. Females, on the other hand, emphasized sex education and family planning as well as financial access to tertiary education. Finally, it is important to mention that gang prevention programs were expressed as a priority element in Antigua among males and in St. Lucia among females (see Annex F, 3).

- ✓ **Emphasize Out-of-School Male and Female Youth:** Although young people who are in school need reinforcement and support, the fieldwork signaled that far less resources are being directed to out-of-school youth. Whether males ‘on the block’ or females attending to their newborn babies, this large cohort of school leavers face an uphill battle which can manifest into fuelling cycles of poverty or crime. It is recommended, therefore, that marginalized young people be given clear strategic priority.

"Schools and society promote elitism, but what happens to youth who fall between the cracks? There is nothing for youth who aren't bringing trophies".
 - International Donor, Barbados

- ✓ **Get Creative and Get Males Involved:** There is ample evidence of the need to address female-oriented issues (e.g., teen pregnancy and abuse); however, fieldwork also revealed great concern about engaging young males – particularly those ‘on the block’. Sports leagues, teaching music and arts, entrepreneurship linked to music (DJ’s, music production, marketing) and technical training opportunities (particularly in ICT) that are linked to jobs were mentioned as key to mobilize and sustain male participation.

- ✓ **Prioritize a Cross-Sectoral Strategy:** Youth’s lives are dynamic and cut-across all technical sectors. Thus, any strategy designed to support their positive, healthy transition to adulthood must consider multiple, yet prioritized, sector-areas. A program that emphasizes employment skills and healthy lifestyles is an example of a cross-sectoral approach. Here the intervention efforts cut across health, economic development and education. This type of strategy design – in essence mainstreaming youth across USAID/EC’s multi-sectoral strategy – is considered an efficient and cost effective approach.
- ✓ **Frame Strategy Around the ‘Big Four’:** It is recommended that USAID/EC integrate youth into the strategy across four cornerstone areas: (i) Employment (Economic Growth); (ii) HIV/AIDs (Investing in People); (iii) Growing Occurrence of Youth Gangs / Increasing Youth Crime and Violence (Democracy & Governance and Investing in People); and, (iv) Institutional Strengthening (Investing in People). Specific considerations under each are as follows:

Increase Formal Sector Employment Opportunities: Through education and job experience, youth should obtain a combination of skills in technical (e.g., welding, accounting, carpentry), basic (English and math) and soft (e.g., communication, interpersonal, teamwork, accountability) areas. At a minimum, however, private sector stakeholders emphasized that youth should possess solid basic and soft skills. Likewise, youth must also receive a level of guidance on how to search and apply for jobs. Finally, job-training programs must be set-up to transition youth into the workforce through either internships or job placements.

Reduce HIV/AIDs: This cornerstone element would continue its momentum from the current 2005-2009 USAID/J-Car strategy. Specifically, and corresponding to Intermediate Results (IR) under the Regional Strategic Objective of HIV, two thematic areas should be emphasized: (a) empowering youth to make healthy lifestyle choices (IR-3); and (b) improving VCT on both supply side (ensuring higher level of confidentiality) and demand side (encouraging more youth to become tested) (IR-1);

Diminish the Occurrence of Youth Gangs, Crime and Violence: This complex area warrants focus under two major drivers discussed in the previous section: “Increasing Youth Crime and Violence” and “Growing Occurrence of Youth Gangs”. A blended approach of prevention and rehabilitation would address these driving areas. In terms of crime and violence, concrete alternatives are needed to enable youth to gain skills and employment as well as participate in organized sports, music and cultural activities. Regarding youth gangs, efforts should emphasize (i) gleaning better information on gangs⁴²; (ii) improving capacity of police; (iii) improving national and regional policy making and approaches that target prevention, intervention and law enforcement. Finally, it is important to mention that social communication strategies are viewed as an effective vehicle to counter negative media and complement both prevention and rehabilitation strategies.

Strengthen Institutions (Community Colleges): One of the clear findings of the assessment is the need to strengthen the numerous institutions that serve youth,

⁴² The assessment sees this to be of particular importance within Antigua - Barbuda

particularly: schools, colleges, training centers and NGOs. While an argument can be made for the prioritization of each, the assessment sees greatest potential in emphasizing the institutional strengthening of community colleges. These institutions are strategically positioned and sufficiently respected to empower many different sub-groups, including youth: transitioning from high school, lacking a high school degree, and/or seeking specific technical training certifications.

- ✓ **Center Strategy on a Multifaceted Partnership Approach:** In order to enhance impact and sustainability as well as decrease potential for donor fatigue and duplication of efforts, a multifaceted partnership approach should serve as the central tenant of the youth strategy.⁴³ In line with this, the assessment recommends that USAID/EC emphasize strategic collaboration between and among any number of the following specific stakeholders:

Young people: As demonstrated in Section III, youth possess a myriad of skills, talents and achievements. Accordingly, they should be an integral part of processes aiming to support them (see Annex J Ladder of Youth Participation).

Private sector: The private sector would seem a natural and strategic partner when it comes to supporting youth. Yet, various stakeholders mentioned the need to build awareness among employers as to the strategic benefit of partnering with youth empowerment programs or policies. It is therefore recommended that public-private-partnerships (PPP's) be strategically mapped out and negotiated at regional and country-levels. The driving objective would be to achieve a win-win outcome -- that is, a relationship that promotes the goals of each partner. For companies, the goal would be to improve their workforce quality, market share and/or bottom line. For USAID/EC, the purpose would be to enhance the efficacy, impact and sustainability of development interventions (see Annex G for a rapid private sector mapping conducted in the four assessment countries).

"We need to bring awareness to the private sector, wake them up to their social responsibility. There are private sector funds spent on sporting activities but it is not well targeted to marginalized youth. People look to police for the solution, but by the time we see the youth, it's typically too late".
- Police Representative, Grenada

International donors: Numerous international donors expressed interest in forming strategic partnerships with USAID/EC. Outstanding candidates that were interviewed during the assessment include UNICEF, OAS and US Peace Corps (see Annex H for location of Peace Corps Volunteers in EC).

Organization of Eastern Caribbean States (OECS): The regional focus of OECS as well as its current youth focus (through Social and Sustainable Development) makes the organization an ideal partner.

⁴³ Various informants expressed concerns about duplicating efforts and approaches. For instance, after launching a youth initiative, an international donor is attempting to form a partnership with a national organization. The reasoning: the national organization is implementing a very similar project.

Public Sector: In effort to broaden impact and secure sustainability, close partnerships with OECS governments are needed. The Ministry of Social Transformation and Ministry of Youth and Sports, were mentioned as ideal partnering ministries. Informants identified these ministries, as they are not as specifically bound by technical sector expectation as the Ministry of Health or Ministry of Education. Finally, the idea of establishing a statutory body to design, manage and assess youth policies and programs was also discussed as a potentially promising mechanism to partner the public sector.⁴⁴

Police: The police are seen as a crucial partner in view of the rise in youth gangs, crime and violence in the EC. The necessity of partnership revolves around three current realities uncovered by the assessment: (i) the image and relationship between police and young people need to improve (see Annex F, 2); (ii) the police force is not sufficiently versed in positive youth development approaches or the need to balance prevention, intervention and law enforcement activities; and (iii) in all countries, particularly Antigua, the police need more specific information on gangs.

Independent sector: Partnering with youth-focused national NGOs provides a number of advantages – particularly in regards to their strong links to community and youth stakeholders. Partnerships with NGOs also afford the chance to learn from local experience, scale-up current activities and provide NGOs with needed institutional development that can support their effectiveness.

Colleges and Secondary schools: Secondary schools are obvious partners for efforts designed to support youth. However, even greater partnership potential is seen among the two-year colleges, including Antigua State College (Antigua), TAM-CC (Grenada), Clarence Fitzroy Bryant College (St. Kitts / Nevis) and Sir Arthur Lewis Community College (St. Lucia). These institutions are considered ideal to: (a) enable high school graduates to obtain an AA degree; (b) prepare youth for a technical trade that is CVQ certified; (c) allow dropouts to pursue high school equivalency degrees; or (d) strengthen basic and soft skills of students who desire more rapid entry into the formal workforce. The assessment considers the current moment ideal to establish partnerships with these colleges as many are open to strengthening their systems, approaches and programs. Here, an interesting approach would be to utilize the US community college model in order to better orient the colleges with respect to degree offerings, curricula, grading systems and teacher qualifications.

Parents / Caretakers: As the key adults in youth's lives, efforts should be made to involve parents in the conceptualization and/or implementation of interventions designed to support young people. Specifically, the need for parenting and communication training will allow for greater efficacy and sustainability in terms of young people's growth and empowerment.

⁴⁴ During the St. Lucia NGO roundtable, the possibility was discussed of forming a statutory body to oversee the implementation of the National Youth Strategy existing in EC countries. Such a body would consist of public and independent stakeholders working in partnership to oversee the management and evaluation of national youth policies and programs. In support of the idea, roundtable participants described the success of such a statutory body, the National Insurance Corporation (www.stlucianis.org).

- ✓ **Consider Country-Specific Characteristics and Trends:** While the viability and strategic relevance of a regional strategy is undeniable, the assessment did uncover areas that were unique to each country. Thus, a country-specific approach may also warrant consideration within the broader regional strategy. The following summarizes a number of unique aspects of three countries within the assessment:

Antigua: (a) Police appear to be overwhelmed and disconnected with youth, particularly around the issue of youth gangs; (b) Concern expressed about issue of criminal deportees from the US as well as increasing migrants from Jamaica; (c) Strong concern expressed by multiple informants about increasing level of gun violence (d) High level of awareness in public sector of recently ratified National Youth Policy (9/2007); (e) High level of youth advocacy and willingness to partner from the Directorate of Gender Affairs and the US Ambassador; (f) High number of youth informants identified being manipulated by politicians (i.e., courting vote and then not following through on promises).

Grenada: (a) TAM-CC is currently working with St Georges University to strengthen its curricula and grading system in order to become a feeder school for the four-year university; (b) Strongest of four countries visited in terms of police interaction / relationship with youth; (c) Issue of scholarships and financial access to college mentioned consistently across youth focus groups; (d) In Goauve many youth are working in the fishing industry; (d) Older youth / men are providing money and ‘sponsoring’ younger girls and , at times, their families; (e) potential for rural emphasis within youth strategy is viable .

St. Lucia: (a) Robust NGO sector that is purposely moving to support more marginalized youth; (b) Youth mentioned the increasing nature of illegal activities occurring in school (drugs, gambling, alcohol abuse); (c) Youth cited that teachers and administrative staff are fearful and not prepared to address these criminal activities; (d) Peace Corps/St. Lucia (regional EC headquarters) signaled willingness to collaborate with USAID/EC; (e) youth unemployment appears to be geographically concentrated in: Ancillary, Veux Fort and Canary; (f) COC forged partnership with First Caribbean Bank to develop a Youth Business Trust – microfinance program; (g) COC is strongly committed to promoting agriculture; (h) potential for rural emphasis within youth strategy is viable.

- ✓ **Consider Emerging as well as Driving Industries For Formal Sector Employment:** As detailed earlier, not all youth are motivated to enter into tourism and service sectors. While employment potential in these industries cannot be ignored, formal job options in emerging industries (and their corresponding value chains) should also be explored.
- ✓ **Emphasize Private Sector-Driven Skills Training.** Private sector employers must be vitally involved in structuring and overseeing vocational training. Involvement can ideally include: (i) identifying particular skill needs in certain occupations; (ii) certifying worker competence based on industry standards; (iii) selecting knowledgeable instructors in the industry; (iv) procuring up-to-date equipment and facilities for occupational training; (v) securing internship or job transition opportunities for students and graduates.
- ✓ **Strategic Entrepreneurship Training Programs:** Across the 15-20 years-old youth cohort, “Youth Entrepreneurship Training” was identified once as a strategic element for a youth

strategy (see Annex F, 3). These youth focus groups also revealed that an older population of youth (late 20s, early 30s) tends to most often be involved in entrepreneurial activities – particularly in the informal market. At the same time, NGO leaders in Barbados and St. Lucia cited youth entrepreneurship as a feasible option for unemployed young people not interested in the service industries. They mentioned various niche markets as possessing interesting potential: (i) agribusiness – value added for sales; (ii) music production; (iii) marketing; and (iv) IT. Overall, it is recommended that the specific goals of entrepreneurship training are clear and match the life situation, age range and motivation of young people.

