

Community Youth Mapping Report

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Foreword

EDC and USAID are pleased to make the results of this survey of out-of-school youth in the Carrefour-Feuilles, Mirebalais and Jérémie communities available to Haitian organizations that work with youth and specifically at-risk youth.

Youth represent a majority of the Haitian population at 60%, and thus the group most affected by the socio-economic crisis in this country and the unemployment and poverty that accompany it. The current economic opportunities require specialized labor for which these out-of-school youth are not qualified. Opportunities for professional apprenticeships advantage one category of youth to the detriment of those that have not completed a significant portion of a degree program or simply have never had access to one.

In conducting this survey, IDEJEN's goals were to gather accurate information on the real-life experiences of these youth, to identify ways in which they can be engaged, and to find out what their primary needs are, in order to facilitate IDEJEN's programming in these three communities. The strategy used in this survey, which was conceptualized by IDEJEN's parent project, EQUIP3/Youth Trust, has engaged youth at all levels of the process. The fact that this experience has been such a positive one proves that when youth are given the trust they need, they are capable of extraordinary things.

EDC and USAID hope that this information can provide guidance for different programs implemented by local and international organizations, specifically in relation to youth in the three communities selected for this study.

We would like to thank the communities of Carrefour-Feuilles, Mirebalais and Jérémie for their support in collecting the data, the members of the local advisory councils who worked with the youth, the youth researchers who carried out their tasks despite major difficulties, and the three field agents who coordinated activities on the ground.

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Paul Sully

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CHAPTER I

1.1. Introduction



In order to develop effective and sustainable field interventions for Haitian out-of-school youth, the Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) conducted a rapid participatory assessment of the socio-economic situation of out-of-school youth. To complete the assessment, IDEJEN employed Community Youth Mapping (CYM), a strategy originally developed by the Academy for Educational Development (AED) and adapted to an international context in coordination with EQUIP3 / Youth Trust. This report describes the youth's living conditions and economic situations as seen by the youth themselves and members of their

communities, and records the youth's own suggestions for improving their social status.

The Haitian Out-of-School Livelihood Initiative (IDEJEN) is a new program that focuses on out-of-school youth. It identifies and addresses the needs of these young people, strengthens the best of the organizations and programs already working with young people, and ultimately enables Haiti's young population to support themselves and their families. This program is financed by USAID, under the EQUIP3/Youth Trust program, led by EDC¹.

CYM engages youth in each step of the process, from planning to monitoring and evaluation.

1.2 Rationale

Out-of-school youth between the ages of 15 and 20 years old are the focus of IDEJEN's project. These youth include those individuals who may have started school and then, for any number of reasons, could not finish, and those who have never attended school. Growing up without the traditional social structures like family and school, youth's potential often goes untapped and, in some cases, leaves them to fend for their own survival in ways that can be harmful to themselves and their communities. These youth often turn to drugs, prostitution, rape, and crime. They can often be found working in domestic service (more than 80,000 youth are engaged in domestic service according to the International Labour Office), handicapped, or homeless (15,000, UNICEF); they often become migrants and most of them are orphaned due to AIDS (150,000-Plan Haïti). They are used for political ends or are prematurely introduced to the job market. Given the large percentage of the population that these youth constitute and their untapped potential, they are key resources for the country's development. The latest statistics from the Ministry of Education show that 500,000 children are out of school. In light of their sheer numbers and their capacities, these youth are important resources for the country's

¹ EQUIP3 / Youth Trust is one of three complementary Leader with Associates Awards in the EGAT/ED portfolio of mechanisms for USAID Missions or Regional Bureaus to use to improve the quality of education and learning opportunities for out-of-school children, youth, and young adults. Find more information at www.equip123.net.

development. To fully utilize them as such, it is important to design strategies to reintegrate them into society so that they can become agents of change and social cohesion. Such strategies must therefore equip these youth with new skills, new attitudes, new lifestyles, and an economic activity that can generate enough income for their survival.

Through their basic education program, EDC (Education Development Center, Inc) and USAID wanted to offer these youth alternative training and life skills. These two institutions conducted this study in order to develop the tools to be able to offer programs to this particular target group that are better designed to respond to their specific needs.

1.3. Objectives

This study aims to:

- Equip the participating out-of school youth with community research skills.
- Demonstrate to participating communities the capabilities of out-of-school youth, therefore encouraging them to discover the skills of this group of young people and view them as contributing community members.
- Sensitize the participating communities to out-of-school youth's issues.
- Provide an opportunity for members of the participating communities to better understand out-of-school youth, in order to develop interventions that include the larger community and create an environment conducive to the youth's success.

1.4. Methodology

According to AED, "youth mapping is a research process which enables communities to identify and map resources available to youth in all areas." This approach is also unique in that it engages youth in activities that provide them both immediate and long-term skills that allow them to become agents of change within their communities.

Implementing this strategy includes the following phases:

1.4.1. Planning

Taking into account the survey team's diversity and the novelty of the experience, this survey was carefully prepared. The initial concept was to engage the community in the early stages of the process, in order to facilitate effective participation of the youth and to facilitate the success of this activity. A total of 45 youth were chosen based on recommendations from representatives of local organizations from the three participating communities. They were chosen according to precise criteria such as age, gender, level of education, engagement in the community and a demonstrated interest in the supervision of their out-of-school peers. The goal of understanding the everyday experiences of youth in a different environment dictated the selection of the three study zones.

The survey was intentionally conducted in three different types of communities: urban, peri-urban and rural, in order to assess the needs of out-of-school youth in different environments. The survey was carried out in three neighborhoods of Carrefour-Feuilles (Western department); in Mirebalais and its five rural sections (Central department); in two neighborhoods of the city of Jérémie and in

two of its rural sections (Grande-Anse Department). A determining factor in the choice of these areas was the high concentration of out-of-school youth.

The youth came to Port-au-Prince to receive one-week training in community mapping and communication. They also took part in developing the tools to be used in the survey. Two experts, Raul Ratcliffe and Jane Lowicki, conducted the training.

1.4.1.1 *Data collecting tools*

The following data collection tools were developed based on the project's goals and the youth's contributions during the training sessions:

1. Check list: This tool ensured that all the existing community structures, public and private, which offer services to children and young people, were mapped. The list gathered data on the following sectors: education, health, religion, entertainment, economic activities and non-governmental organizations.
2. The community leaders' questionnaire, used to gather data on:
 - Services offered by NGOs and other institutions
 - Leaders' perceptions of out-of-school youth
 - Recommendations for improvement of youth living conditions
 - Leaders' willingness to work with the youth

This one-on-one questionnaire targeted school directors, priests, pastors, voodoo priests, local businessmen and entrepreneurs, heads of NGOs, as well as all other people working with youth in the community.

