

Revised Draft Regional Strategy for Youth Development

Youth vision of the Caribbean Community (Caribbean Youth Explosion, Grenada, 2000):

' a society which values mutual respect and equal fundamental rights and which understands and believes in the ability of youth to shape and change society in progressive ways; a society free from discrimination because of age, class, religion, educational attainment, sexual orientation, gender or other factors; a society which moulds young people to be critically self aware and aware of the total environment'.

Updating the Regional Strategy for Youth Development:

The Regional Strategy for Youth Development (RSYD) is a decision of the Fifth meeting of the Council for Human and Social Development which was held in Guyana in October 2001. It is a flexible regional framework intended to assist:

- i) Member States in planning and adopting integrated inter-sectoral approaches to youth development; and forming integrated social sector networks;
- ii) agencies and institutions in forming integrated planning and service delivery networks; and
- iii) donors in programming the allocation of resources

Thematic Priorities

Delegates, working in small groups, analysed the outputs of the inventory of youth development priorities, programmes and resources of agencies and institutions and identified the following thematic areas in which all Member States must make progress if individual developmental goals are to be achieved:

- i) **Social and Economic Empowerment opportunities for youth development**

- ii) **Adolescent and Youth Protection**
- i) **Adolescent and Youth leadership, governance & participation**
- ii) **Adolescent and Youth Health and Reproductive Rights**

The following areas were identified as **cross cutting themes**:

i) **Gender**

Goal: mainstreaming gender in youth development policies and programmes, in particular:

- a) Strengthening the capacity of agencies and institutions to design, develop and deliver gender sensitive programmes and services
- b) Targeting the eradication of all forms of discrimination against young men and women, particularly those based on gender, race, religion, sexual orientation, age and disability.
- c) Developing policies to integrate and reintegrate poor, socially marginalized young women and men in productive employment;

i) **Capacity building**

Goal: developing strong, healthy and productive citizens, communities and nations, in particular:

- (i) building the human resource pool and enhancing international competitiveness
- (ii) Encouraging youth to contribute to and participate in the life of the society
- (iii) Nurturing the individual's ability to deal with a rapidly changing world
- (iv) building human and social capacity within key social and economic institutions; and
- (v) strengthening the linkages between formal and non-formal educational systems

ii) **youth participation**

Goal: harnessing the potentials of youth and channelling them into mechanisms and strategies for societal change, economic development and technological innovation, in particular:

- a) strengthening the leadership and institutional base of youth organisations
- b) fostering the emergence of young leaders at the grassroots level
- c) Building effective partnerships between youth and adults and among diverse youth organisations at all levels.
- d) Facilitating active youth participation in civil society and development processes as equal partners.

Draft Implementation Plan.

1. Social and Economic Empowerment Opportunities for Youth;

Goals

- 1.1 The reduction of unemployment and unemployability among young men and women;
- 1.2 Equality of opportunity

Strengths

A well designed regional education system; sector allocations averaging 20% of national budgets; high enrolment rates ; universal access to primary school; good access to secondary school.

Implementation Plan

CHALLENGES	PRIORITIES	GAPS
building and maintaining political will; overcoming the negative influence of existing social completing social and economic skills training programmes removing educational and legal barriers	promoting equality of opportunity and social justice;	quality civic education; comprehensive access to life skills training;

increasing the number of males enrolled in/completing social and economic skills training programmes.		
<p>mobilising adequate financial resources;</p> <p>transcending endemic structural problems;</p> <p>speeding up the pace of educational reform;</p> <p>increasing access to and use of new technologies;</p>	enhancing the quality/relevance of education;	<p>use of new technologies in traditional areas, e.g. agriculture;</p> <p>change in the philosophical base of education;</p> <p>need for a broader knowledge base;</p> <p>quality career guidance programmes;</p> <p>adequate resources (schools and teachers)</p>
<p>speeding up the pace of attaining the CSME;</p> <p>strengthening the regional economy; developing economies of scale;</p> <p>diversification of economies; strengthening human resources and reducing dependence on foreign economies;</p> <p>enhancing the impact of economic policy on labour markets;</p>	increasing the viability of economies in the context of globalisation and with the goal of employment creation and labour market opportunity;	Employability – adequate preparation of early child and primary education systems; relevant human resource development policy; training system/opportunities for teachers;
<p>matching educational policy and labour market needs;</p> <p>strengthening human resource development policy regarding skilled migration and returning migrants;</p> <p>providing incentives for business development.</p>	ensuring employability of young men and women.	Viable economy: - incentives for the establishment of local business; impact assessments of social consequence of economic policy.