- ✓ **Support Juvenile Justice Reforms:** In the preceding section, the assessment identified juvenile justice as a key driver for the youth strategy. This area is inherently linked to “Increasing Youth Gangs, Crime and Violence” -- one of the ‘Big Four’. Thus, it is recommended that USAID/EC build in strategic mechanisms to facilitate or support juvenile justice reform. This area was also prioritized in the Grenada Youth Team Assessment Report (see Annex C, 1).

D. CONCLUSION

The findings of this rapid assessment confirm that the USAID/EC Mission’s intent to prioritize the empowerment of youth within its coming 2010 – 2014 Strategy is justified, timely and necessary. Regionally, there is an established momentum around youth empowerment that is receptive to innovative, yet complementary strategies and approaches.

Such momentum can be seen in the supportive youth stance of OECS governments and actions such as the establishment of Youth and Sport Ministries and the ratification of national youth policies. Likewise, a number of NGOs and international donor groups are working with young people on a variety of issue areas. College administrators, police officials and private sector representatives have also expressed strong interest in supporting USAID/EC’s coming youth strategy. Finally, and perhaps most importantly, young people demonstrated both a strong desire to partner with USAID/EC and numerous skills and competencies with which to do so.

It is clear that the priority-elements identified by youth to guide USAID/EC’s strategy development are in line with the assessment’s ‘Big Four’ recommendations. It is also clear that the 2010 –2014 strategy must, in some manner, empower youth to deal with key regional challenges, namely: economic hardship, HIV/AIDS transmission, crime and violence and irrelevant or inaccessible education.

Of importance here, is to re-emphasize the need for targeting out-of-school youth. The rapid assessment considers this critical, as to a significant extent, out-of-school youth and/or ‘youth on the block’ are not being impacted by programs, policies and resources currently on the ground.

Overall, this assessment recommends that USAID/EC follow through with its intent to integrate youth into the coming 2010-2014 strategy. At the same time, we challenge the Mission to establish itself as a leader in the development of a participative youth strategy that both leverages youth’s assets and prioritizes their specific needs. With such an orientation, the team is confident that the strategy will be realistic, innovative and ultimately successful.

ANNEXES

ANNEX A

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ANNEX B

LIST OF KEY INFORMANTS

ANTIGUA & BARBUDA

Barnabas Annion, Deputy Permanent Secretary, Ministry of Labor – Information and Broadcasting, Antigua and Barbuda
Tom Bennett, Deputy Commissioner, Royal Police Force, Antigua and Barbuda
Brenda Calixte, Labor Commissioner (Agriculture), Ministry of Labor, Antigua and Barbuda
Lucius Doxerie, Principal Information Officer, Government Information Services, Ministry of Labor, Antigua and Barbuda
Tamara Huggins, Team Member, Gender Affairs, Antigua and Barbuda
George Melchoir, Labor Officer, Employment Unit, Ministry of Labor, Antigua and Barbuda
Sheila Roseau, Director, Gender Affairs, Antigua and Barbuda
Patrick Ryan, President, Gender Affairs, Antigua and Barbuda Employers Federation
Heskith Williams, Permanent Secretary, Ministry of Labor, Antigua and Barbuda
Hon. Winston Williams, Minister of Youth Affairs and Sports, Antigua and Barbuda
Sophia Zachariah, Minister of Ed, Youth and Sports

BARBADOS

Rodney Grant, CEO, Pinelands Development Council
Tom Olsen, Representative, UNICEF Office for Barbados & The Eastern Caribbean
Lucy Steward, Consultant, CIDA

GRENADA

Bernadette Bartholomew, Government of Grenada National AIDS Directorate
Dr. Jeffrey Britton, Principal, T.A. Maryshow Community College
Kerlin Charles, Ministry of Youth Empowerment and Sports, Grenada
Chris DeRiggs, Grenada Chamber of Industry and Commerce
Yvonne Gellineau-Simon, President, Grenada Chamber of Industry and Commerce
Hon. Arley Gill, Ministry of Youth Empowerment, Sports and Culture, Grenada
Wayne Hazard, Bisrep, Grenada
Selby Henry, Executive Director, GRENCASE, Grenada
Winston James, Commissioner, Royal Police Force, Grenada
Karen Jo McIsaac, Principal Officer, U.S. Embassy, Grenada
Eunice Sandy-David, Permanent Secretary, Ministry of Youth Empowerment, Sports and Culture, Grenada
Honorable Patrick Simmons, Minister of Youth Empowerment, Sports and Culture, Grenada
Judy Williams, GRENCODA, Grenada

ST. KITTS & NEVIS

Spencer Armory, Permanent Secretary, Ministry of Labor, St. Kitts

Hon. Sam Condor, Deputy Prime Minister, and Minister of Education, Youth, Social and Community Development and Gender Affairs, St. Kitts
Geoffrey Hanley, Project Coordinator, Ministry of Education & Youth
Claudia Walryn, Youth Services Coordinator, Youth Affairs Division, Social Services Department, Government of Nevis

ST. LUCIA

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Thecla Augustin, Permanent Secretary, Ministry of Social Transformation, Public Service & Human Resources Development
Ezra Jn. Baptiste, Social and Sustainable Development Division, OECS Secretariat, St Lucia
John Broughton, Commissioner, Royal St. Lucia Police Force (ag)
Thomas Boulogne, Acting Principal, Sir Arthur Lewis Community College, St. Lucia
Hilary Bynde, Counselor, Sir Arthur Lewis Community College, St. Lucia Lucius Doxerie, Principal Information Officer, Government Information Service, Ministry of Labor, Information and Broadcasting, St. Lucia
Hilary Bynoe, Counselling and Professional Development Consultant, St. Lucia
Urban Dolar, Principal, Sir Arthur Lewis Community College, St Lucia
Dr. James Fletcher, Director, Social and Sustainable Development Division, OECS Secretariat, St. Lucia
K. Hiram Forde, Senior Lecturer and Head, Department of Undergraduate Studies, Antigua State College
Melissa Hippolyte, Student Council President, Sir Arthur Lewis Community College, St. Lucia
Marjorie Jeanchild, Peace Corps Director, St. Lucia
Brian Louisy, Executive Director, St. Lucia Chamber of Commerce
George Mechoir, Labor Officer, Employment Unit, Ministry of Labor, Information and Broadcasting, St. Lucia
Helen Petrozzola, Peace Corps, St. Lucia
Jean Robinson, President, J.J. Robinson Trust, Grenada (?)
Patrick Ryan, President, Antigua and Barbuda Employers Federation
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Carolyn Simmons, Assistant Registrar, Sir Arthur Lewis Community College, St. Lucia

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Angela Demas, Operations Officer, Human Development Sector Unit, World Bank
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Kate Raftery, Acting Division Chief, US Peace Corps
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ANNEX C

YOUTH ASSESSOR TEAM REPORTS

1. GRENADA

Prepared by:

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Between the 21st and 23rd of July 2008, USAID / Eastern Caribbean (EC) and the Education Development Center conducted a rapid youth assessment in Grenada. The purpose was to gather information from multiple stakeholders, which included youth themselves, about the youth experience and life-style within Grenada. This information will serve as the foundation upon which USAID / EC will construct its 2010 – 2015 strategic plan. . In order to get a clear youth perspective, the USAID mission enlisted the assistance of two young persons to act as youth assessors to aid in their objective. Erica Lewis & Mikhail Burke were chosen to execute this task.

This youth assessor report intends to give a synopsis on the information gathered by the mission over those 2 days. It shall answer the following three questions:

I. Based on your participation in the assessment, what do youth face in the Eastern Caribbean region and in Grenada in particular?

A. Positive Contexts/Realities

Despite the many challenges that youth in the Eastern Caribbean region and Grenada in particular face, there are several positive realities.

For starters, as of this year (2008) more students have been awarded the opportunity to benefit from secondary school education, which for the most part is financially viable for nearly all students. However, provisions are in place to assist students with financial difficulties.

In addition, within the secondary school system, there are various opportunities for youth to engage in extra-curricular activities to aid in their personal development. These include: sporting activities, music programs, Junior Achievement programs, Young Leaders Programs, 4H, Red Cross, Girls Guides, and Scouts just to name a few. In most cases the private sector makes the programs possible through their sponsorship.

Tertiary education, through T.A. Marryshow Community College, is also available for youth on the island. Even students with limited academic abilities can enroll in a competency based program at the College which upon successful completion affords them the opportunity to enroll in other programs. The Certificates awarded are recognized throughout the Caribbean.

Additionally, the Royal Grenada Police Force has initiated a Police Boys Club which provides young men with an avenue for positive development through sports, discussions and other activities.

Another positive reality is the major role that the churches are playing in social issues concerning youth. The youth have strong backing from the churches that provide them with an outlet for positive change.

The Department of Youth Development has initiated several programs targeting economic and social development. One of these is a Youth rehabilitation program that provides an opportunity for the rehabilitation of young persons who are at risk of or have come in contact with the law. The program comprises three components:

- Youth in Prison Program – A target group of young men are involved in this program which provides mentorship, skills training, spiritual guidance and personal development training. Participants are assisted in developing a five-year plan and are supported in achieving their goals. They are also given additional support upon release.
- Badness Out-Of-Style Grenada Program – The Department of Youth works along with various juvenile delinquent individuals and groups, providing them with opportunities to make positive lifestyle changes.
- Residential Program – A residential facility will be constructed in Grand Bacolet, St. Andrew for the rehabilitation of young offenders. These persons will be engaged in a wide range of activities geared toward their holistic development. These will include academics, sports, skills training, spiritual and personal development. A pilot project under this program is currently being implemented but is not residential.

Youth in Grenada also have the opportunity to obtain membership in any of the several sporting foundations and clubs, which gives them a sense of belonging. These include but are not limited to: Grenada Bikers Association, Grenada Football Association, Grenada Amateur Swimming Association, Rotary Club of Grenada, and Leo Club of Grenada. (Also many public and private sector organizations provide sports and cultural clubs for their employees.)

Finally, although job opportunities are slim in Grenada, there are several openings mainly in stores, in the field of construction, and to a lesser extent banks, small companies and roadside selling of food, clothing, CD's/DVD's etc.

B. Challenging Contexts/Realities

The youth of Grenada are faced with many challenges and issues that are having an adverse effect on their development into upstanding members of Grenadian society. Our analysis has led us to believe that many of these issues spawn from a lack of understanding of the importance youth play in our developing economy and society. Due to this 'unintentional' alienation of youth, issues and unfavorable effects must be expected to rise as a result. The following is a list of what was considered the outstanding challenges faced by youth in Grenada. Make note that these challenges were identified by focus groups and interviews with youth, NGO's and the Royal Grenada Police Force.

- **Lack of Proper Family Structure**– Grenada is facing a major issue when it comes to proper family structure. The traditional western nuclear family structure is one which is falling in

popularity within Grenada. Approximately 50% of family units within Grenada are single parent households, vast majority of them single mothers. This lack of a second parent causes many issues including economic concerns and less time for proper parental guidance and socialization. This places many youth in precarious situations where education and social etiquette take a back-seat to trying to make a 'quick buck' and finding a sense of belonging in questionable groups. From an educational viewpoint, we as teachers have also noticed a lack of knowledge and involvement of parents in the issues facing their children, leaving it to the learning institutions to deal with.