3. The one-on-one youth questionnaire gathered data on:
 - the youth's problems in terms of health, education, entertainment and economic opportunity;
 - their family situation;
 - their level of education;
 - the strategies used to learn a trade;
 - their understanding of their situation and of the NGOs working in their communities;
 - their involvement in their community;
 - How they view their future and the support and guidance they consider necessary to achieve those goals.
4. The focus groups guide: Focus groups were organized with groups of young people with the same objectives as the questionnaire for youth to identify the youth's real problems, their perception of their lives and of the economic opportunities available to them in their communities.

1.4.1.2. *Testing the tools*

These data collection tools, before being finalized and given to the researchers, were tested with youth with the same characteristics as the subjects in Decayettes, a neighborhood in Carrefour-Feuilles. The test led to the addition of further questions regarding youth concerns like insecurity, rewording of some of the questions, and reconsidering the amount of time needed to collect data. These tools were developed in Creole and reflect the different feedback from youth in the training seminar.

1.4.2 **Data collection**

Data was collected in the field during the week immediately following the training of the youth in Port-au-Prince, June 23rd through July 15th. The hope was that the young people trained could immediately apply what they had learned during the training. Data was gathered simultaneously in each of the three communities. The work was completed within three weeks with some pauses during the first several days. Some teams had to conduct their work on weekends, when community leaders were more available.

The members of the local advisory councils² were present during data collection and intervened whenever it was difficult for the youth to enter a certain neighborhood. The following table indicates which neighborhoods were surveyed in each of the participating communities:

Table 1.

AREAS OF STUDY		
MIREBALAIS	CARREFOUR-FEUILLES	JÉRÉMIE
Ville de Mirebalais	Saint Gérard	Ville de Jérémie
Gascogne	Descayettes	Latibolière
Sarazin	Fort-Mercredi	Marfranc
Crête Brulée		Léon
Grand Boucan		Château

Five different strategies were used to collect data:

1.4.2.1 *Strategy 1: Exploratory visit based on the check-list*

During the first week, the field agents³ accompanied the mappers to carry out an exploratory visit to specific areas identified in the implementation plan which accounted for a good

² For each community, a local advisory council was created by IDEJEN which brings together leaders from local NGOs present in the communities. These councils are key for the mobilization and participation of the communities in the project.

³ A field agent was recruited in each of the three communities to assure the coordination of the project's activities in the field. All of them are between the ages of 20-29 years old.

division of the zones of study. The community of Jérémie, for example, was subdivided into five neighborhoods and, each day, the team of 15 youth would cover one of these neighborhoods.

This data collection strategy allowed mappers to:

- Better understand the community
- Mobilize the community
- Arrange meetings with the leaders for interviews
- Identify a meeting point to conduct the Focus Groups
- Identify a meeting point for the teams to administer the questionnaires.
- List all existing structures and services in the community.



At the end of each day, an evaluation meeting was organized with the team to identify problems, to better prepare subsequent steps, and to draft the daily report. Then, at the end of the week, the data was compiled into a weekly report to provide general information on the areas visited.

1.4.2.2 Strategy 2: Meeting with leaders using the leader questionnaire

Each field agent prepared a list of leaders to be interviewed based on the information collected during the exploratory visits and the need to include all the sectors involved in the survey. Most of the leaders were either heads of schools, representatives of non-governmental organizations, priests, pastors, businessmen, entrepreneurs or voodooists. Given the study's timeframe and the limited number of surveyors, it was difficult to interview all the representatives of local institutions and organizations. Therefore, the field agent chose a meeting point in the community that:

- Helped to replenish data collection tools
- Served as a meeting place for the midday break
- Allowed the field agent to respond to emergencies
- Facilitated the contact with the members of the local advisory council when needed.

The strategy behind choosing a meeting point was also intended to attract the community's attention to out-of school youth. The meetings lasted 15 to 30 minutes.

The following table gives an idea of the number of leaders interviewed in each one of the areas of study.

Table 2.

AREAS OF STUDY	NUMBER OF LEADERS INTERVIEWED
Carrefour-Feuilles	56
Mirebalais	87
Jérémie	80
Total	203

1.4.2.3. *Strategy 3: Meeting with youth using the Focus Group Guide*

The interviews with community leaders were held simultaneously with the focus groups and the youth one-on-one questionnaires. The focus groups consisted of a maximum of 12 out-of-school youth (6 boys and 6 girls). These meetings were attended by youth working in domestic service, those engaged in economic activities in the area, and youth who gamble openly in the streets and were generally youth 15 years or older.

The number of focus groups held in each neighborhood depended on the number of issues identified by the youth in the community. At least one focus group was held in each neighborhood. Each focus group lasted one hour.

The following table indicates the number of focus groups held:

Table 3.

AREAS OF STUDY	NUMBER OF FOCUS GROUPS HELD
Carrefour-Feuilles	6
Mirebalais	15
Jérémie	6
Total	27

This strategy sparked the communities' attention: people would gather around the place in which a focus group was being held to find out what was happening in the community.

1.4.2.4. *Strategy 4: Interviews with youth using the one-on-one youth questionnaire*

This strategy was used to augment information collected during the focus groups and to better understand the situation of out-of-school youth. Because of fear, shyness or distrust,

some youth felt uncomfortable talking about their lives in front of their peers. The team was instructed to carry out personal interviews with the shyest youth, those who spoke the least or who seemed worried during the focus groups. To complete the group, other young people who had the same characteristics but who did not take part in the focus groups were also interviewed.

The number of youth involved in this process is shown in the table below:

Table 4.

AREAS OF STUDY	NUMBER OF YOUTH INTERVIEWED
Carrefour-Feuilles	85
Mirebalais	48
Jérémie	55
Total	188

The teams were equipped with the following materials:

- A T-shirt, a cap, a bag, a badge, a clipboard, a notebook, a pencil and survey tools with the questions to ask during focus groups.

1.4.2.5. *Strategy 5: Supervision / hands-on training / follow-up*

Constant supervision and follow-up support in the field guaranteed the success of the process. The main tools used were regular meetings in the field and information forms.

