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Haitian Out-of-School Youth Livelihood Initiative (IDEJEN)

Interim Assessment Report

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Introduction

In a society where a volatile political landscape and economic instability prevail, it is more important than ever to ensure that young people have the foundation they need to create and pursue economic opportunities across sectors. While structural difficulties have posed a significant challenge, young people report making important contributions to the well-being of their families and communities, overcoming great obstacles to provide support and dynamism in the midst of social, economic and political upheaval and uncertainty.

The difficulties of daily life increase if youth are not in school or have received little education. Unfortunately, the out-of-school youth population in Haiti is large and growing. A recent national census in Haiti estimates that 60% of the Haitian population is under 30 years old, while 59% of those under 24, in schooling age, didn't have access to education in 2001-2002. Many young people are involved in informal sector economic activities – either on a regular or sporadic basis – most of the work that they do is out of necessity rather than in relation to a particular interest or innate skill. Through these informal sector activities youth do begin to develop core livelihood assets (human, social, financial and physical capital) and essential life skills (innovation, positive risk taking, decision making and leadership), but without ongoing formal or non-formal education, vocational training and/or micro-finance assistance (such as savings, credit and business development services), few can make the shift from basic survival activities to self-sustainable, growth-oriented livelihood pathways.

Given their large percentage of the population and their untapped potential in terms of livelihood assets and capabilities unidentified, underutilized or underdeveloped, out-of-school youth are a key potential resource for Haiti's development. To fully engage these youth and develop their skills, strategies must be found to help them get access to education, life skills training and economic opportunities that are significant and sustainable. This would allow them to contribute in increasingly substantial ways to the development of their communities and their country ¹.

To address these issues, the Haitian Out-of-School Youth Livelihood Initiative (IDEJEN) was launched in 2003². The program identifies the assets and aspirations and addresses the needs of out-of-school young people. IDEJEN's role is to strengthen the best organizations and programs that are already working with young people, and ultimately enables Haiti's young population to develop the assets and skills to support themselves and their families. IDEJEN is currently being implemented in six areas of Haiti, however the results highlighted in this interim assessment focus on the three original areas: Carrefour-Feuilles, an urban, low-income neighborhood in Port-au-Prince; Mirebalais, a rural community in the middle of the country; and Jérémie, a quasi-urban coastal city of about 30,000 people. Activities in three new communities of Port-au-Prince started in December 2005. Results of the Youth Mapping organized in these areas are described in a separate report. The target population for IDEJEN is out-of-school youth who are 15-20 years old and have no formal education or only several years of primary education.

¹ Community YouthMapping Report pp. 4-5

² The IDEJEN program is financed by USAID under the EQUIP3/Youth Trust mechanism, led by EDC. 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.

I. Situation Assessment

In order to get a broad picture of the current situation in Haiti with respect to our target population, EQUIP3 has conducted an assessment of out-of-school youth in Haiti with 3 core components:

- On-the-ground research regarding the economic and social status of out-of-school youth;
- A review of youth-serving organizations and the specific services they provide;
- A survey of economic opportunities

EQUIP3 carried out this research in order to better understand how to help youth connect to livelihood opportunities and contribute to their communities in preparation for the IDEJEN program. This initial assessment constituted the first in a series of ongoing assessments aimed at providing data on issues of importance to the IDEJEN program as it continues to implement its pilot projects. Three reports on the assessments and studies carried out in 2004-2005 are summarized in this interim assessment:

- The first Community Youth Mapping conducted in Summer 2004
- National desk study on youth-serving organization conducted by consultant Weaver Destin
- Preliminary research on economic opportunities for out-of-school youth carried out by consultant Marcia Greenberg.

A. Community YouthMapping

Community YouthMapping (CYM) is a rapid participatory assessment tool originally developed by the Academy for Educational Development and adapted for the Haiti project in coordination with EQUIP3 / Youth Trust with the help and guidance of Jane Lowicki, International Specialist in Youth Participatory Research Methodologies. Using the CYM strategy, young people went into their communities to identify and record opportunities, resources, and areas for improvement.

The three-week-long mapping in Haiti was carried out by 45 young people who were selected according to recommendations made by local organization representatives. The goal was to determine the socio-economic status of youth in the three communities (Carrefour-Feuilles, Mirebalais and Jérémie) in which IDEJEN works. Data was collected through one-on-one interviews with youth and community leaders, as well as through focus groups of up to 12 youths.