- **Low Job Diversification** – Many of the youth in the focus groups (especially with unemployed males) expressed this particular sentiment several times. The types of jobs within Grenada are very limited. It was stated that types of jobs available to youth in Grenada was limited to informal cottage industries (making crafts, selling DVD's), construction, banks, basic office jobs (secretary, receptionist) and working in local shops. Those in the focus groups that had streamed their education along the science track were particular irritated by this situation. In fact, one male who had identified himself as science inclined and just finished high school stated that because he holds this viewpoint on low job diversification in Grenada he now feels forced to study business at T.A.M.C.C .
- **Lack of Pride in Oneself and Country** – Some youth articulated that several of their peers are lacking in self-esteem. The source of low self-esteem wasn't clearly expressed; however its manifestations (such as drug use and gang activities) are quite evident. Also, national pride and patriotism are declining among youth. The opinion of some youth is that one derives no benefit from being Grenadian and thus it's not important to have pride in Grenada.
- **Gang Activities** – Gang activities are rising within Grenada and youth are those who are predominately involved. The Royal Grenada Police Force (RGPF) identified 3 major gangs within Grenada: The Ginger Crew, The Bloods and The Crips. This rise of youth involvement in gang activities is most likely linked back to the lack of self-pride and proper family structure previously mentioned. These gangs are involved in a number of illegal activities such as drug marketing and use, assault and theft. Therefore, negative ideals and actions are engrained into the minds of the youth.
- **Drugs** – Drugs was identified by the Royal Grenada Police Force as the major source of juvenile delinquency in Grenada. The Commissioner of Police made it clear that from his viewpoint many of the crimes committed in Grenada (such as breaking & entering, assault, gang activities) are linked back to drug use and marketing. It was also noted that main drugs abused in Grenada are marijuana and, to a much lesser extent, cocaine. Other drugs that are issues in the more developed countries, such as heroine, crack and pain-killers, are near non-existent. The youth in the focus groups were also clear to express the problems and prevalence of drugs within Grenada.
- **Lack of Scholarship Options** – Many of the youth expressed the need for a greater number of scholarships to be offered to youth wishing to pursue their tertiary education (especially outside of Grenada). Currently, there is only a single academic scholarship offered to the top performer at T.A.M.C.C every year. Along with that, the government has agreements with universities in countries such as Cuba and China to grant some scholarships. The St.

George's University, an American established university within Grenada, also offers need-based scholarships to Grenadians. Although this may sound like positive news, the reality is that many youth are not happy with these scholarship options. Many have reservations to study in Cuba and China where language barriers are an issue. Also, many cannot afford tertiary education.

- **Lack of Counseling** – The terms ‘guidance counselor’ and ‘career counselor’ are foreign to the Grenada educational system. Even though recently a few schools have hired guidance counselors, their presence is still severely lacking within Grenada. Many youth within the focus groups expressed the need for career counselors, showing that many are unsure about their career options and need assistance and guidance in this vital aspect of their lives.
- **Strong Cultural Penetration** - The RGPF noted that a source of juvenile delinquency within the island is external cultural penetration. The urban gang life that is portrayed by American music and television is becoming more popular within Grenada. This is exhibited by the names of 2 of the major gangs within Grenada, Bloods and Crips, which share no affiliation with the gangs of the same name that have originated in the USA. This has been cited by the youth as another reason for the increase in gang activities.
- **Gender Discrepancies in Youth Involvement** – Even though youth are facing many trials and tribulations within our society. To state that there are no programs currently in existence trying to alleviate or minimize these problems would be a farce. These programs do exist, many mentioned within this very report. The problem that arises, however, as many of these programs and opportunities are being utilized to a much greater extent by women. Men have limited involvement in many of these programs. The reason for this limited male participation is unclear. However, our hypothesis is that as women are head and provider of almost 50% of households, they have a greater need and desire for improvement of lifestyle in order to provide for their families (maternal instinct comes into play). Thus, they are more involved in such activities.
- **Teenage Pregnancy** – More and more young women under the age of 20 are becoming pregnant in Grenada. This is due to an increase in youthful pre-marital sexual intercourse as well as the fact that youth are also less likely to know about, understand or use contraceptives. When a young girl in school gets pregnant, her academic career is usually over. She is forced to leave the school, and her only option is PAM (program for adolescent mothers). PAM however has limited academic offerings, mainly concentrating on skills. Another drawback of PAM is that students are not allowed to become pregnant again once they have enrolled in classes, otherwise they would have to discontinue their studies there.

II. Based on your participation in the assessment, what resources and innovative programs do youth in Grenada have access to?

Although limited in number, there are resources and programs that youth in Grenada have access to. The following are those we know of:

Program	Summary of Program	Program Contact Info	Key Contact
1. IMANI program	This is an On the Job training program that targets persons between the ages of 18 and 35. The IMANI program aims at developing individuals through service at the community level, on the job training, spiritual, personal and academic development.	St. George's youthdivision@gov.gd	Department of Youth Development
2. Grenada Youth Enterprise Initiative	This is a program for training young people in small business development and management. Business plans are reviewed and projects are funded up to EC\$ 15,000.00 per loan with a 3% interest rate.	St. George's youthdivision@gov.gd	Department of Youth Development
3. PAM (Program for Adolescent Mothers)	This is a center for the counseling and continuing education of young mothers, up to age 18. They offer 9 C.X.C subject areas, skills training (including information technology) and parenting training.	St. George's pamgda@spiceisle.com	Alva Lawrence
4. GRENCASE (Grenada Citizen Advice and Small Business Agency)	Grencase seeks to address unemployment and lack of economic opportunities in Grenada. Its mission is to initiate, coordinate and support skills training and employment opportunities to school leavers and the unemployed, with specific focus on youth and women.	St. George's grencase@caribsurf.com	Selby Henry
5. NEWLO (New Life Organization)	NEWLO's purpose is to give Grenadian youth, many of whom have dropped out of the formal education system (and are disadvantaged domestically, educationally and financially) an opportunity to achieve a reasonable standard of education and to acquire skills in a trade or craft. NEWLO has three locations: St. John's (main location); St. Andrew's; St. David's (Junior Life Center)	St. John's newlo@caribsurf.com	Alvin Campbell
6. ART (Agency for rural transformation)	This agency caters to the needs of youth in a few rural communities. It operates an after school program involving literacy training, personal development and cultural activities. (Currently no programs are being held by this agency because of limited funding.)	St. George's art@spiceisle.com	Sandra Ferguson
7. TAMCC (T.A. Marryshow Community College)	TAMCC's aim is to provide quality and accessible education to all its students. Their extensive General Education curriculum enables the students to explore humanities, cultural studies, modern languages, environmental studies, social skills, information technology, science, arts, and social sciences. TAMCC has four locations: Tanteen St. George's; Mirabeau St. Andrew's; St. Patrick's and Carriacou.	St. George's www.tamcc.edu.gd	Jeffery Britton
8. GRENCODA (Grenada Community Development Agency)	GRENCODA supports rural communities by encouraging participation in community-based initiatives, which will build self-reliance particularly among small farmers, low-income workers, women and youth. Specific program include: (i) Legal Aid and Counseling Center (LACC); (ii) Student Assistance Program (SAP); (iii) Youth Development Program (YDP); (iv) Skills Training for Rural Women; (v) Community Intervention Program with 14 communities in St. John's, St. Mark, St. Patrick's and St. Andrew.	St. John's greno@spiseisle.com	Judy Williams

Program	Summary of Program	Program Contact Info	Key Contact
9. GRENEED (Grenada Education and Development Program)	GRENEED is dedicated to partnering with rural communities to use education as a catalyst for individual and communal transformation in Grenada. Communities and GRENEED work to promote sustainable economic and social development by producing educated, socially engaged citizens and leaders, with an emphasis on women and youth. Specific programs include: (i) Scholarships for high school and vocational school students; (ii) Adult mentors for school children; (iii) Summer-science learning retreats for kids with teachers; (IV) LIVELY KIDS" radio program; (v) Youth Committee for leadership skill development; (vi) National Book distribution program; (vii) Writers and reading groups.	St. Andrew's grened@caribsurf.com	Winifred Teague
10. The Job Center	This resource center provides services to job seekers and employers. It offers A Level and O Level classes and also special training programs in customer service and Quick books among others. The center provides permanent and temporary job placements, resume critiquing and training to jobseekers for a small fee. For employers it sources, screens and trains workers and also advertises vacancies.	St. George's grencooljobcenter@yahoo.com	Collin Francis

III. Based on your participation in the assessment, what recommendations would you provide to USAID/EC regarding youth programs in the EC region and in Grenada in particular?

Within this report, the many challenges which we youth within Grenada experience have been acknowledged and briefly analyzed. In order to deal with these issues, it is our opinion that the following two steps must be taken: (1) A comprehensive youth program must be established in order to help youth deal with these issues. (2) Funding must be placed into creating new systems and enhance existing programs. It is based on this that we make the following recommendations:

1. **The establishment of a proper juvenile justice system in Grenada** – Grenada currently lacks a proper juvenile justice system. There is no proper probation system, no family court and, most disheartening of all, there is no juvenile detention center in Grenada. Therefore, there is little to no rehabilitation for youth offenders and in many cases they become more violent and proficient in their criminal activities. Therefore it is imperative that the government is persuaded to establish such programs and the best way to do so is with the promise of funding.
2. **Increased counseling availability** – Any youth program established within Grenada needs to have guidance and career counseling readily available to the youth. Many youth are unsure what path to take in terms of career and in many general life choices. More, parental involvement with children in Grenada is declining. Therefore, in addition to trying to reel the parent in and attempting to increase their interaction with their children, it is important that there are available mentors and counselors to give sagely advice when it is necessary in order to minimize the chance of negative influences and enhance the possibilities of -productive actions.

3. **Enhanced scholarship opportunities** – More scholarship opportunities must be funded. In order to allow for more persons to attain an adequate tertiary education. This will not only help youth increase their potential earning power, but will lead to greater job diversification, a more stable economy and generally a more proficient society. All the youth within the focus groups made clear their needs for more scholarship prospects, as a major constraint to pursuing university degrees was financial constraints.
4. **More organized extra-curricular activities** – Many youth join gangs in order to feel a sense of belonging and purpose. During the focus group sessions, many group activities were suggested that would take the place of gangs in the lives of youth. Sports (such as cricket and football) were, by far, the main proposed group activity to do so. Sporting activities was also considered to be an effective lure to attract more young **males** to such youth development programs.
5. **More creativity stimulating programs** – Creativity and innovation are dying in Grenada. A person sets up a successful business, five people then imitate the business, many times in close proximity to one another, causing each business to lose profitability. It's also this lack of innovation that is causing the previously mentioned lack of job diversity in our economy. Therefore courses which stimulate creativity and thinking such as art programs (suggested by a particular male unemployed youth) as well as workshops and seminars that facilitate skills and techniques such as analysis, idea generation, evaluation and implementation can be a means to stimulate creativity in our youth thus diversifying out economy and creating more job opportunities.
6. **More cultural activities** – By establishing more complete cultural programs within Grenada, we hope that this will instill greater national pride in our youth. The reason for this is because we believe that the current lack of patriotism among our youth is possibly a result of ignorance of what it means to be Grenadian and a proper understanding of our culture and heritage stimulated by such programs may be a solution.
7. **Proper job training and job placement programs** – Currently in Grenada, there is a job-training program known as the Imani project. The premise of the Imani project was to take unemployed young persons and place them to train in different public sector jobs (as well a limited number of private sector jobs) for a reasonable stipend of \$700 E.C. The problem with Imani is it doesn't focus on job training. Many persons were doing the same tasks their fully employed counterparts were doing. Thus, Imani 'workers' became a sort of pseudo workforce that was doing equal work for less pay. In addition, the Imani project had no real job placement component. The Imani contract was approximately 3 years in length and at the end there was no sufficient system in place to find permanent jobs. Thus, Imani was serving, at best, as a temporary solution to a major problem. From this, we have the opinion that the Imani program needs to be scrapped and a new program created which build on the lessons learned. Such a program must ensure that the persons involved are getting sufficient training as well as good prospects for permanent employment.
8. **Offer additional skill/trade training** – Many of the male youth that were in the focus groups expressed the need for even more skill training at a higher, more advanced level than is currently offered. Presently in Grenada there are two institutions that deal with skill training: 1. New Life Organization (NEWLO). 2. The School of Applied Science and

Technology within T.A Marryshow community college. Although these institutions are currently offering commendable services to young persons, three recommendations arose from our focus groups: 1. More modern materials, apparatus and tools are needed at the current facilities. 2. A higher level of skill training is needed to surpass what T.A.M.C.C is currently offering. 3. Greater emphasis on skill training at the various secondary schools within Grenada. If all 3 of these recommendations were implemented, youth would be better trained thus able to be placed in certain job areas once those jobs were available. Also considering the fact that many of the artisans in Grenada are self-employed, it could be a part of a more comprehensive program to advance the self-employment sector of the economy.