Meetings were held every week with the field teams, in the areas of intervention, in order to:

- evaluate the first week's work
- make necessary corrections
- collect youth feedback regarding the process
- inform the youth about data processing and analysis.

The strategy of hands-on training and follow-up allowed the team to solve important issues that arose during the process, such as the number of leaders to interview, administrative procedures for the questionnaires, communication with the leaders, etc.

1.4.3. Data processing and analysis

To process and analyze data, six youth —two per community— were chosen during the data collection process on the basis of their dynamism, leadership skills and sense of responsibility. They were accompanied by the three field agents and spent one week in Port-au-Prince to do this work. The EPI Info program was used to enter and process data. EPI Info is a word processing program developed mainly for health research, more specifically, epidemiology.

1.4.3.1. *Training*

Taking into account the level of education of the selected youth and their computer skills, the consultant on EPI Info conducted three training session on data processing. He also held an introduction to computers with an emphasis on the tools, accessories, and most importantly on the software's functions used in data processing and analysis.

Given the time allowed, the youth explored the program's capabilities, its data entry, analysis and reporting functions. The youth entered data from 433 questionnaires (youth / youth, leaders and Focus groups) which represent a total of 10,629 answers. They also entered the information on approximately 30 NGOs to IDEJEN's database on organizations working with youth.



1.4.3.2. *Preliminary analysis of questionnaires*

On the one hand, the questionnaires were grouped by compiling and numbering them according to the area of study and type of questionnaire. On the other hand, they were classified into two categories (youth/leaders). This phase was carried out by the field agents and the youth mappers under the supervision of the project's technical team.

1.4.3.3. *Counting -- classification*

Following this phase, 206 one-on-one youth questionnaires, 203 community leader questionnaires and 24 focus group guides were counted, numbered and entered.

Table 5.

AREAS OF STUDY	Number Youth / Questions	Number Leaders/ Questions	Number Focus Group / Guide	Number Checklist
Jérémie	55	58	12	6
Mirebalais	67	87	6	4
Carrefour-Feuilles	84	58	6	3

Total	206	203	24	13
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1.4.3.4. *Evaluation, correction, and statistical reporting*

By using the “checking” function, the youth were able to correct numbering and data field and grammatical mistakes. After evaluating and correcting the mistakes, the youth explored the statistical data modules of the EPI Info program to understand the analysis phase, which would be carried out mainly by the IDEJEN staff.

1.4.4. Analysis

The analytical plan was designed taking into account the objectives and the variables defined for the study, and was conceptualized with a focus on the following themes:

- Socio-demographic characteristics of the three areas under study
- Socioeconomic situation of out-of-school youth
- Out-of-school youth’s perceptions
- Economic opportunities of the participating communities
- Perspectives on the future expressed by youth and community leaders

Relationships were established between the dependent and independent variables in order to better understand the different causes linked to the situation of out-of-school youth. The analysis is more qualitative than quantitative in order to make it easier to read and understand, particularly by the youth who conducted the study. The tables show the information collected from the youth and leader questionnaires. The results of the focus groups facilitated interpretation or verification of the data.

1.4.5. Limitations

This study is not meeting the scientific standards established for research because of the participatory model chosen and the educational level of the team that collected data in the field. Since the study itself is based on the involvement of out-of-school youth in the entire process, the simplest strategy was chosen so that it would correspond with this group’s level of comprehension. Rigorous follow-up of the group’s work was necessary.

The results are related only to out-of-school youth in the participating communities and cannot be applied to all communities. However, the data collected from youth by other youth from the same environment, in a trusting and friendly relationship, truly reflects the daily situation of this group of youth.

CHAPTER II

2.1. Socio demographic description of the three areas under study

[Mirebalais – Carrefour-Feuilles – Jérémie]

The three areas of study were chosen for the IDEJEN project using the following criteria:

- Socioeconomic level.
- Concentration of out-of-school youth.
- Presence of economic opportunities
- Possibility of establishing partnerships with other sectors.
- Geographic situation (urban versus rural environment in order to assess both realities).

Carrefour-Feuilles is a large neighborhood within the city of Port-au-Prince. Located at the foot of Morne l'Hopital, it is one of the biggest slums in the capital, comparable to Cite Soleil, Raboteau, etc. In other words, it has all the typical characteristics of a slum: unemployment, poverty, prostitution and violence. Deprived of the most elementary infrastructure, Carrefour-Feuilles is exposed to disasters caused by frequent landslides due to the disorderly constructions on Morne l'Hopital.

An overpopulated and impoverished area, Carrefour-Feuilles is home to 97,503 inhabitants according to IHS (Haitian Institute of Statistics) of which over half (50,307) are under 18. Because of the socioeconomic situation, more than one thousand school-aged youth live on the streets. In order to survive, they engage in promiscuity, delinquency, begging and prostitution. The youth leave the area to go downtown in order to join the informal sector. Drugs are the ideal pastime for some of them. The sociopolitical situation has given rise to a new generation of youth who are involved in violence due to the use of drugs, which further complicates the situation.

Mirebalais is one of the 12 communities of the central department, one of the poorest in the country. It has four unincorporated sections and one neighborhood. It is in the middle of the department and serves as a crossroad between Hinche, Belladeres, Saint Marc and Port-au-Prince. 51,485 of its 81,325 inhabitants are youth under 18 whose living conditions are extremely difficult. Unemployment and very poor road infrastructure are among the main problems. Youth from this area migrate to the Haitian-Dominican border or to bigger cities for survival. There are few public institutions: children from the unincorporated sections must migrate to neighboring cities to go to school.

The main economic activities in Mirebalais are commerce and agriculture. Out-of-school youth who live there carry out informal activities (some sell water, second hand clothes, candy or soft drinks while others work in sugar mills or bakeries.) Those living outside the city are most often involved in agricultural activities. In terms of economic opportunities, Mirebalais benefits from electricity generated by the nearby Peligre dam which provides electricity to the national grid. Lands are irrigated by five rivers which favor agriculture. However, the commune lacks drinking water. The Mirebalais study establishes comparisons between the living conditions of youth in urban and rural environments. The contrast is surprising given that Mirebalais is only 57 kilometers from Port-au-Prince, the capital.