Potential Partner Agencies:

CAREC (reduction of stigma and discrimination and increased access to care and treatment for HI V/AIDS); ILO (anti-discrimination legislation and conventions; support for vocational training institutions Caribbean wide; SME’s development; Caribbean LMIS); UNIFEM (developing Indicators for women’s equality, life skills curriculum; modifying curriculum for training in life skills; training in alternative skills for women); Peace Corps (specialized for

development and training; strengthening civil society via NGO/ CBO development; small business training; HIV/AIDS education; ICT training); UNECLAC (social equity, poverty reduction); CDB (SLS, BNTF with emphasis on marginalised youth); NCF/DYA Barbados (cultural entrepreneurial training programme); CIDA/OERU (Caribbean educational reform); UNESCO (monitoring Education for all Initiative); CYP (certified programmes for youth development; youth credit initiative); FAO (telefood programme; integration of rural youth in agricultural development; food security); UNECLAC (research, data collection and analysis; training in vulnerability reduction); UNDP/CIDA (micro-start programme);

Implementation Plan

Objective	Actions	Targets/Indicators
1.1.1 to equip and enable youth with the requisite knowledge, skills and attitudes;		1.1.1.1 The development and enforcement of legislative frameworks and policy; 1.1.1.2 Decrease in discrimination; 1.1.1.3 Decrease in arbitrariness in the work environment
1.2.1 To ensure that an enabling environment exists that offers young men and women social and economic empowerment opportunities for individual and national development.		1.2.1.1 increase in the match of the skills of young persons and the requirements of the labour market; 1.2.1.2 increase in the creative responses to a changing economy; 1.2.1.3 increase in numeracy and literacy levels; 1.2.1.4 increase in certification rates; 1.2.1.5 decrease in drop out rates 1.2.1.6 better gender ratio between teachers

2. Adolescent and Youth Protection;

Goal:

Challenges	Priorities
<p>Reducing the numbers of young people who are at risk for incest, sexual and physical abuse and other categories of family dysfunction</p> <p>Reducing the high levels of drop-outs/under-achievement with at-risk groups;</p> <p>Generalising learning outcomes to the home environment</p>	<p>developing social capital;</p> <p>Inculcating appropriate social values;</p> <p>establishing/strengthening facilities and opportunities for after school activities, including literacy programmes;</p> <p>Increasing access of marginalized groups to school/ education;</p>
<p>Increasing the levels of achievement and participation of young males in social and economic skills training programmes.</p>	<p>Building life skills; reducing the incidence of sexual abuse, substance abuse and school/gender based violence;</p>
<p>reforming juvenile justice systems</p> <p>Reducing levels of substance abuse, crime and violence among youth</p>	<p>Developing legislative frameworks to address commercial sexual exploitation and child labour;</p> <p>creating trust between police/law enforcement and youth;</p> <p>continued incidence of drug abuse;</p> <p>lack of youth centered communication.</p>
<p>countering the emergence of anti-social and non-conformist leadership at the grassroots level</p> <p>increasing retention rates among at-risk groups enrolled in social and economic training programmes, and the number of males enrolled.</p>	<p>Reducing unemployment, poverty and delinquency among youth;</p>

Potential Partner Agencies:

CAREC (reduction of HIV/AIDS stigma and discrimination,); ILO (anti-discrimination legislation; LMIS); UNIFEM (Indicators for women’s equality, life skills curriculum); Peace Corps (HIV/AIDS education, NGO/ CBO

development;); UNECLAC (social equity, poverty reduction); CDB (SLS, BNTF); NCF/DYA Barbados (cultural entrepreneurship); CIDA/OERU (educational reform); UNESCO; CYP (youth credit initiative); FAO (rural youth in agricultural development); UNECLAC (research, training in vulnerability reduction); UNDP/CIDA (micro-start programme);