9. **Well established/equipped community youth centers** – An all-purpose community center with built-in youth programs similar to the YMCA and YWCA in North America, would be effective in building youth confidence in a community setting. Ideas as to key programs included: Library, Sport facilities, Computer Lab, Skill Training Stations (for electronics, carpentry, plumbing etc.), and Agricultural Training. Although it would be ideal if each parish was afforded such a center, one or two of such centers could reasonable be sustained within Grenada. Discussion ensued about where the major hub(s) for such a program could exist in Grenada. The parishes of St. George, St. Andrew and Carriacou were the most common answers. St. George as it operates as the hub for most operations in Grenada, St. Andrews since it is the geographically the largest of the parishes and one of the more densely populated, and Carriacou as it is a separate island from the mainland.

In conclusion, we believe that if any or all of those recommendations could be implemented they would go a long way in alleviating most of the pressing problems that we as youth face in Grenada.

2. ST. LUCIA

Prepared by:

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St. Lucia is a 238 square mile small island developing state located in the Eastern Caribbean between Martinique and St. Vincent. It is highly dependant on loans, grants and foreign investment for development. Amidst turbulent global economic waters, economic growth in St. Lucia in 2007 decelerated to 0.5% after steady growth of 4.7% in 2005 and 4.9% in 2006. The current global recession has adversely affected this vulnerable economy particularly in terms of global food and energy prices. In the first quarter of 2008, the population was estimated at 169,995 of which an estimated 45% are youth. According to the National Youth Policy, youth is defined as anyone falling within the ages of 10 to 35 years. Unemployment now stands at 12.58% but even more alarming is youth unemployment which is estimated at 17.67%.

I. Based on your participation in the assessment, what do youth face in the Eastern Caribbean region and in St. Lucia in particular?

Young people in St. Lucia are faced with both positive and negative context realities. These realities are in great measure a reflection of the policies or lack thereof that directly relate to youth. They are also dictated by the general attitude of youth who may chose to be proactive or remain held down by the challenges of living in a country with limited resources.

A. Positive Contexts/Realities

The youth of St. Lucia and by extension the Eastern Caribbean are indeed an asset. They are by far the most energetic group of the population and possess fresh and unique ideas for dealing with their own issues as well as broader national and regional issues. They also have a great understanding of the youth culture and are best suited to provide impetus for youth development programs. With the advent of Universal Secondary Education (USE) in St. Lucia, the number of young people enrolled in Secondary School increased over 2005 by 12.4% in 2006/07. The result of this is a larger section of young people being employable.

Between 1998 and 2008, the number of primary school leavers attaining a secondary school education has increased from 50% to 100%. Skills training initiatives such as the National Skills Development Centre (NSDC) and the Centre for Adolescent Renewal and Education have also helped develop the skills among youth.

St. Lucia also possesses a cadre of young people who are generally ambitious and creative. Even amidst trying circumstances they have been able to portray artistic talent and show great potential for developing a creative industry. In recent times many have noted the improvements in the quality of music coming out of St. Lucia. Very heartening has been the exploits of local entertainer Ricky T who is fast establishing himself as one of the premiere soca stars of the Caribbean. This can only serve to catalyze the growth of a music industry that can surely bloom in the rich soils of talent possessed by our young people.

Youth in St. Lucia have also been presented with new opportunities. The proposed OECS Economic Union and Caribbean Single Market and Economy (CSME) which are opening up the regional labor markets both broaden the employment base for young St. Lucians who are deemed

to be skilled by virtue of being a University graduate or by working in fields such as media, sports and the arts. In addition, St. Lucia's close proximity to the USA along with the growing trends in tourism and Information Technology present new avenues in the Tourism and service sectors.

B. Challenging Contexts / Realities

Despite the energy creativity and general ambition shown by St. Lucian youth, they are faced with problems consistent with those experienced in other countries in the Eastern Caribbean. Young people are often misunderstood and there is a general feeling of negativity towards youth by adults. Though some view young people with eyes willing to see the positive, there are many who are quick to blame youth for social ills of the wider society. A female youth focus group participant states "In church they ask the young people to do certain things and wait for us to fail so that they can criticize".

This general negative attitude toward youth does not only exist among citizens but it transcends to decision makers. One group fingered out by the young people in the focus group discussions and also the Director of Youth and Sports are the politicians. Many young people lamented that they are often used by politicians during the election campaigns only to be ignored when the self-proclaimed youth saviors safely maneuver into positions of power. The result is that youth are usually alienated from the decision making process. Even public spending on youth leaves a lot to be desired. In the annual expenditure estimate for 2008/9, youth services was allocated EC \$1.65 million or in real terms a mere 0.4% of the country's capital budget. In some years youth services had not even been included in the estimates.

The greatest challenge faced by youth in St. Lucia is unemployment. Not only are there limited jobs available, but there are many young people that lack the education, organization and socialization skills necessary to be employable. The education system and job market are terribly disjointed. Dr. Stephen King of RISE St. Lucia Incorporated has constantly highlighted that "young people are not leaving school ready for the world of work and are consequently failing to find sustainable employment or launch meaningful careers".

Those whose highest level of education is primary schooling are even greater disadvantaged. According to the Executive Director of The St. Lucia Chamber of Commerce Brian Louisy, "the level of skills at the primary level is extremely low". Government statistics for the first quarter of 2008 also show that 42.99%, the greatest proportion of the unemployed had only attained Primary Education. Skill training initiatives such as the National Skills Development Centre have helped, but there are still many young people who are not marketable due to the lack of education and experience demanded by employers.

Young people in the focus groups also cited their frustrations when seeking jobs. They were of the view that employment depended too much on how strong their social networks are and who they knew rather than actual capabilities. Some young people are also deterred from finding employment because of low wages, exploitation by employers and lack of a minimum wage.

Even more critical is the lack of employment opportunities especially in the rural areas. The drastic decline in the banana industry has precipitated the collapse of rural economies a consequent of which is mass unemployment. This has lead to urban drift and overcrowding of

the sub urban areas in Castries. This trend creates the perfect opportunity for the marriage between poverty and criminal activities as many of the young men who have been displaced in the banana industry resort to selling drugs. During the focus group discussions, the first response to the question on how young people earn money was usually that “they sell drugs”. This included marijuana cocaine and cigarettes. They also stated that young women often engage in stripping and prostitution that are both very common but remain illegal. One young woman in the focus groups claimed that 30% of her young friends were strippers.

The illegal drug issue brings to the fore the wider problem of crime and violence plaguing the youth. A recent survey carried out by Pan American health Organization shows that 39.4% of young people carry weapons and that gang membership within the 13-15 age group is at 27.1%. Youth exposure to drugs is at 26.7% and exposure to violence is at 29.6%.

The Acting Police Commissioner was very blunt when he described the illegal drug trade in St. Lucia. He stated “there is some high level distribution but that the biggest problem is with mid-level people who are exchanging drugs for crack-cocaine and guns and dealers who sell drugs to tourists and the local population”. This “quick cash die fast” system is rapidly gripping our young men especially those who are unemployed. Schoolboys too, are involved in these drugs rings and some of the young people in the focus groups said that they had witnessed drugs being traded in their schools among gang members. If any of these boys are caught and prosecuted, this usually signals their baptism into a full- fledged criminal career, as there is no rehabilitation for younger inmates, no probation services, no youth service and no juvenile justice system.

Peer pressure and lack of recreational activities are also forcing many young people into serious high risk behavior such as early and unsafe sex, risky recreation, substance abuse, gang violence that threaten their individual health and survival (unwanted/teen pregnancy, HIV/AIDS, abortion and its complications, accidents & injuries) and the safety of our country.

Whereas peer support among youth is relatively strong, the family structure remains a major source of concern. The predominance of single parent families headed by young mothers and the absence of father figures and mentors have left young males in crisis. Of the two genders, young males are clearly struggling. It is heartening though that the young women who participated in the focus group discussions expressed deep concern for their male counterparts who they believed were in trouble. They thought that the society was being especially harsh to young males and that the males had even started believing the negatives constantly spoken about them.

Another concern expressed by the young people who made up the focus groups was that young children were often left with elderly grandparents while their parents went in search of better livelihoods in the US, Canada or UK. These children commonly referred to as “barrel children” often lack guidance and are starved of the proper love and care to foster positive relationships and well-rounded growth. One young woman stated, “The parents leave the children with the grandparents who are already old and have no control over them”.

Our young people are faced daily with insurmountable challenges. They still lack access to capital, resources, information, facilities (are often available but too costly to utilize), tertiary and university education and vocational and skills training within schools. However despite all this many have shown the desire to rise above these challenges and direct their energies to positive self-development. We can only attempt to provide the optimal environment for their holistic

growth, for failure to do so will leave them victims to the many societal ills that plague this fair “Helen of the West Indies”.

II. Based on your participation in the assessment, what resources and innovative programs do youth in St. Lucia have access to?

Youth in St. Lucia are fortunate in many ways to have programs that they can access. The challenge though is that many of these programs do not reach the target audience and whilst there is much duplication of efforts, so many young people are still not being reached. These programs often run on limited resources and rely heavily on volunteerism and good will.

Name of Program	Summary of Program (mission, youth target population, location)	Program address/Email	Key Contact Person
Aids Action Foundation (AAF)	The Aids Action Foundation (AAF) was launched in 2000. Its mission is to reduce the spread and impact of the HIV virus and Aids in Saint Lucia. The slogan of the AAF reads, " <i>While we may not be infected, we will all be affected</i> ". The Aids Action Foundation is viewed as a critical step forward in educating the population especially young people, about this disease. Key members of the AAF include the National Youth Council, the Saint Lucia Association for the Prevention of AIDS, Saint Lucia Planned Parenthood Association, the Folk Research Centre, the Saint Lucia Red Cross and representatives from the Ministry of Health and other government ministries.	aaf.joan@gmail.com 758 452 9200 758 453 7660 758 485 1088	Joan Didier Director
BELfund -James Belgrave Micro enterprise Development Fund	The BELfund is one of the few micro enterprise programmes in St Lucia. The Commonwealth Youth Programme Caribbean Centre (CYPCC) was able to secure a grant of £20,000 to start an initiative to provide micro-credit to young St Lucian entrepreneurs. BELFund offers business training, technical support, and loans up to \$ 10 000 EC to unemployed youth aged 18-35. These loans are given so that the youth can establish a business in the following areas: service and trade, retail and distribution, manufacturing, tourism, animal husbandry, agribusiness and agro processing. This programme is youth friendly since the qualifying criteria is not as restrictive as what obtains at the banks. One of the main reasons for the establishment of the BELFund is because it was felt that too many young persons were idle “on the block” and unemployed.	31 Leslie Land Road, Castries E-mail: belfund@candw.lc	Marcellus Joseph, General Manager, BELFUND Inc
C.A.R.E. Center for Adolescent Renewal and Education	CARE is an NGO with an Adolescent Development Program and Skills Program. CARE operates at five centres, Odsan, Anse La-Raye, Soufriere, Mabouya Valley and Gros Islet. CARE offers a two-year programme with skills training in the second year in seven different areas: auto mechanics, electrical installation and small appliance repair, carpentry and joinery, garment construction, catering and hospitality, refrigeration and air conditioning, computer and office skills. Care collects fees from learners at EC\$600 per year. CARE caters to those who do not possess a secondary education. Additional courses in fishing, agriculture and food processing are being contemplated, and the agency would like to add an additional year of training, but finances are not sufficient for this now.	C.A.R.E Ltd P.O. Box 156 Castries St. Lucia West Indies 758 451 1510 758 720 1537 Fax: 758 456 0771 Email: carepb@candw.lc	Dr. Karleen A Mason Executive Director
National Aids Program Secretariat (NAPS)	NAPS, is in-charge of coordinating the national response and serves as the administrative & operating arm of the National Aids Coordinating Council. NAPS bears direct responsibility for monitoring and evaluating the national response.	Tel: 758 453 2964	Nahum Jn Baptiste Director