Jérémie is the head of the Grande-Anse department. It is very far from Port-au-Prince: approximately an eight-hour drive in absolutely terrible conditions. This also explains why it is the only part of the country with substantial vegetation. Jérémie is nested between the mountains and the sea, a location that produced the best poets in Haitian literature and made Jérémie formerly known as the city of poets. Half of Jérémie's population is made up of youth under 18. The key sectors of Jérémie's economy are agriculture, fishing and cattle-raising. However, these activities use out-dated techniques. The city is unable to absorb the youth coming out of the many professional schools. It has even less capacity to absorb those with no skills. Jérémie is surrounded by slums that lack the most basic services.

2.2. Services available in the three communities under study

The check list which was filled out during the exploratory visits provides a good idea of the structures in each area.

The following table presents information on the three areas under study.

Table 6.

MAPPING OF AVAILABLE SERVICES IN EACH OF THE AREAS UNDER STUDY

AREAS	SERVICES	CARREFOUR-FEUILLES	MIREBALAIS	JÉRÉMIE
A- BASIC SERVICES	Water, Electricity Telephone Roads	Existing	Existing	Existing
B- EDUCATION	Primary public school	5	13	22
	Primary private school	10	69	30
	Secondary schools	7	17	20
	High schools	1	1	6
	Professional private schools	4	22	14 2
	Professional public schools	-	-	1
	Libraries	8	3	1
	Computer center / Internet	1	3	1
C- HEALTH	Hospital	1	2	1
	Health centers	2	7	3
	Free Clinics	3	2	7
D- COMMUNITY SERVICES	NGOs / Meeting places	12	22	30
		6	18	14
		5		28
E- PUBLIC INSTITUTIONS				
F- RELIGION	Protestant churches	10	93	36

	Catholic churches	4	7	14
	Voodoo temples	5	140	20
G- ENTERTAINMENT	Playgrounds	6	30	18
	Youth centers	-	4	4
	Public parks	1	1	3
	Movie theaters	2	1	12
	Night clubs	3	1	11
	Cock fighting arenas	6	44	14
	H-ECONOMIC ACTIVITIES	Stores	1	0
Banks		-	4	2
Credit Unions		3	0	4
Cooperatives		2	5	2
Public markets		4	7	6
Bakeries		6	16	24
Cyber-Café / Center		2	8	3
Local lotteries		11	168	50
Grocery stores		5	38	21
Production workshops		3	19	33
Money lenders		2	31	3
Factories		2	0	12
Boutiques		7	130	2
Factories / Sugar mills		0	29	0

The distinguishing feature of this table is its cultural aspect. There are a high number of voodoo temples (140) in the four rural sections of Mirebalais in comparison to public schools (13). This aspect should be studied further due to the potential for these temples to serve as places of learning and knowledge for youth.

2.3. Description of non-governmental organizations in target communities

In the four unincorporated sections of Mirebalais, there are 23 non-governmental organizations, of which 12 are involved in developmental and agricultural activities. There are 2 in health, 1 in education and 7 in cultural activities (sports – churches). There are also 7 youth associations that are mainly involved in cultural and sports activities.

The situation is somewhat different in Carrefour-Feuilles, where there are more than 30 NGOs offering a variety of information, education, and training in crafts, such as the Haitian NGOs CAD and CIDE. The scope of their programming is nevertheless quite limited.

Jérémie has the highest number of NGOs (7) working with youth. The biggest ones disseminate information in the area of health (FOSREF, VDH, RED CROSS, CARE, etc.). Yet, there are no NGOs specializing in the education and professional development of youth.

Table 7.

TYPE OF NGO	NUMBER OF NGOs		
	CARREFOUR-FEUILLES	MIREBALAIS	JÉRÉMIE
Health	1	2	7
Education	4	1	1
Agriculture	0	5	5
Entertainment/ Culture	3	7	4
Development	4	8	4
Economic Activities	0	0	1
Total	12	23	22

It is fair to say that there are few specialized services targeting youth, much less out-of-school youth, in the areas under study.

CHAPTER III

3.1. Socio-economic situation of out-of-school youth in target communities according to the youth and the community leaders

The information contained in this report reflects the opinions of these 206 youth and 203 leaders. The young people interviewed during the focus groups come primarily from the participating communities and are out-of-school. Those who do not originally come from the participating communities came to live there for the following reasons:

- To look for work
- To learn a trade
- To go to school
- To work in domestic service, etc.

These youth live with relatives, host families or live on the streets. The highest migration rate is in Carrefour-Feuilles.

The majority of youth interviewed were between 18 and 21 years old (78 percent) while the rest (22 percent) were 22 years old or older (see Sex and Age table). 50.5 percent of the group was female and 49.5 percent was male. It was important in the context of this study to have as many boys as girls in the groups.



3.1.1. Family

The socioeconomic situation of families is a key indicator in understanding the situation of out-of-school youth. Most often, these youth come from large families: 49 percent of these youth live in households of more than five children in which one or both parents are not salaried workers. Most of the parents who make a financial contribution to the family are engaged in agriculture; men in particular are involved in cattle-raising while the women are usually active in the informal sector. Their earnings do not enable them to cover the basic needs of their families such as food, health, education, etc. This situation forces the youth to look for other economic activities to cover these needs.

One result of the socioeconomic situation of these families is early pregnancy in girls. Several girls interviewed had children and engaged in early sexual relations to support their families and become self-sufficient. However, most of these relationships only led to the further deterioration of the young girl's situation or that of her parents. The girls are usually left to raise the children on their own, either because the father has abandoned the child or because he refuses to take responsibility for the child due to lack of financial resources. Often, the young mothers as well as the children are taken care of by their parents, therefore increasing the number of mouths to feed per household. Sometimes they ask for help or become self-sufficient. A very small number (2.4 percent) of them receive help from humanitarian organizations. These young girls must often face hardship: disease, physical abuse from their children's fathers, and poverty. While they would like to work, they are not able to find jobs.

As the following table indicates, 25.5 percent of youth live with both parents, 30.6 percent with their mothers, 11.2 percent with their fathers, while the rest live with parents, friends or are on their own. In homes with only one, often jobless, parent, it is clear to see why they often leave this difficult situation and end up on the streets. Their decisions in this regard are understandable as they receive no support from institutions that could teach them life skills. It is therefore possible to conclude that the socioeconomic situation of families, the lack of financial resources, the low level of education, and the prevalence of single parent families can have direct effects on school drop-out or truancy rates.

Table 8.