Implementation Plan

Objective	Actions	Targets/Indicators
2.1.1 Youth Focused Crime Prevention	2.1.1.1 Increased access to quality education opportunities and services, with a focus on primary and secondary school 2.1.1.2 Quality teacher/school counsellor training 2.1.1.3 Life skills education from early childhood 2.1.1.4 Parent training 2.1.1.5 Community urban planning 2.1.1.6 IO's and NGOs to support sport, drama, music and other after school activities for youth.	2.1.1.1.1 Children 2.1.1.1.2 Adolescents 2.1.1.1.3 Schools 2.1.1.1.4 NGOs, CBOs, NYCs 2.1.1.1.5 Sports organisations 2.1.1.1.6 students, youth, teachers
	2.1.1.7 good referral system between guidance counsellors, Child care Board, teachers and parents. 2.1.1.8 Involvement of parents in school activities 2.1.1.9 Gender sensitive sexual education training for young boys and girls 2.1.1.10 Establish models that encourage the culture of peace and non-violence.	
	2.1.1.11 research student violence 2.1.1.12 Train young people in conflict resolution and life skills 2.1.1.13 Analyse youth sub-culture	2.1.1.1.7 Schools 2.1.1.1.8 adolescents and youth
2.2.1 Reduce Youth employment	2.2.1.1 create job opportunities/internships/ volunteer opportunities for youth. 2.2.1.2 Encourage youth entrepreneurship 2.2.1.3 Establish/strengthen post-school literacy	2.2.1.1.1 Youth 2.2.1.1.2 Community based programmes

		programmes 2.2.1.4 Enact national legislation to protect child rights	
2.3.1 Juvenile justice reform	2.3.1.1 Adopt sincere and honest approaches to solving community problems 2.3.1.2 Promote social reform and set up youth rehabilitation centres 2.3.1.3 Implement programmes for youth at risk. 2.3.1.4 Review and update youth legislation based on human rights and educational approaches.		2.3.1.1.1 young offenders 2.3.1.1.2 national police authorities
	2.3.1.5 Create alternative sentencing 2.3.1.6 Advocate for police reform/ effective policing in communities.		
2.4.1 Drug Demand Reduction	2.4.1.1 implement the regional drug demand reduction strategy 2.4.1.2 adopt a regional approach to drug education using clear and simple messages. 2.4.1.3 Adopt youth friendly approaches.		2.4.1.1.1 entire society 2.4.1.1.2 youth at risk 2.4.1.1.3 reduction in drug related crime

3. Adolescent and Youth Leadership, Governance and Participation;

Goal:

to foster active youth participation in nation building and integration processes.

Strengths

Fairly well developed youth governance system in most CARICOM States, including Ministries and/or Departments responsible for Youth Affairs; umbrella representational bodies, e.g. National Youth Councils (NYC) and the Caribbean Federation of Youth (CYF); regional institutional networks, e.g. CARICOM Youth Ambassadors and the Commonwealth Youth Forum.

An increasing number of spaces and opportunities for youth leaders to participate in technical and policy meetings of international Community organs and institutions

CHALLENGES	PRIORITIES	GAPS
institutionalising a culture of professionalism, transparency and accountability in youth organisations.	implementing effective governance systems and tools; promoting legitimacy and accountability among and protection of youth NGOs	monitoring and protective systems for youth NGOs
harmonising political agendas; bringing diverse agencies and organizations together to plan and adopt common positions at the national and regional level;	facilitating the development/strengthening of youth networks.	Mechanisms for functional cooperation among diverse youth organisations at the national and regional level
mobilising young people and reaching those most at risk; Speeding up the pace of educational reform	Creating a paradigm shift – inculcating values associated with leadership, interpersonal interaction, etc in the education system.	adequate and legitimate representation of the views of grassroots youth
building the regional pool of youth workers; increasing the sustainability and effectiveness of youth development programmes and agencies..	strengthening the leadership/human resource and institutional base of Departments of youth Affairs and umbrella youth organisations; .	Mechanisms and strategies to professionalize youth work

Potential Partner Agencies:

Peace Corps (volunteers at the community level); UNODC (hands-on project development module); UNFPA training); CARICAD (development and institutional strengthening); BCC (education, training and development); UNICEF (participation); CARICOM (institutional strengthening)

Implementation Plan

Objective	Actions	Targets/Indicators
3.1.1 To develop in the graduates of the	3.1.1.1 Advocacy for change in the curriculum of	

	education system values and skills associated with leadership and effective inter-personal relationships	schools and post-secondary education institutions to accommodate soft skills associated with leadership training.	
3.2.1	To create the framework for effective intra-organisational governance	3.2.1.1 develop model legislation	
3.3.1	to socially and economically empower grassroots youth and foster the emergence of leaders	3.3.1.1 build capacity within communities for leadership and project development. 3.3.1.2 establish a fund to support youth-led community based micro projects in response to local needs.	
3.4.1	To strengthen the capacity of Departments of Youth Affairs to deliver relevant guidance, services.	3.4.1.1 restructure and retool Department of Youth Affairs. 3.4.1.2 Build national capacity for adopting sustainable evidence based approaches to youth development.	
3.5.1	To facilitate coordination of youth action, participation and representation at the national level.	3.5.1.1 Facilitate the establishment/ strengthening of NYCs. 3.5.1.2 Establish/update and implement national youth policies. 3.5.1.3 Facilitate the establishment/strengthening of inclusive multi-sectoral umbrella bodies on behalf of youth at the national and regional level.	