Name of Program	Summary of Program (mission, youth target population, location)	Program address/Email	Key Contact Person
National Skills Development Centre (NSDC)	NSDC offers training at five facilities located in Castries, Vieux Fort, Mon Repos, Anse La Raye and Choiseul. However only the centers at Choiseul and Castries are presently operational. Training is offered using the standards and curricula from the NCTVET program in Jamaica. NSDC's training programmes last three months. Although courses exist for males and females, they are oriented toward females with almost 80 percent of the output being female. Training areas include: front desk/data entry, computer repairs, sewing, child care, cosmetology, culinary skills, bartending, housekeeping, bamboo craft, website design, graphic design, outboard engine repair, small business management, fish processing, electronic repairs, electrical installation, cake decorating, floral arrangement, fabric design. The programme includes a 160-hour work experience component that enables a 51 percent absorption rate of graduates into the formal labor market -- according to the NSDC manager. NSDC focuses a part of training on the development of soft skills. NSDC is a public sector organization and has a Board that represents interests of employers, hotel association, Chamber of Commerce, MEHRDYS, labour union, and Ministry of Social Transformation. This is an important feature that is not generally seen in skill training programs in the OECS	Bisee, Castries Tel: 758 458 1677 La Fargue, Choiseul Tel: 758 459 9691	Selma St. Prix Director
POETA Program	The Organisation of American States (OAS) made a financial contribution to the National Skills Development Centre (NSDC), for the training of marginalized youth. POETA seeks to provide marginalized youth with jobs in the information and communication technology skills	Bisee Castries Tel: 758 458 1677	Selma St. Prix
National Youth Council (NYC)	NYC is an umbrella NGO representing youth in St. Lucia. The NYC is made up of 18 district youth and sports councils – an estimated 162 youth organizations. The primary activities of the Council include equipping youth with basic leadership skills, providing them with avenues which will enable them to create employment for other young people as well as themselves. The areas of young women, illiteracy, HIV/AIDS, environment and community development are of growing concern to the Council. It is trying to ensure that youth issues are prioritized.	St. Lucia T +1 758 452 2626 F +1 758 452 2626 E nyc@candw.lc	Marvin Edgar President
St. Lucia Planned Parenthood Association (SLPPA)	SLPPA remains an important agency for providing family planning services. Their aim is to promote family welfare and reduce the incidence of unwanted pregnancies, particularly among adolescents, through a strengthened family life education programme and quality reproductive health care services which complement the national effort	(758) 452 4335/(758) 453 7933 Email: parenthood@candw.lc	Audrie George Director
RISE St. Lucia Incorporated	RISE seeks to support public and private agencies or individuals involved in the healthy development of youth. The organization is primarily one of advocacy, and resource mobilization. The main strategies of RISE are to: (a) increase the number of youth attaining an adequate education level; (b) Increase opportunity for higher education; (c) Increase the opportunity for employment; (d) Increase opportunity for youth involvement in productive community activities; (e) Promote youth sport; (f) Promote youth arts and entertainment; (g) Promote community cohesion; (h) Promote law enforcement and justice; (h) Improve access to appropriate health and social services. RISE has proposed to Establish a National Youth Service program for all youth on leaving school -- if not employed or in higher education. This program is patterned on the Jamaica NYS program (www.nysjamaica.org).	RISE (ST. LUCIA) INC. PO BOX GM 711 GABLEWOODS MALL CASTRIES SAINT LUCIA Email: rise.saintlucia@gmail.com	Dr. Stephen King

Name of Program	Summary of Program (mission, youth target population, location)	Program address/Email	Key Contact Person
St. Lucia Red Cross	SLRC has been working with the youth in the area of HIV/AIDS. Recently, a program was launched to train youth in video production after which a series of HIV/AIDS advertisements were produced. Other youth activities include: first aid, fund-raising, sports and disaster response and relief.	Vigie Castries Tel: 758 452 5582 758 453 0400 Fax: 758 453 7811	Marva Ochillien
Junior Achievement Program (JA)	JA of St. Lucia is a project of the St. Lucia Chamber of Commerce. A Board of Directors manages the project. An Executive Officer with part time staff administers the program with the assistance of teacher advisors, Business Consultants and Student Advisors. Currently, JA activities are conducted in 62 primary schools, 23 secondary schools & vocational and tertiary-levels. It is not offered to the wider community.	St. Lucia Chamber of Commerce Industry and agriculture Vide Boutielle Box 482 Castries Tel: 758 452 3165	Claudiana Antoine
Young Americas Business Trust (YABT)	YABT is a youth program that aims to tackle unemployment by developing entrepreneurship among youth. It exists in most OAS countries including Grenada, Antigua, Barbados, and Trinidad. The St. Lucia chapter was recently established and has support of the OAS mission in Washington as well as the Ministry of Social Transformation. In 2008, a Train the Trainers business lab workshop was launched during which 50 young people aged 19-35 were trained to implement the program. Trainers conducted their first Youth Business Camp held in the rural community of Choiseul in August 2008. The camp provided participants with basic business tools and incorporated a practical component in which participants developed their own businesses that they run for two days. YABT hopes to establish a business incubator facility that provides resources to enable young people to get their businesses started.	Tel: 758 468 5146/ 758 720 4503 Email: uraniaj@gmail.com	Urania Joseph Co-ordinator
Saint Lucia Chamber of Commerce -Youth Business Trust	The Youth Business Trust offers a coordinated, comprehensive program to assist youth 16 to 30 years to develop the skills, attitudes and access resources they need to become successful entrepreneurs. The program is a private sector initiative made possible through a partnership with the voluntary sector and together provides start-up capital, business mentoring, networking, advisory and marketing support services to encourage a new generation of young St. Lucian entrepreneurs. (The OAS-Young Americas Business Trust has spoken about tentative plans to work with the Chamber of Commerce in a collaborative effort rather than having to separate programs. Nothing has been finalized.	St. Lucia Chamber of Commerce Industry and agriculture Vide Boutielle Box 482 Castries Tel: 758 452 3165 www.stluciachamber.org	Thecla Deterville
4 H (St. Lucia) Inc (Head, Heart Hand, health)	4H involves all sectors of society in the networking of projects. It consists of a board of trustees and is part of 4H Caribbean and 4H International. Other islands where 4H operates include Jamaica, St. Vincent, Grenada, and Barbados. 4H has embarked on a Leadership and Sustainability Project 2008 – 2010. Among the programs are: (a) Care & Support Center; (b) Backyard Farming Program; (c) On-farm Training Program; (d) Business Incubator Program; (e) School Garden Cooperative; (f) Science Technology Center; (g) Mascot and Micro franchise; (h) Camp in Paradise & Food Festival.	Slu4hint@hotmail.com 758 454 3800 758 719 4156 www.freewebs.com/amjent7	Abraham Jean Executive Director
Small Enterprise Development Unit (SEDU)	SEDU is a division of the Ministry of Commerce, Industry and Consumer Affairs and is responsible for facilitating the creation and sustainable growth of micro and small enterprise in St. Lucia with a view towards employment creation, poverty reduction, import substitution, export market development and sound environmental practices. SEDU's responsibilities include market and product development, promotion and advertisement, entrepreneurial training, and project management.	Tel: 758 468 4220	Julia Mitille

Name of Program	Summary of Program (mission, youth target population, location)	Program address/Email	Key Contact Person
National Research & Development Found. (NRDF)	A foundation focusing on small and micro enterprise development, that includes the provision of credit, technical assistance and training to small and micro enterprises.	nrdf@candw.lc www.nrdf.org.lc	Ronald Charles Director
Child and Adolescent Health Program Ministry of Health	Island wide health and wellness program targeting young people 0-18 years. Healthy Schools Project (WHO/PAHO program) is done in conjunction with school principals, Ministry of Education and Caribbean Environmental Health Institute.	jbird@candw.lc	Dr. Jacqueline Bird-Compton
Scholarships	A number of scholarship programs exist. These include Cuban Scholarship program, OAS scholarships, Monroe Scholarships, Grambling University Partial Scholarships, Niagara College Scholarships. The government also offers three island scholarships annually, economic cost awards, study leave with or without pay and bursaries. These however only serve a limited number of young people.	Tel: 758 468 4197	Ministry of Public Service Training Division Elizabeth Bailey

III. Based on your participation in the assessment, what recommendations would you provide to USAID/EC regarding youth programs in the EC region and in St. Lucia in particular?

In light of the current opportunities and challenges that face young people living in the Eastern Caribbean and St. Lucia more specifically we would like make the following recommendations:

1. An entrepreneurship culture should be developed among students by teaching them the basic skills that are required to develop a business and engaging students in activities that will help them gain experience in starting and sustaining a micro business.
2. One national agency comprising stakeholders such as BELfund, SEDU, NSDC and private sector groups should be established to provide the youth with start up funds to open their businesses, skill training, work experience (for out of school youth) and technical support to sustain their businesses. The services of this agency should be decentralized to better meet the needs of youth from the rural areas. This agency and its services should be aggressively marketed especially to out of school youth.
3. Establishment of an employment agency by the Department of Labor and the private sector, that provides the youth with information about job opportunities.
4. All secondary and tertiary educational institutions should provide their students with work experience opportunities.
5. Opportunities must be created so that a larger number of the youth gets chance to peruse tertiary level qualification by: increasing the number of school places available at the Sir Arthur Lewis Community College, providing bursaries and financial assistance to those who may be unable to pay fees, establishing six forms at some Secondary Schools, and provision of more scholarship to students from both the public and private sector.

6. The number of youth and sports officers working in the Department of Youth and Sports as well as the number of coaches assigned to working with the youth at the community level should be increased. The number and range of sporting facilities in communities should be increased and existing sporting facilities should be upgraded to meet the needs of youth.
7. A youth center should be established in each major community to provide the youth with: counseling, career guidance, skills training, life skill sessions, and information on relevant issues (e.g. HIV/AIDS).
8. Avenues must be created for the youth to express themselves in the form of dancing, singing, theatre and other forms of cultural expression. Training can be given in film production to help develop a film industry.
9. The capacity of all the National Youth Council, District Youth and Sports Councils and community based youth organizations should be strengthened so that they can meet the needs of the youth. This should be done not just through one day workshops but should be continual so as to be sustainable.
10. Governments should increase their financial subventions to the National Youth Council and the Districts Youth and Sports Councils.
11. All Eastern Caribbean countries should develop and implement a national youth policy. Existing policies should be reviewed and updated regularly to meet the current needs of the youth. These policies should be executed and coordinated by the relevant stakeholders.
12. The juvenile justice system should be urgently improved and more public investment should be made into social services to provide support for young delinquents. Rehabilitation Centers should also be established for young offenders. These centers should provide skills training well linked with employment agencies to expedite their integration back into society.
13. The Police Force should implement an education campaign that sensitizes the youth on the consequences of crime and ways of maintaining peaceful relationships.
14. The youth should be taught life skills and social intervention during their time at school.
15. An assessment of the Massade Boys Training Center and Upton Gardens Girls Center should be done to determine their relevance, effectiveness and need for improvements.
16. Youth media program, developed and run by the youth, should be established to highlight the positive things that the youth are engaged in and to promote youth issues.
17. USAID should include youth at least up to 25 years in their programming bracket as most youth between 15 and 20 are currently in school and may be reached by school-based programs. The National Youth Policy defines youth from 10-35, The United Nations from 15-24, The Commonwealth 14-29 and The World Assembly of Youth 18-45.
18. Young people should be involved in all phases of youth development program and USAID should include youth in the implementation of its strategy for youth.

3. ANTIGUA

Prepared by:

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I. Based on your participation in the assessment, what do youth face in the Eastern Caribbean region and in Antigua in particular?

A. Positive Contexts/Realities

In Antigua there is a genuine love for competition especially in the area of sports. There are National teams established on the island for Football (soccer), Basketball, Cricket, Netball, Golf, and Swimming. In many communities there are leagues established where youth compete for a period of months to claim ultimate bragging rights as champions for the coming year. Many villages have several teams that compete and this in turn provide a form of organization for community youth to be occupied doing something positive.

Majority of the Eastern Caribbean islands boast of an educational system modeled after that of the British colonizers, and in turn have a strong foundational system. Youth in the Caribbean have the opportunity to start education in the Eastern Caribbean, and then advance their studies whether online, or via larger accredited campuses in the Caribbean or abroad should they choose to do so.

Another area of competitiveness lives in the Steel Band culture of the Island. The steel band is now being taught in most primary schools and has recently been incorporated as a musical instrument used in the CXC examinations that each youth faces in fifth form. Should he or she choose to use this instrument, they would be tasked to actually arrange a piece of music for their examination. Schools as well as churches have taken up the steel pan as a staple instrument of music, and many young people busy themselves during the week for steel band practices.