FAMILY LIFE	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
Father	7 8.3%	9 13.4%	7 12.7%	23 11.2%
Mother	30 35.7%	15 22.4%	18 32.7%	63 30.6%
Another person	24 28.6%	16 23.9%	17 30.9%	57 27.7%
Alone	6 7.1%	3 4.5%	2 3.6%	11 5.3%
Both	17 20.2%	24 35.8%	11 20.0%	52 25.2%
Total	84 40.8%	67 32.5%	55 26.7%	206 100.0%

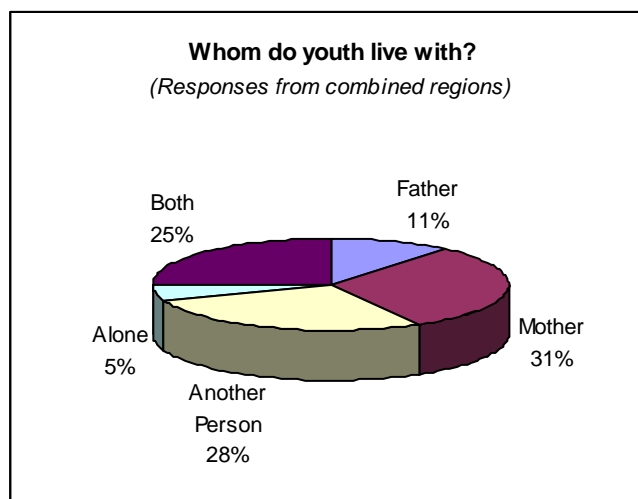


Figure 1.

3.1.2. Education

Education is one of the main concerns for out-of-school youth. Out of 206 youth interviewed during the focus group discussions and personal interviews, 86.4 percent had attended school at some point, as compared to 13.6 percent who had no schooling. This demonstrates the interest of parents in sending their children to school.

Table 9.

SCHOOL ATTENDANCE	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
No answer	0	0	0	0
Yes	72 85.7%	57 85.1%	49 89.1%	178 86.4%
No	12 14.3%	10 14.9%	6 10.9%	28 13.6%
Total	84 40.8%	67 32.5%	55 26.7%	206 100.0%

The youth explained why they had dropped out of school:

- They come from very large families lacking the means to send them to school
- High tuition expenses
- High cost of school supplies
- Pregnancy
- Lack of public schools

According to 74.3 percent of the youth interviewed, they dropped out of school because of economic difficulties. Community leaders also confirmed these statements. For 22.2 percent of them, the cost of schooling is much too high and 28.1 percent think that there are not enough public schools. However, the survey demonstrates that most of the youth would like to go back to school. They see school as a means to improve their situation and that of their families.

18.4 percent of those who had the opportunity to attend school made it to the 8th grade. The table below indicates that the drop-out rate is higher during 4th and 5th grades.

Table 10.

LEVEL OF SCHOOLING	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
No answer	9 10.7%	11 16.4%	6 10.9%	26 12.6%
1 st to 3 rd Grades	15 17.9%	24 35.8%	12 21.8%	51 24.8%
4 th to 5 th Grades	23 27.4%	20 29.9%	23 41.8%	66 32.0%
6 th to 8 th Grades	17 20.2%	8 11.9%	13 23.6%	38 18.4%
More than 8 th Grade	20 23.8%	4 6.0%	1 1.8%	25 12.1%
Total	84 40.8%	67 32.55	55 26.7%	206 100.0%

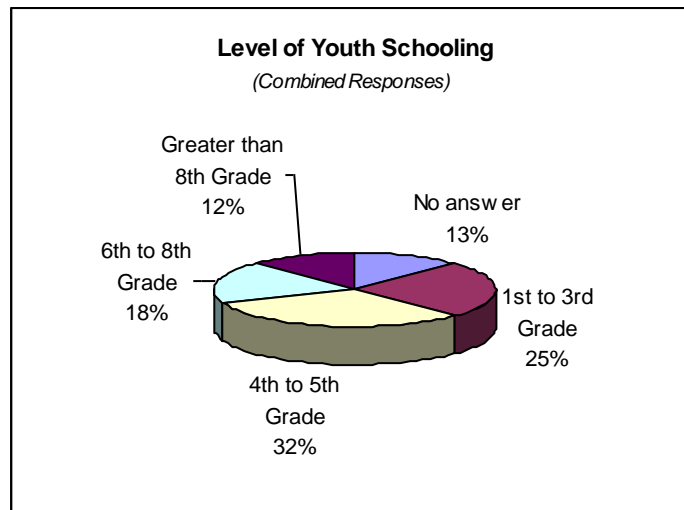


Figure 2.

The evidence points to the economic situation as the main drop-out factor. This confirms prior studies that show that parents do their best to send their children to school.

3.1.3. Health

Health problems are also a major cause for concern, not only for the youth but also for the community as a whole. About 46.1 percent of the youth interviewed said they suffered from fever, colds, etc. It must also be stressed that a high number of youth (35.9 percent) say they suffer from gastrointestinal problems, hypertension and diabetes.

As far as health services are concerned, 68 percent of the youth stated they went to a hospital, a health center or a doctor when they were sick. However, the survey reveals there are no health

services geared towards youth in the areas targeted by the study. It would seem that the concept of specialized services for youth is little known or ignored. The health practitioners interviewed in Carrefour-Feuilles, Mirebalais and Jérémie on this issue were not able to answer this question, as shown in the following table:

Table 11.

SPECIALIZED YOUTH SERVICES	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
No answer	53 91.4%	72 82.8%	45 77.6%	170 83.7%
Yes	4 6.9%	7 8.0%	13 22.4%	24 11.8%
No	1 1.7%	8 9.2%	0	9 4.4%
Total	58 28.6%	87 42.9%	58 28.6%	203 100.0%

The community leaders talked about health problems such as HIV/AIDS, drugs, sexually-transmitted infections, lack of clean drinking water and poor sanitary services that the youth did not mention. The youth have no access to medicine because they lack the economic means to do so. Health centers lack information structures for youth and medical personnel are non-existent.

3.1.4. Entertainment

The out-of-school youth living in the participating communities have very limited access to entertainment activities. Many youth organize their own sports activities such as soccer or basketball on an empty lot or on the street. Gambling (black jack, dominos, etc.) is another favorite pastime. The youth of Jérémie and Mirebalais, as well as the community leaders of all three areas, confirm that some street youth unfortunately turn to alcohol and drugs. The following table testifies to this:

Table 12.