4. Adolescent and Youth Health and Reproductive Rights.

Goal:

4.1 To contribute to improved adolescent/youth health outcomes

Strengths

Fairly well designed regional health care system and strong government commitment in the sector.

CHALLENGES	PRIORITIES	GAPS
<p>Protecting youth from violence, incest, etc.</p> <p>Giving youth a voice, particularly in the area of sexuality where there are repercussions for openness.</p>	<p>Reforming the legislative framework to enable adolescents and youths to access services;</p> <p>building linkages to enhance programme delivery;</p>	<p>An education system that caters to 13 –15 year olds</p> <p>Integration of life skills into the school curriculum</p>
<p>enhancing the cultural reality and impact of advocacy messages and campaigns delivered by governments, agencies and youth organizations;</p>	<p>reducing the incidence of territoriality in agencies, ministries and donors;</p>	<p>High level commitment to multi-sectoral approaches</p>
<p>promoting scientific approaches to behaviour change</p> <p>Operationalising the outcomes of social research into programming.</p> <p>Promoting Sport, culture and drama as behaviour change methodologies</p>	<p>enhancing structural and technical capacity to deliver services;</p> <p>creating the evidence base to support programming;</p> <p>strengthening social support systems.</p>	<p>Absorptive capacity in countries/ organizations</p> <p>Effective strategic planning systems</p>
<p>enabling providers of care to promote all methods (abstinence, hormonal methods);</p> <p>countering the upsurge in religious fundamentalism against the reproductive rights of adolescents</p>	<p>increasing access to comprehensive sexual reproductive health information and services;</p>	<p>Adequate pool of human capital</p>

Potential Partner Agencies:

Ministries of Health, education, Youth, Culture, Social Security; CARICOM; NYCs; donors/lenders/technical community

Implementation Plan

Objective	Actions	Targets/Indicators
4.1.1 improved adolescent access to gender sensitive reproductive health information and services	<p>4.1.1.1 Advocacy to identify and develop appropriate legislation, policies that promote reproductive and sexual rights, e.g. age at which minors can access services.</p> <p>4.1.1.2 High level advocacy for multi-sector programming;</p> <p>4.1.1.3 increase user participation in development of materials/ programmes for youth.</p> <p>4.1.1.4 Strengthen information delivery linkages and structures (HFLE & community based delivery mechanisms)</p> <p>4.1.1.5 Provision of accessible facilities for young people to meet/get information.</p>	<p>4.1.1.1.1 Increase in legislation, policies targeted to youth verified by adoption of legislation by government.</p> <p>4.1.1.1.2 Increase in the number of advocacy sessions.</p> <p>4.1.1.1.3 Increase in the number of youth accessing services.</p> <p>4.1.1.1.4 Increase in the number of materials/programmes developed with youth participation.</p> <p>4.1.1.1.5 Increased number of facilities.</p>
	<p>4.1.1.6 train health care workers to provide adolescent friendly services</p> <p>4.1.1.7 strengthen educators to deliver more focused HFLE and life skills programmes (education system does not cater to the 13 – 15 year old)</p> <p>4.1.1.8 involve youth from beginning stages in programme implementation, monitoring and evaluation</p>	<p>4.1.1.1.6 increase in number of health care workers trained.</p> <p>4.1.1.1.7 Baseline data and evaluation, and monitoring component included as part of strategy in all programmes.</p> <p>4.1.1.1.8 Increase multi-sectoral involvement in majority of programmes.</p>
	4.1.1.9 use outcomes of research to inform and lead to evidence based programmes in a timely fashion	4.1.1.1.9 draft of strategic plan completed

	<p>4.1.1.10 develop national framework for programming</p> <p>4.1.1.11 promote and expand sector wide approaches.</p>	
	<p>4.1.1.12 Develop parenting education and community-based approaches.</p> <p>4.1.1.13 Promote peer education programmes</p> <p>4.1.1.14 Use HFLE as an avenue for improving social support systems</p> <p>4.1.1.15 integrate reproductive health/ rights in curriculum of community based programmes for youth</p>	<p>4.1.1.1.10 increase in the number of parenting education programmes and community-based approaches.</p> <p>4.1.1.1.11 Increase in the number of peer education programmes</p> <p>4.1.1.1.12 Increase in the number of schools delivering HFLE programmes</p> <p>4.1.1.1.13 Objectively verifiable changes in behaviour (e.g. greater health care seeking behaviours) and attitudes.</p>