A-part from the school and church, there are various Steel Bands on the island who host a School of Pan, where youth are taught to read music, as well as perfect the craft of playing a steel drum. Bands such as the Cable and Wireless Hells Gate Steel Orchestra Est. 1945, the Cool and Smooth Ebonites Steel Orchestra, the Stanford Group of Companies MAHICO Stars Orchestra, the West Indies Oil Company Gemonites Steel Orchestra, and the Carib Seas Harmonites Steel Orchestra are the most recognized bands of the island, all carrying their own school of pan.

There is also a strong dance culture on the island. The Antigua Dance academy has seen generations of young women pass through its doors, and is still very much a part of the cultural community on the island. The Ministry of Culture as well hosts a school of dance which consists of the top dancers in the primary schools which represent the island around the region as well.

B. Challenging Contexts / Realities

In the Eastern Caribbean youth are being faced with the same issues all around. Media resources all shout claims of youth violence, lack of jobs, teenage pregnancy, AIDS/HIV, and lack of resources for youth, while failing to highlight the educational opportunities afforded to youth in the Caribbean.

In Antigua and Barbuda, there are a variety of issues that affect youth ranging from health, to school, to cost of living. HIV/AIDS, according to the Ministry of Gender Affairs, is prevalent in youth around ages 15-35. This is alarming to many because of the lack of a full functional hospital. While a functional hospital is currently being built, what happens to the care and education of many in need is a major concern.

Teenage Pregnancy is another issue that plagues the infrastructure of youth in society. Officials at the Ministry of Gender Affairs claim that in 1994 teenage pregnancy was not an issue in Antigua and Barbuda; yet, today it is common to find young ladies of fourteen years of age—sometimes younger—having children. It is even a consensus amongst their peers that currently every other teen is pregnant. A female focus group participant cites: “Over 8 of my friends are pregnant right now & none are past the age of 17.”

Other major issues that youth face in the twin island nation are the availability of jobs. Whether qualified or not, the availability of jobs for youth is difficult in a nation that is politically divided. Many youth study abroad and return to their nation-state with credentials to be placed as a teller at a local bank. Others resort to various Betting Companies in order to earn a constant flow of money while they seek vacancies for a desired post. This now brings up the issue of youth acquiring this wonderful education that they are expected to obtain, yet after making the sacrifice few have success stories to show.

Moreover other challenging issues include the lack of parenting, where single parent homes, typically headed by the mother, are the dominant feature in West Indian society. Thus, the financial and social burdens are placed on families to provide monies for education, food and shelter. The majority of youth in the focus groups explained in more detail their “drive to fend for themselves” to ease these burdens on their parents. There was also talk of youth needing to find “love” due to absenteeism of parents thus many may find this “love” in negative groups such as *gangs, crews and cliques*

Insofar as parenting and guidance from the home is limited, the lack of role models is also an issue youth face within the region. Due to the popular culture influenced from larger countries such as Jamaica and the USA many youth fall prey to the adoption of the negative features of these cultures and entwine these with their own cultures, realities and contexts. The youth want to make money as quickly and easily as possible and indeed there are persons within our society that have accomplished this through negative means. In turn there is a ripple effect where youth seek to be like these persons to be perceived as financially free and economically stable without education. A police official confirms; “People want to make big bucks in quick time.”

It is in this regard that many youth turn to drugs and violence and illegal sales. While many youth choose not to further their studies because of economical deterrents, many Antiguan and Barbudan youth trekked down the path called (according to their peers) “fast cash.” Walking through the streets of St Johns one would find youth selling pirated DVDs and CDs. Others would be found selling electronics, and other household appliances that have been boosted, hence being sold for a cheaper price.

In Antigua and Barbuda there are numerous resources available to youth in conjunction with the educational system, the government, and respective communities. The church, church based groups, community based organizations and other non-governmental organizations have been playing a role in molding youth along with our educational system. There is also the availability of extra curricular activities that youth could be engaged in. Actually the positive realities are present where good role models within such groups are mimicked. Great Antiguan sport stars such as Sir Vivian Richards, Curtly Ambrose and others give youth hope that they could achieve also by engaging in good activities.

II. Based on your participation in the assessment, what resources and innovative programs do youth in Antigua have access to?

Name of Program / Resource	Summary of Program	Program Address / Email	Key Contact Person
Girl Guides	Church based camping training/ life skills etc	268-481-4552	Mrs. C McCoy
Scouts/Cubs	Church based camping/life skills program etc	268-461-4552	Mr. N. Spencer
Junior Achievement	Engage youth in mini projects	268-460-7954	Mr. C. Pilgrim
Duke of Edinburgh	Camping training/ life skills training	268-481-4552	Mrs. C McCoy
Pathfinders Adventist	Church based camping training/life skills training.	268-462-0619	Mr. H. Thomas
Tourism Cadets	Offers Tourism Training to secondary school children.	268-463-9523	Mrs. C. Simon

III. Based on your participation in the assessment, what recommendations would you provide to USAID/EC regarding youth programs in the EC region and in Antigua in particular?

After working with USAID on this assessment, we would advise that the views of the youth assessed be taken into serious consideration. There has definitely been a consensus amongst the youth who participated in the focus groups to have a Youth Resource Center where they can have various needs catered to. In this Youth Resource Center many factions plaguing the youth can be catered to in one place to reduce hunting around the island for functional recreational facilities. These include: (i) Job training facilities; (ii) Life Skills education; (iii) Workshops on self-defense; (iv) Peer out reach programs to lessen youth violence; (v) Big Brother / Big Sister Program; (vi) Counseling; (vii) Sports and recreational facilities; (viii) Public Library; and, (ix) Music Programs.

Youth are aware that it is impossible to cater to all of the things we lack on our island, but a resource center, and a functional public library is a dire need on the island of Antigua

The creation of partnerships is necessary for further development of youth in Antigua and Barbuda. Partnerships with interest groups such as church based, community based and non-governmental organizations along with partnerships with government agencies to further enrich existing programs and to create new ones.

ANNEX D

YOUTH FOCUS GROUP PROTOCOL

- Facilitator welcomes group and thanks youth for their participation
- Facilitator then explains purpose and methodology of FGs:
 - We are here to conduct some research around the realities of young people.
 - We are confident that your voices and thoughts will lead us to better support youth.
 - We plan to use your thoughts and ideas – not your names.
 - We encourage everyone to be honest and open.
 - We will be using a *koosh* to help us manage the dialogue (throw it around and explain)
 - If you have any questions, please feel free to ask at the end of our time.
- Finally, we have a short survey (anonymous) for you to fill out after the FG.

Introduction: Youth introduce themselves - name and where.	
<i>Key Question</i>	<i>Probing Questions</i>
(1) Tell us about the most important accomplishments thus far in your lives?	- What assets, skills, knowledge allowed you to do this? - Where did you obtain these skills?
(2) What are today's most pressing issues or realities that prevent youth from making positive gains?	- Does violence and crime affect your lives? Are some places more dangerous than others? - Are there any problems unique to either males or females?
(3) Are today's youth motivated to become employed?	- Why or why not? - What is the least amount of money per hour youth will readily work for? - What options do they have?
(4) How and where do most youth you know earn money?	- Do you and your colleagues earn money working in formal or informal jobs? - How would one typically go about finding a job?
(5) In your daily lives, what resources / programs currently exist to positively support young people?	- What policies or programs exist for young people or their parents? - Do any of these mentioned programs work together?
(6) If you were to design a program for youth in this country: (a) What key areas would it address? (b) What are your ideas on how such a program would look like?	- Which key areas / resources / policies should a youth program focus upon? - What could this program look like: youth centers, internships, increased formal educational opportunities, sports/leisure projects?
Method: (a) key areas and (b) key ideas, are written on large index cards and group works to rank importance.	
Close:	
A. Ask if there are any questions the youth have.	
B. Be sure to leave some sort of in-country contact information w/ youth: youth assessors, facilitators or USAID staff.	
C. Distribute the rapid demographic surveys and have youth assessors walk around to help youth fill out!	

ANNEX E

SURVEYS

Rapid surveys will be given to participants to fill out and return (on site) after: (a) youth focus groups; (b) private sector round tables; and (c) police / corrections interviews. The surveys will enable data that will complement the qualitative information gleaned across the interviews.

1. Youth Survey (filled out after FG session)

Side 1

Location where Focus Group is Taking Place: _____

Age: _____

Sex: _____

Where were you born? _____

Where do you live now? _____

Highest grade of formal education completed: _____

Are you a parent? No ___ Yes ___ # of children: _____

Are you currently working (yes/no): _____

If yes, where: _____

If yes, how long: _____

Side 2

How many paid jobs have you had in your lifetime: _____

What are your future employment goals: _____

Additional recommendations for future programs designed to support youth:

- 1.
- 2.
- 3.

2. Private Sector Survey (filled out after roundtable)

PRIVATE SECTOR SURVEY

(1) Company name: _____ (2) Industry: _____

(3) Does the Industry have an association/trade group? _____ If yes, name of group: _____

(4) If yes, what is association's purpose: _____

(5) Does your company hire youth (15-20 year olds)?

Yes

Don't know

No

(6) If yes, Youth make up ____ % of our company's total workforce.

(7) Typical positions that youth occupy in our company:

Identify types of positions & explain:

(8) Our company is having problems filling the following positions:

Identify which positions & explain:

(9) For our industry, the following vocational schools offer the best training:

List & explain:

(10) Our company would be interested in discussing a strategic partnership (win/win) with a future program designed to support youth?

Yes

Don't know

No

What could this look like?

(11) I recommend that the following private sector organizations partner with a youth program?

Who and best approach?

(12) I have the following recommendations for any future programs designed to support youth:

1.
2.
3.

3. Police Survey (filled out after individual interview)

POLICE / CORRECTIONS SURVEY

(1) Department name: _____ (2) Responsible Areas: _____

(3) What are the current trends around crime & violence: what is rising & what is falling?

Explain:

(4) What crimes are currently most connected to youth:

List:

(5) What are the country locations (cities, townships, parishes) where youth crime and violence are taking place:

List:

(6) Our relationship with youth on the island is?

- Good Moderate Marginal Non-existent

Explain?

(7) I have the following recommendations for private sector organizations that may be strategic partners with a future youth program?

Who and the best approach?

(8) I have the following recommendations for any future programs designed to support youth:

- 1.
- 2.
- 3.

ANNEX F

DATA SUMMARY

1. Private Sector Stakeholders Survey Results

Country	Name of Company (Industry)	% Youth of Workforce	Current Openings?	Interest to support youth programs?	How?
Antigua	Epicurean Ltd. (Grocery)	20	Packers, Sales & Service Staff	Yes	Job Market Training
	Illuminant (Technology)	5	Sales Reps.	Yes	In-kind Donations
	Brysons Ltd. (Service)	5	No	Yes	Job Market Training
Grenada	Greens Auto body (Automotive)	0	Sales, Marketing & Repairs	Yes	Open to discuss
	Chamber of Commerce informant focused on Financial Services Industry	10	Administrative & Clerks	Yes	Job Market Training
St. Lucia	Chamber of Commerce (Business Support)	0	Administrative	Yes	Youth Business Trust

2. Police Stakeholders Survey Results

Country	Name of Police	Current Trends in Crime – Overall	Crimes Most Linked to Youth	Key Locations of Youth Crime	Police Relationship w/ Youth is ⁴⁵ :
Antigua	Royal Police Force of Antigua / Barbuda	Increase in: gun violence, robberies and rape.	Homicides, Gang violence (stabbings), Illegal drug use, Possession of weapons, Robberies.	Cashous Hill, Gray's Farm, Ottos, Villa Willikies, Point, Golden Grove	Marginal: <i>"I believe youth see us as the enemy and not to be trusted."</i>
Grenada	Royal Grenada Police Force	Youth gang violence, Robberies, Illegal drug use	Drug abuse, Stealing, Homicides	Grand Anse, La Fillete, Happy Hill, Mont Tout, Grand Mal	Moderate: <i>"Youth perceived the police as the enemy."</i>
St. Lucia	Royal St. Lucia Police Force	Rising: knife crimes, possession of weapons, drug trafficking. Falling: Robbery Homicides,	Street crime, Burglary, Robbery	Castries, Dennry, Vieux Fort	Marginal: <i>"No structured contact with youth – links are through volunteer program DARE"</i>

⁴⁵ The four choices were: Good; Moderate; Marginal; Non-existent.