YOUTH ENTERTAINMENT ACTIVITIES	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
No answer	19 32.8%	22 25.3%	10 17.2%	51 25.1%
Sports	23 39.7%	27 31.0%	46 79.3%	96 47.3%
Radio	0	2 2.3%	1 1.7%	3 1.5%
Alcohol	0	5 5.7%	0	5 2.5%
Gambling	3 5.2%	19 21.8%	0	22 10.8%
None	13 22.4%	12 13.8%	1 1.7%	26 12.8%
Total	58 28.6%	87 42.9%	58 28.6%	203 100.0%

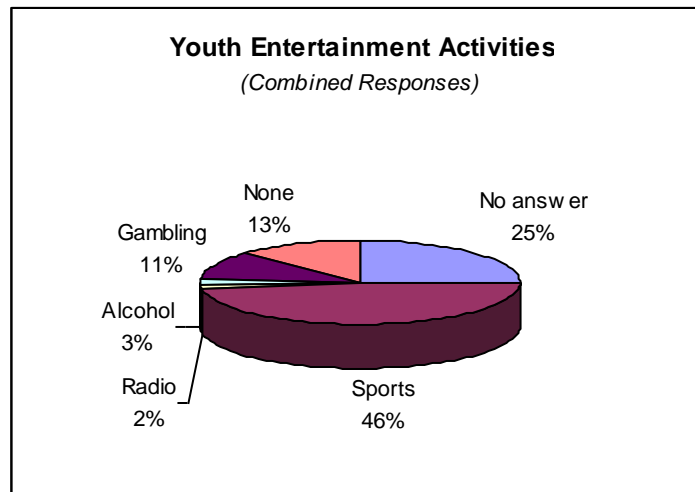


Figure 3.

3.1.5. Security

Issues related to security are a major concern for out-of-school youth. More than 45 percent of them state they do not feel secure in their community, compared with 3.9 percent who say the contrary. It must be stressed that in Carrefour-Feuilles, more than 12 percent of girls interviewed said they had been raped. Girls are the most likely victims of bandits roaming the streets. To the question: "Do you feel you enjoy security in the area in which you live?" the youth gave the following answers:

Table 13.

YOUTH SECURITY	AREA			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
No answer	47 56.0%	31 46.3%	27 49.1%	105 51.0%
Yes	5 6.0%	2 3.0%	1 1.85	8 3.9%
No	32 38.1%	34 50.75	27 49.1%	93 45.1%
Total	84 40.8%	67 32.5%	55 26.7%	206 100.0%

3.1.6. Economic Activities

The main concern of out-of-school youth is supporting themselves with an income-generating activity. Some youth are involved in agriculture and cattle raising (Mirebalais - Jérémie). Others, like those of Carrefour-Feuilles, join the informal sector (they sell water, second hand clothes, beauty products, etc.). In Mirebalais, they work in the public transportation sector as taxi drivers, truck drivers or they wash cars, etc. In short, more than 28 percent of them undertake any kind of income-generating activity depending on the area. In Mirebalais, for example, more than 19 percent of the youth work in agriculture and fishing while in Jérémie, only 7.3 percent work in these sectors. The number of youth engaged in manual activities is significant: 19.4 percent in Mirebalais and 30.9 percent in Jérémie. They also go into small commercial activities (19.4 percent in Mirebalais and 10.9 percent in Jérémie).

Carrefour-Feuilles is unique in that more than 84 percent of the youth interviewed did not answer the question related to their economic activities, which leads us to the conclusion that they may not be engaged in any or that the question was misunderstood. This is shown in the following table:

Table 14.

YOUTH ECONOMIC ACTIVITES	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
No answer	71 84.5%	4 6.0%	1 1.8%	76 36.9%
Agriculture / Fishing	0	13 19.4%	4 7.3%	17 8.3%
Manual work / Informal	2 2.4%	13 19.4%	17 30.9%	32 15.5%
Commercial	1 1.2%	13 19.4%	6 10.9%	20 9.7%
Housekeepers	0	2 3.0%	0	2 1.0%
All kinds	10 11.95	22 32.8%	27 49.1%	59 28.6%
Total	84 40.8%	67 32.5%	55 26.7%	206 100.0%

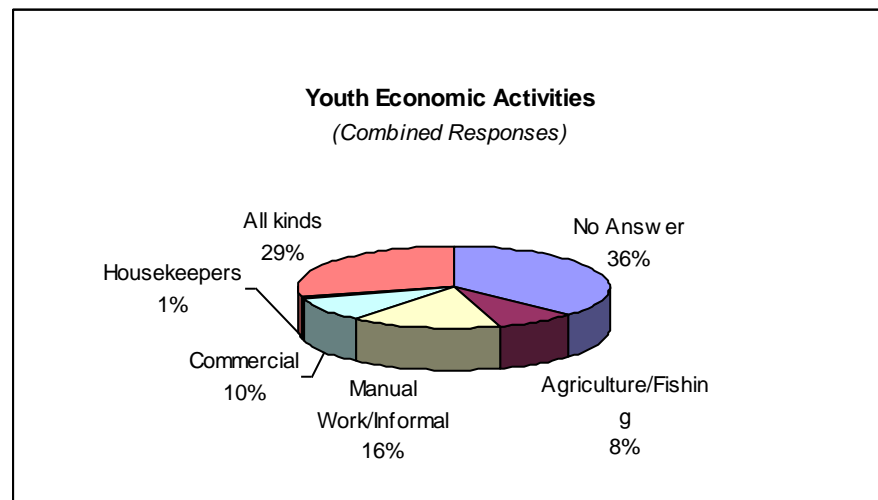


Figure 4.

The young people of Carrefour-Feuilles who do work go downtown rather than stay in Carrefour-Feuilles.

Most of the youth have no formal training in the activities they carry out. Only 6.3 percent of them said they have gone to school to learn their trade. Most of them have learned on the job, on their own, or from friends. It must be stressed, however, that 18 percent of them state they have learned skills from their parents.

The organizations that offer work to young people confirmed the types of activities they carry out: 28 percent of the leaders interviewed said the youth are engaged in manual labor such as housekeeping, agriculture, and fishing. The representatives of these organizations were satisfied with their performance but felt the youth should nevertheless go back to school to improve their skills.

3.2. Youth's perceptions of their own socioeconomic situation

Out-of-school youth are conscious of their socioeconomic situation. They confessed their worries and anxiety to the mappers during the focus groups or in personal interviews. At the social level, they feel they suffer from discrimination, are looked down upon by the members of the community and the youth who do attend school. They are often mistreated and considered to be "good-for-nothings" or "hoodlums." They think that they have no future to speak of because they have not been able to go to school and because they are ignorant; people humiliate them and do not respect them. As orphans, they feel abandoned. The girls are often faced with early pregnancy.

This confirms the answers regarding the integration of youth in community affairs. Over 71 percent of the youth from the three areas under study state they have never participated in meetings dealing with community issues because they have not been invited (35 percent).

3.3. Community leaders' perceptions of the youth's socio-economic situation

The community leaders have a very poor opinion of the out-of-school youth in the participating communities. They think that out-of-school youth are a "social problem". In Carrefour-Feuilles, 50 percent of the leaders interviewed said they think that these youth represent a problem for society. This view is shared by 23 percent of the leaders in Mirebalais and by 43.1 percent in Jérémie. In the three areas, 24.6 percent of the leaders think that out-of-school youth know nothing, and 10.3 percent think they do not want to go to school. This is in sharp contrast with what the youth say themselves. 78.3 percent of the leaders also say that the community activities the youth most often take part in are cultural and religious, which does not imply that youth make an independent effort to be involved in the community.

CHAPTER IV

4.1. Ideas proposed by out-of-school youth regarding how they could improve their own living conditions



The youth themselves had many suggestions as to how their own living conditions could be improved within their communities.

4.1.1. Health

They would like to have access to better health infrastructure: health centers, clinics and hospitals as well as trained health professionals. They also want access to medication. They also stress the

need for information and education centers geared towards youth.

4.1.2. Education

The youth clearly expressed the need to read and write to learn a trade, to improve their living conditions and to become educated in order to guarantee a better future. They also want to attend school like other youth. Finishing school and getting a professional degree would “give them a life.”

Table 15.

REASONS THE YOUTH GAVE FOR GOING BACK TO SCHOOL	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
No answer	16 19.0%	9 13.4%	14 25.5%	39 18.9%
I want to learn more / I want to be able to read and write	43 51.2%	25 37.3%	16 29.1%	84 40.8%
I want to learn a trade	16 19.0%	22 32.8%	18 32.7%	56 27.2%
I want to help society / my family	9 10.7%	11 16.4%	7 12.7%	27 13.1%
Total	84 40.8%	67 32.5%	55 26.7%	206 100.0%

The youth demand more public and professional schools for children and youth as well as the ability to obtain technical and financial support for tuition. They would also like schools to be

closer to their communities so they would not have to go to bigger towns. Many of them would like to become doctors, nurses, seamstresses, singers, drivers, etc.

4.1.3. At the economic level

The youth want to learn a trade, become self-sufficient, help their families and their community, improve their living conditions so they will no longer be looked down upon, and most of all, have money to fulfill their needs. They are very conscious of their family situation; they want to help their parents and their little brothers and sisters. Contributing to their family's survival and to the development of the community would boost their self-esteem. One youth from Mirebalais said: "I would like to become a great mechanic so drivers from Mirebalais would come to me." According to him, that would increase his self-esteem and make him feel important and useful to the community.

For these reasons, education is viewed as an open door to a better future and learning a trade.

4.1.4. At the social level

In spite of the negative perception that others have of them, the youth believe they can contribute to the development of their communities. 35.7 percent say they would like to participate in community activities. In Mirebalais, 25.4 percent of the youth share this view while in Jérémie, 32.7 percent do.

The youth are equally conscious of the needs of their communities and have their own vision as to what should be done, as shown in the following table:

Table 16.

SUGGESTIONS FOR IMPROVING CONDITIONS WITHIN THE COMMUNITY	AREAS			Total
	Carrefour- Feuilles	Mirebalais	Jérémie	
No answer	8 9.5%	4 6.0%	2 3.6%	14 6.8%
I have no means to help	5 6.0%	12 17.9%	10 18.2%	27 13.1%
Everything needs to be addressed	30 35.7%	17 25.4%	18 32.7%	65 31.6%
I want to become a doctor to help others	10 11.9%	12 17.9%	10 18.2%	32 15.5%
Electricity / hospitals / schools	8 9.5%	9 13.4%	9 16.4%	26 12.6%
Businessmen / store owner / to help others	12 14.3%	7 10.4%	6 10.9%	25 12.1%
Create jobs	11 13.1%	6 9.0%	0	17 8.3%
Total	84 40.8%	67 32.5%	55 26.7%	206 100.0%

They would like to help fix roads and organize income-generating activities for youth that are not able to go to school. They would also like to set up sports activities to contribute to youth development. The youth think these activities could help them grow as well as teach them the importance of solidarity and to appreciate their community.

4.2. Suggestions by community leaders for how to improve the living conditions of out-of-school youth

The leaders think that the education system needs to be changed (73.9 percent) because it does not respond to the needs of the youth. There should be many more professional schools – equipped with cafeterias – so the youth could learn a trade in a formal environment.

The leaders interviewed (79.8 percent) think that they could carry out some activities in the community to help out-of-school youth. Most of them (97 percent) believe that these youth are important to the community and that they should integrate associations so they could participate in community activities, learn a trade or find a job.

4.2.1 Confirmation of the Results of the Study

After the release of the results of the study, the three teams on the ground organized a community meeting to share the results with the leaders and the heads of institutions and to get their feedback on the results. Two youth, a girl and a boy, presented the results via a cultural event in which the youth explained their role in the projects that the heads of these institutions would be launching. These meetings took place on different dates in the three communities under study. The different communities welcomed this initiative and expressed a desire to have the final report made available to them.