3. Youth Focus Groups: Key Elements for Youth Strategy

Grenada Youth Focus Groups

YFGI (Males)	YFGI (Females)
Prioritized Elements for Youth Strategy (appearing in order of frequency*)	Prioritized Elements for Youth Strategy (appearing in order of frequency*)
1. Organized extra-curricular programs: arts, sports, culture 2. Youth / Community Centers 3.1 Financial Access to University (scholarships / financial aid) 3.2 Job / Technical Training 3.3 Job Opportunities 3.4 Career & personal counseling 4.1 Mentors 4.2 Youth leadership 4.3 Innovative programs: Youth Media	1.1 Financial Access to University (scholarships / financial aid) 1.2 Improve Formal Education 1.3 Sex Education / Family Planning 1.4 Job / Technical Training 1.5 Life Skills 2. Organized extra-curricular programs: arts, sports, culture 3.1 Job Opportunities 3.2 Credit 3.3 Programs for school leavers 3.4 Parenting Programs 3.5 Abuse Counseling / Programs
* When elements were mentioned an equal amount of times, their ranking was considered to allow hierarchical order: 3.1, 3.2 etc.	

Antigua Youth Focus Group

YFGI (Males)	YFGI (Females)
Prioritized Elements for Youth Strategy (appearing in order of frequency*)	Prioritized Elements for Youth Strategy (appearing in order of frequency*)
1. Organized extra-curricular programs: arts, sports, culture 2. Job / Technical Training 3. Career / Personal Counseling 4.1 Gang Prevention 4.2 Mentors 4.3 Job Opportunities / Placement 4.4 Environmental Awareness 4.5 Agriculture Programs 4.6 Elderly Care	1. Organized extra-curricular programs: arts, sports, culture 2. Academic Support & After School Programs 3.1 Job Opportunities / Placement 3.2 Sex Education / Family Planning 3.3. Job / Technical Training 4.1 Christian Values 4.2 Self Esteem 4.3 Career / Personal Counseling 4.4 Financial Access to University (scholarships / financial aid) 4.5 Youth Center 4.6 Healthy Lifestyles
* When elements were mentioned an equal amount of times, their ranking was considered to allow hierarchical order: 3.1, 3.2 etc.	

St. Lucia Youth Focus Group

YFGI (Males)	YFGI (Females)
Prioritized Elements for Youth Strategy (appearing in order of frequency*)	Prioritized Elements for Youth Strategy (appearing in order of frequency*)
1. Organized extra-curricular programs: arts, sports, culture 2.1 Technical Skills Training 2.2 Life Skills 2.3 Job Readiness Training 2.4 Job Opportunities / Placement 2.5 Youth Center 2.6 Spiritual Development	1. Organized extra-curricular programs: arts, sports, culture 2. Technical Skills Training 3.1 Abuse Counseling / Programs 3.2 Job Opportunities / Placement 3.3. Life Skills 3.4 Peer Counseling 4.1 Youth Centers 4.2 Leadership through projects (youth service) 4.3 Financial Access to University (scholarships / financial aid) 4.4 Entrepreneurship Training 4.5 Anti-gang Programs
* When elements were mentioned an equal amount of times, their ranking was considered to allow hierarchical order: 3.1, 3.2 etc.	

ANNEX G

RAPID PRIVATE SECTOR MAPPING

Country	Prospect Company – Potential to Forge PPP Around Youth
Antigua	<ul style="list-style-type: none"> • Jolly Harbor Hotels • Epicurean, LTD (Supermarkets) • Susie’s Hot Sauce • ABIB Financial Group • International Travel Consultants • Cricketers: Curtly Ambrose & Ridley Jacobs • ABIT (Antigua State College) • ABIA (Contact: Lesroy Samuel or Fitz Morris Christian) • Eddie Nias (Musician and Founder of Great Young Minds - GYM)
Grenada	<ul style="list-style-type: none"> • Peter De Savory –Developer • Jason Roberts Foundation (Footballer)
St. Lucia	<ul style="list-style-type: none"> • Windward & Leeward Brewery • Bank of St Lucia Int. • Consolidated Foods Ltd. • Bay Gardens Hotel • Club St. Lucia, • Super J and BJs
Regional	<ul style="list-style-type: none"> • West Indies Players Association • Stanford 20/20 Cricket League • Henry Ford Foundation • Star Communications • Sagicor Financial Corporation • Scotia Bank (Currently working w/ Youth) • Digicel Caribbean • Cable & Wireless • RBTT (Currently working w/ Youth) • First Caribbean Bank (Strong CSR component) • Sandals Resorts

ANNEX H

LOCATION OF PEACE CORPS VOLUNTEERS IN THE EASTERN CARIBBEAN

Country	District	# of Current Volunteers (8/08)
Antigua	St. John's	2
	St. Mary's	1
	St. Phillips	1
Barbuda	Codrington Village	2
Dominica	Atkinson	1
	Bagatelle	1
	Carib Territory	2
	Clifton	1
	Cockrane	1
	Colihaut	1
	Giraudel	1
	Grand Bay	8
St. Joseph	2	
Grenada	St. Andrew's	2
	St. John's	2
	St. George's	5
	St. Andrew's	3
	St. Patrick's	4
	St. Mark's	3
	St. David's	1
Carriacou	Harvey Vale	1
	Lauriston	1
	Windward	1
St. Kitts	St. Mary	3
	St. Thomas	1
	Christ Church	1
	St. Peter's	2
	St. Anne	1
	Saddlers	2
	St. Paul	1
	St. Peter's	2
Tabernacle	1	
Nevis	Butlers	1
	Cotton Ground	1
	Fountain	1
	Gingerland	1
	Victoria Road	1
St. Vincent	Barrouallie	2
	Biabou	1
	Chateaubelair	1
	Diamonds	1
	Georgetown	2
	Green Hill	1

Country	District	# of Current Volunteers (8/08)
	Launders	1
	Mespo	2
	North Union	1
	Questelles	1
	Rillan Hill	1
	Rose Hall	1
	Sandy Bay	2
	Troumaca	2
	Vermont	1

ANNEX I

WORLD BANK: PROMISING PRACTICES & POLICIES FOR YOUTH AT-RISK

1. Core Strategies For Youth

Policies & Programs	Target group (Risk type)	Risks addressed (secondary effects) ^a	Factors for success
1. Focus on the Early Years • Early childhood development	Poor communities; children ages 0-5 and their parents (type I)	1,2,3,4,5	Incorporate health, nutrition, cognitive development, and parenting training. Evaluations to understand medium-term impact on risky behavior.
2. Keep Youth in School through Upper Secondary Completion	Universal (with targeted expansion to poor communities) (type I)	1,2,3,4,5	Improve quality and standardized measurement of quality (for example, Trends in International Math Science Study [TIMSS], PISA). CCTs for increased demand. Eliminate regulations requiring pregnant teens to drop out of school.
3. Use Captive Audience in Schools for Targeting • Sex education • Violence prevention • School-based diagnostics and referrals • Remedial education	Universal (grades 6-12) Youth w/ signs of risky behavior or obvious health handicaps in schools (types I and II)	3(1) 1, 3, 4, 5 (2) 1 (2, 3, 5) 1 (2, 3, 4, 5)	Offer HIV education, sex education, and life skills education; target risk prevention message to appropriate ages, sexual experience, and culture; trained school-based diagnosticians with the ability to diagnose education and health issues (eyesight, hearing, iron deficiency, substance use) combined with appropriate supply response mechanism, either school-based or in the public health care system.
4. Improve Youth Services • Youth-friendly health and pharm. services	Poor communities (types I, II, III)	3, 5 (1, 2)	Make pharmacies and clinics more available to youth. Employ community outreach programs to raise demand for services and secure local support
5. Use the Media to Communicate Prevention Messages for Youth	Youth-specific messages (types I, II, III)	3, 4, 5 (1, 2)	Social marketing through television, radio and print on HIV prevention, reproductive health, tobacco consumption, and prevention of violence (including domestic violence).
6. Improve Care giving • Effective parenting training	Poor communities and families; poor youth before they become parents (types I, II, III)	1, 2, 3, 4, 5	Start early in the child's life; include positive nutrition, parent-child communication, and discipline, nonviolent coping skills.
7. Collect and Analyze Data on Youth	Household and Demographic and Health Survey surveys; police and hospital records	1, 2, 3, 4, 5	Emphasis on risky behavior; employing new technologies helps to ensure privacy for responders.

Note: a. 1: School Leaving; 2: Youth Unemployment; 3: Risky Sexual Behavior; 4: Substance Use; 5: Crime and Violence

Source: This table has been directly extracted (and slightly modified for formatting) from, W. Cunningham, et al., *Youth at Risk in Latin America and the Caribbean: Understanding the Causes, Realizing the Potential*, World Bank: Washington, DC., 2008.

2. Promising Approaches for Targeting Youth at Risk

Policies and programs	Target group (risk type)	Risks addressed (secondary effects) ^a	Factors for success
1. Education Equivalency	School dropouts (type III)	1 (2, 3, 4, 5)	Practical curriculum, flexible time schedule, life skills training as a core part of the curriculum, and methods of instruction appropriate for young adults.
2. Youth Job Training that Includes Life Skills and Internships	School dropouts and unemployed youth (types II, III)	2 (3, 4, 5)	Strong links with employers, a supply of qualified training institutions, and life skills as a core part of the curriculum.
3. Financial Incentives to Avoid Risky Behaviors	Poor youth (type I)	1 (2, 3, 4, 5)	Young people (not parents) receive a cash transfer; additional incentive at secondary completion conditional on specific uses (for example, further education, health care, or starting own business); target observable behaviors.
4. Supervised After-School Programs in Youth-friendly Spaces	School dropouts, underperformers (types II, III)	1, 3, 4, 5	Use existing public spaces.
5. Formal Youth Service (Public Internship)	Universal or poor youth (types I, II, III)	2, 3, 4, 5	Long term (3 -12 months). Incorporate technical and life skills training combined with follow-on internship. Can be alternative to military service, volunteering, or as a prerequisite for receipt of higher education scholarship.
6. Mentoring	At-risk youth (types II, III)	1, 3, 4, 5 (2)	Screen and train mentors; ongoing monitoring of the mentoring relationship
7. Employment Services for Youth	Poor communities (types I, II, III)	2	Extra social and financial support for reaching disadvantaged young people in poor areas.
8. Life Skills Training in All At-Risk Youth Interventions	At-risk youth (types I, II, III)	1, 2, 3, 4, 5	Include skills related to self-concept, cognitive and social interaction, and occupational training; teach knowledge of social services
9. Self-Employment Support	At-risk youth from poor communities (types II, III)	2	Impact evaluation from only one program. Design components of best programs unknown.

Note: a. 1: School Leaving; 2: Youth Unemployment; 3: Risky Sexual Behavior; 4: Substance Use; 5: Crime and Violence

Source: This table has been directly extracted (and slightly modified for formatting) from, W. Cunningham, et al., *Youth at Risk in Latin America and the Caribbean: Understanding the Causes, Realizing the Potential*, World Bank: Washington, DC:, 2008.