CHAPTER V

5.1. The impact of the survey regarding youth services on youth behavior (testimonials)

After collecting the data, a meeting was organized in each one of the areas to exchange information to evaluate the data collection phase and to gather the youth's impressions of this new experience. To better appreciate the impact of this activity on the youth, it is important to reproduce their statements in their own words:

- "This survey gave me the opportunity to get to know the situation of out-of-school youth... I used to see them every day, but I had never paid attention to their living conditions."
- "Out-of-school youth have different goals than youth who go to school and live with their family: they must fight for survival, for food, for lodging, for clothes, for health services, etc. I've learned to see the difference."
- "Out-of-school youth were less aggressive, nicer and more eager to respond to questions than the kids who go to school."
- "Out-of-school youth do want to change their status and do things they cannot do now... but they have no alternatives, they have no support."
- "I was impressed by the out-of-school youth's capacity to take care of themselves despite their age."
- "The community has a more favorable opinion of us now. People call us all the time to ask about the project."
- "It is difficult to know who has gone to school and who has not in the team... We got along very well; there was a lot of solidarity."
- "We would like to remain close to the out-of-school youth after the survey. What can we tell them when they ask questions? We would like the process to continue."
- "This experience has helped me to improve my relationship with out-of-school youth."
- "I was able to overcome my shyness, my inferiority complex... I am more open now."
- "We have learned a lot. We are ready to collaborate in other projects, to carry out other surveys."
- "I've had the opportunity to meet the community leaders who, otherwise, would never have spoken to me."
- "The out-of-school youth held no value in the eyes of the leaders. Now they think of them differently."
- "This process has increased my self-esteem and I have become more conscious of my capacities and of my potential."

It is important to stress the impact that this survey had on the youth's self-esteem and on their sense of responsibility. It gave them the opportunity to explore their individual capacities and potential; as a result, they developed a new sense of confidence.

The youth insisted on how much they appreciated the new perception that the members of the community had of them. They discovered their potential and were ready to help their communities.

This activity also enabled 45 youth to generate some income during the summer.

The strong “Community Mobilization” component integrated into the project during the process helped achieve certain results. It should be noted that the youth researchers were recommended by the community leaders, and the study was conducted by youth in the community.

5.2. Challenges

Collecting data was not an easy task. The youth had to face difficulties that varied from place to place.

For the youth in Carrefour-Feuilles: The problems were mainly centered around the contempt some people in the community expressed towards them and the difficulties in gathering the out-of-school youth to hold the focus groups. The youth in the focus groups, as well as the people responsible for them, were distrustful: they feared the information collected would be misused or ignored.

For the youth in Mirebalais: They faced logistical problems in reaching some communities: lack of transportation, rain and muddy roads. Because of torrential rains, focus groups had to be cancelled several times.

For the youth of Jérémie: They also had difficulties reaching remote communities because of transportation problems. Furthermore, during the interviews, some community leaders were distrustful and refused to give information, saying that similar surveys had already been carried out in the area without generating concrete results. For the same reasons, it was difficult to mobilize youth for the focus groups.

The data collection activities started off slowly mainly because the project coordinators had to boost the youth’s confidence and self-esteem.

It took much longer to complete data entry and analysis than planned. Much of the qualitative information collected during the focus groups had to be compiled, processed, and separated in categories by the types of answers in order to obtain the results described in this document.

5.3. Conclusions

This study was carried out in special conditions. The fact that it was conducted by out-of-school youth revealed the capacities of the youth and their strong desire to change their social status. They are entrenched in dangerous daily habits because they have no other alternative. They must fight against nature, against themselves, against everything in order to survive (statement from one of the youth). With proper guidance, they could change this tendency. This was a unique opportunity for the community to see that the youth could be trusted with an important activity, one very different from what they usually do. The project was an opportunity to foster a debate on the role of out-of-school youth within the community. The conclusion can also be made that the youth who want to change their status have also realized that they must go to school because that is the way to learn a trade, generate income and, thus, to improve their living conditions.

The survey also identified the actual needs of these youth in the three areas, summed up as follows:

The youth seek:

- Guidance to become useful
- Work
- Schools with cafeterias
- Health centers
- Professional schools
- Information and training sessions on themes of interest to them
- Income-generating activities
- Police stations to ensure security in the community, particularly in the Carrefour-Feuilles neighborhood.

This study has also increased the youth's self-esteem, given them a sense of values and responsibility. For the first time in their lives, they had to respect norms and principles to accomplish an important task. They felt that the communities they belong to viewed them as being important since they were treated differently than when they were on the streets. They were also viewed as leaders by other out-of-school youth. Their positive attitudes will influence other out-of-school youth and encourage them to make more efforts to be like the youth mappers.

5.4. Recommendations

The projects that will be supported by IDEJEN to help out-of-school youth should be based on the recommendations made by the youth in the different areas. Income generation should be the primary goal of these projects and education the leitmotif. Going back to school should be seen as giving them the opportunity to learn a trade so that they can become useful. These youth are in risky situations because they need to satisfy basic needs such as food, clothing, medicine, lodging, etc. Youth who are lucky enough to go to school should be encouraged to express their solidarity with out-of-school youth, integrate the projects to facilitate communication and develop team spirit, and, in other words, guarantee the success of the project.



One lesson learned is that the involvement of the community members from the very beginning of the project is a key factor in stimulating effective participation.

It would be desirable to see other institutions that work with youth use the experience we have gained to inform their work. The different phases have been carefully documented by the IDEJEN project. It is obvious that the involvement of out-of-school youth in activities of such a scope gives them a new vision of their community and also increases their self-esteem.

The youth have great expectations in regards to the project. They hope that they will be able to change their status thanks to IDEJEN. A sensitization campaign must be carried out among other funding institutions so that they take the youth demands into account.

From an institutional standpoint, this project has complimented the government's initiatives with respect to youth education. Many efforts have been organized by other national and international organizations with youth age 15 years and younger. Until now, no efforts had been directed at youth older than 15 years, schooled or unschooled, which take into account the three following aspects: informal basic education, technical training, and entrepreneurship.

5.5. Appendix

List of youth mappers:

Carrefour-Feuilles

Brun Marie Michelle

Tabuteau Widline

Milard Thamare

aintelus Marc Arthur

Rocher Jameson

Chery Woodly

Jeudi Seker

Alexandre Jean Lionel

Bertrand Dyna

Joseph Réginald

Léger Magdaleine

Joseph Maude

Loiseau Marie Julie

Fleurimond Frantz

Porcéus Mirlande

Jérémie

Bourdeau Saradgine

Desrosiers Guillorme

Saint Clair Jean Mary

Florian Junior

Jean Magdala

Saint Jean Carl Gesler

Simon Macculège

Jean Pierrot

Vincent Rose Camille

Similien Reginald

Zephir Bemilien

Mirebalais

Bléus Marie Michelle

Jérome Benite

Desmosthène Edna

Kernizan Christine

Edouard Rosalie

Louidor Tamara

Dorian Dales

Charles Jilnor

Jérome Donald

Louicius Julson

Charlot William

Mervil Jhonson

Mildarin Ederson

Saintil Stive