3. Strategic Policies Affecting Youth at Risk

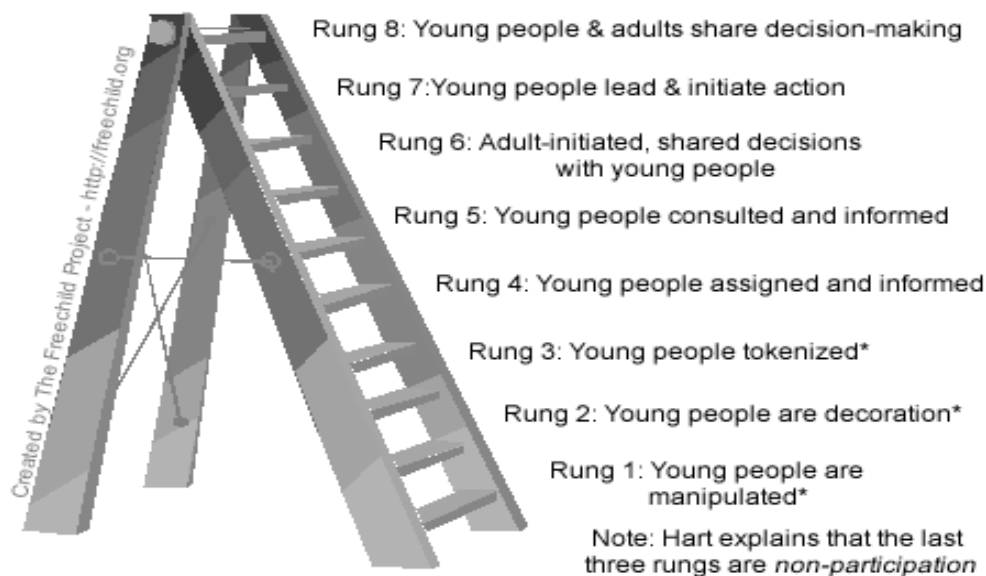
Policies and programs	Target group	Risks addressed (secondary risks) ^a	Factors for success
1. Target high-violence neighborhoods with integrated investments • Safe neighborhoods	Very violent communities	1, 2, 3, 4, 5	Include improved services (especially education, health, and water), neighborhood clean-up, problem-solving policing or community policing involving citizens in identifying problems. Strong collaboration across sectors.
2. Reduce the availability of firearms • Enforced registration • Bans on specific days	Universal (emphasis on very violent communities)	5	Campaigns to shore up public support; new legislation.
3. Reduce the availability of alcohol and tobacco • Pricing and taxes • Licensing • Limited hours and places of sale	Universal (emphasis on very violent communities)	4, 5, (1, 2, 3)	Strong enforcement and credible sanctions (administrative and criminal) on consumers, salespersons, and retail establishments; includes controls on hours of operation, density and location of outlets, and enforcement of minimum age for purchasing.
4. Increase access to contraception • Social marketing of condoms • Oral and emergency contraception over the counter	Universal	1, 3	Strong political support; cost subsidization for poorer consumers.
5. Strengthen the juvenile justice system • Youth courts • Graduated sanction • Rehabilitation	Universal (emphasis on very violent communities)	4, 5	Efficiency, fairness, reliability, graduated sanctions, residential and nonresidential treatment programs, mentoring, and family interventions.
6. Increase antiviolenace messages (through media, schools, and communities)	Universal (content targeted to young people)	1, 2, 3, 4, 5	Community wide campaigns to change norms (for example, corporal punishment in schools and homes, guns as sign of masculinity, acceptance of interpersonal violence) combined with direct services (parenting training, home visitation)
7. Provide birth registration to the undocumented	The Undocumented	1, 2, 3, 4, 5	Modernization of civil registry systems; link birth registration with social services, especially health care, hospitals, and schools.
Note: a. 1: School Leaving; 2: Youth Unemployment; 3: Risky Sexual Behavior; 4: Substance Use; 5: Crime and Violence			

Source: This table has been directly extracted (and slightly modified for formatting) from, W. Cunningham, et al., *Youth at Risk in Latin America and the Caribbean: Understanding the Causes, Realizing the Potential*, World Bank: Washington, DC:, 2008.

ANNEX J

LADDER OF YOUTH PARTICIPATION

Roger Hart's Ladder of Young People's Participation



Adapted from Hart, R. (1992). *Children's Participation from Tokenism to Citizenship*. Florence: UNICEF Innocenti Research Centre.

Degrees of Participation

8) Young people-initiated, shared decisions with adults

Projects or programs are initiated by young people and decision-making is shared between them and adults. These projects empower young people and enable them to learn from the life experience of adults.

7) Young people-initiated and directed

Young people initiate and direct a project or program. Adults are involved only in a supportive role.

6) Adult-initiated, shared decisions with young people

Projects or programs are initiated by adults but the decision-making is shared with the young people.

5) Consulted and informed

Young people give advice on projects or programs designed and run by adults. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

4) Assigned but informed

Young people are assigned a specific role and informed about how and why they are being involved.

3) Tokenism

Young people appear to be given a voice, but in fact have little or no choice about how they participate.

2) Decoration

Young people are used in a manipulative way to "bolster" a cause, although adults do not pretend that the cause is inspired by young people.

1) Manipulation

Adults use young people to support a cause and pretend that the cause is inspired by young people.



ANNEX K

USAID ANTI-GANG PROGRAMS IN CENTRAL AMERICA

GANG PREVENTION, INTERVENTION, AND REHABILITATION

- **Youth Centers, Guatemala**

Partnership to operate youth centers providing at-risk youth with a safe environment and access to sports and skills training. (Completed 1/2008)

USAID's Youth Alliance Program works with partners, including faith-based organizations, the Rotary Club, small NGOs, and municipalities, to manage outreach centers in high-risk areas, with ten centers reaching over 1,000 at-risk youth.

- **Youth Challenger Alliance Program, Guatemala**

Builds private association to continue Youth Centers activity.

An upcoming Youth Challenger Alliance Program will seek sustainability for the Youth Center activity by building a private association to continue and expand this program. The Program is also looking to open up to 10 new centers to provide jobs and other assistance to an additional 200 former gang members.

- **Challenge 100, Guatemala**

Partnership between USAID and business community to provide 100 former gang members with jobs and special training.

As part of its Youth Alliance Program, USAID is supporting "Desafio 100," which pairs 100 gang members with jobs offered by 35 businesses and helps change public perception of reformed gang members. The Guatemalan private sector has the potential to offer jobs to thousands of former gang members; however, employers are reluctant to hire anyone with past or present gang affiliations. This program engages the private sector on a large scale and builds on the 2006 USAID program "Desafio 10," which paired ten former gang members with two business leaders who helped launch two small enterprises.

- **Education for All, Honduras**

Education and vocational training for at-risk youth.

Educatodos offers basic education in a short time frame for young people and adults in Honduras, offering those who have left or been excluded from the traditional education system the opportunity to complete grades 1-6 in 3 years; in 2000, Educatodos expanded to include grades 7-9. Educatodos draws on existing country and community infrastructure and an integrated curriculum featuring audio and printed materials. Volunteer facilitators with diverse academic backgrounds implement the program from learning centers situated in factories, businesses, schools, and community centers throughout the country. Educatodos aims to reach the out-of-school population: 540,000 students and an additional 1.1 million young adults age 19 to 30 who failed to complete 9 years of basic education, as well as other adults seeking alternative means of attaining a basic education.

- **Civil Rights and Values for Youth, Honduras**
Civic education and problem-solving skills for 20,000 at-risk youth.
 Currently, USAID provides civic education training for over 38,500 middle and high school students in public schools in Tegucigalpa. Coordination with the Peace Corps has enabled the inclusion of an additional component, “Project Citizen,” which promotes citizen participation through the development of critical thinking skills that provide alternative solutions to real community problems. Because of this innovative program, the Honduran Ministry of Education is seeking to re-incorporate civic education into the national curricula currently under revision. The civic education program aims to strengthen a democratic culture at the grassroots level by expanding to other strategic locations through a working group consisting of NGOs, Regional Ministry of Education Coordinators, Peace Corps volunteers, and other local partners in order to target an additional 20,000 vulnerable youth subject to violence, migration, gang-recruitment, and school desertion in 2008.
- **Regional Gang Prevention Program, Central American region**
Support development of innovative gang prevention programs.
 The new Regional Gang Prevention Program will support Central American public, private, and civil society organizations to implement gang prevention programs for at-risk youth and ex-gang members. USAID plans to develop alliances that bring innovative approaches along with commitments from multiple levels of government, civil society, and business in Central America to work together to prevent and mitigate the gang problem.

CRIME PREVENTION, POLICING, AND DISPUTE RESOLUTION

- **Community Policing, Guatemala**
Crime and conflict prevention through youth programs.
 USAID’s community-based policing (CBP) program is based primarily in Villa Nueva and works to improve the relationship between police and the communities they work in. In addition to refurbishing the central sub-comisario to make it more service-oriented and welcoming to the public, USAID has created programs for disadvantaged youth that bring in police to reinforce lessons on crime avoidance and conflict prevention. The program also plans to introduce CBP and other institutional reform of the police at the national level.
- **Dispute Mediation Centers Network, El Salvador**
Promotes a culture of lawfulness and nonviolence through peer mediation.
 USAID is working with the Public Defender's Office and selected municipalities to improve the reliability and effectiveness of mediation centers through training, technical assistance, and public outreach. USAID helped institute two peer mediation pilot projects where over 177 children, primarily sixth graders, learned how to solve conflict in a nonviolent way; in addition, approximately 70 teachers, school directors, and parents were exposed to ADR, which further promotes a culture of peace and lawfulness. USAID plans to replicate this experience in at least 16 additional public schools by the end of FY2008.

- **Community-Based Crime and Violence Prevention Program, El Salvador**
Crime prevention through community action.
 USAID has launched a new crime prevention program to increase communities' ability to implement crime and violence prevention activities through strengthened municipal leadership, community engagement, and community crime mapping, as well as strengthen the central government's capacity to plan and implement prevention activities and improve coordination between the local and national levels. The program will operate in a number of communities with high levels of gang activity.
- **Municipal Conciliation Centers, Honduras**
Crime and violence prevention through alternative dispute resolution.
 USAID has set up ADR centers in seven regional locations throughout Honduras. As an alternative measure to provide access to justice for marginalized groups, including women and the poor, USAID's Rule of Law Program developed ADR models within the existing municipality structures. Through a network of local voluntary conciliators and community support groups, the ADR centers can intervene in labor and commercial disputes, family, environmental, and women's issues, which are resolved at no cost. Over 140 voluntary conciliators were trained in conciliation techniques since 2005 and over 1,927 cases were resolved within the first year, almost doubling the number of cases resolved through formal criminal courts nationwide. Benefits of the model include strengthening dialogue among community members, increased citizen participation in local decision-making, reduced levels of violence, and decreased caseload for local courts. The success of the conciliation centers has evoked interest from other municipalities in replicating the ADR model in their own communities.

JUSTICE SECTOR REFORM

- **Criminal and Forensic Investigations, El Salvador**
Reducing gang violence by improving coordination between police and prosecutors.
 The upcoming Rule of Law project, "Improving the Justice System in El Salvador," will combat gang violence in El Salvador by vigorously addressing the problematic relationship between police and prosecutors that has proven to be a critical hindrance to successful investigations and prosecutions. To the extent that justice sector actors are given more tools to combat crime and violence, and gang members are deterred by a more effective criminal justice system, this project will be a useful tool in minimizing gang-related violence.
- **Crimes Against Life Unit, Guatemala**
Improves and increases successful prosecutions of homicides, including femicides.
 Through reorganization of the Guatemala City Crimes Against Life Unit, procedural changes, and better case screening, the Unit has increased prosecutions of homicides from 57 in 2006 to 140 in 2007, including gang-related violence. Prosecutions of murders of women increased from 6 in 2006 to 22 in 2007. USAID's larger Rule of Law program trains prosecutors and investigators to better prepare cases; in addition to Guatemala City, the program works with prosecutors and investigator units in Villa Nueva and Mixco.

- **Juvenile Justice Reform, Mexico**

- **Promotes youth rehabilitation through the juvenile justice system.**

- Since November 2002, USAID has supported Mexico's efforts to modernize its criminal justice system, including promoting oral, adversarial, and transparent codes of criminal procedure and strengthening the mediation and restorative justice capacity as a means of alternative dispute resolution and to prevent crime recidivism. As part of this larger program, USAID has also provided technical assistance to transform the juvenile justice system and address the need for juvenile rehabilitation, defense, and proper adjudication of cases.

NATIONAL AND REGIONAL POLICY DIALOGUE

- **National Gang Prevention Policy, El Salvador**

- USAID provides technical assistance and training to strengthen the National Council for Public Security (CNSP) to formulate national level policy on gang prevention and coordinate prevention activities throughout the country.

- **Support to SICA, Regional**

- In 2007, USAID provided technical assistance to carry out a regional discussion on juvenile violence and to establish the parameters to create a technical working group responsible for designing a regional project to prevent, reduce, treat, and rehabilitate youth at-risk or in conflict with the law. During the next two years, USAID will continue to provide SICA support on policy dialogue related to citizen security and juvenile justice reform.

- **Regional Gang Prevention Program, Central American Region**

- The Regional Gangs Program will work with host governments in the Central American region and with SICA to promote youth crime prevention. The program will also provide small grants to organizations to pilot and disseminate prevention approaches.