It is worth noting that the CYM process is more qualitative than quantitative, and it serves as an appraisal tool rather than a highly targeted research method. The advantage of the participatory approach used is that it facilitates data collection about a population that is usually difficult to access with more traditional research methods. However, due to the nature of this study, the findings only indicate general trends that were reported by the youth interviewed. The results correspond only to out-of-school youth in the participating communities and cannot be

generalized to all communities. Despite these limitations, the data collected provides excellent insights into the perspectives of many out-of-school youth in these areas³. The data also informs the agenda for future rounds of qualitative and quantitative research, and demonstrates the power of engaging youth more fully in project planning, design, implementation planning and M&E activities.

B. Overview of Youth-Serving Organizations

In an effort to discover the types of services available to youth in Haiti, particularly in the three target communities, IDEJEN collaborated with a local youth specialist consultant, Weaver Destin, to complete an inventory of existing NGOs and youth-serving programs in the country. The focus was on those organizations that particularly deal with workforce development, life skills and income generation. This inventory looked at the capacity and sustainability of these programs/organizations.

C. Potential Economic Opportunities

The third report was an analysis of potential economic opportunities and basic education requirements for out-of-school youth in Haiti. Marcia Greenberg, Employment Specialist for IDEJEN, prepared the report based on (1) Background reading and documentation, (2) other IDEJEN research, including the Community YouthMapping exercise and a report on youth-serving organizations in Haiti, and (3) interviews in Haiti. In her interviews, Greenberg spoke with government officials, NGO representatives, and community members.

All three activities surfaced the resilience, determination and desire to contribute of many Haitian youth. Each activity has opened up avenues for further appreciation of the many ways they do, and can, contribute positively to the work and family and community life of Haitian youth. All three activities also underscore the significant structural and far reaching economic, political and social barriers faced by Haitian youth – one of the populations most impacted by the current crisis and yet least served by traditional relief, reconstruction and development programming.

The combined results of the three appraisal activities illustrate the importance of triangulating the data coming out of specific stakeholder populations, and ensuring that no program be developed without the dynamic participation of young people themselves.

³ Community YouthMapping Report pp. 5-12

II. Social and Economic Status of Out-of-School Youth

There is a significant lack of information on the social and economic status of out-of-school youth. For this reason, IDEJEN employed the Community YouthMapping approach to gather information about this specific population. This approach allowed us to ask very specific questions, gather information about specific social and economic conditions preventing young people from integrating into mainstream society, and identify skills that youth have honed to help them survive. Results of this activity, which took place over the summer of 2004, gave us a snapshot into their daily lives.

A. Education

The particular youth we work with have little to no formal education, and therefore do not have the basic reading, writing and arithmetic skills necessary to make them viable candidates for many positions. This lack of education immediately disqualifies them from participating in many sectors of the economy.

Research on why many young people do not attend school revealed that 74.3% of the reasons relate to economic barriers, including high tuition, expensive school supplies, pregnancies, and a lack of public schools.⁴

The Ministry of Commerce stressed that we must be careful when analyzing data from those youth that did manage to attend school for a certain amount of time. According to officials, spending a number of years in the formal education system does not necessarily mean that their knowledge and skills are at a particular grade level.⁵

B. Health

Health problems are a major cause for concern, not only for youth but also for the community as a whole. About 46.1 % of the youth interviewed said they suffered from fever, colds, etc. A large number of youth (35.9 %) also reported suffering from stomach aches, hypertension and diabetes.

Community leaders also raised health problems such as HIV/AIDS, drugs, sexually transmitted infections, lack of clean drinking water and poor sanitation services that the youth did not mention. Some respondents asserted that youth often have no access to health care because they are unable to pay for it. Health centers lack information structures for youth and medical personnel are non-existent.

Because HIV/AIDS is so prevalent yet stigmatized, it is imperative that every IDEJEN project include some component that addresses the disease. It is impossible to talk about life skills and the ability to make a living, address youth development, or even to engage the private sector on

⁴ Community YouthMapping Report (French), p. 25

⁵ Marcia Greenberg, p. 5

their labor needs without considering the impact of AIDS and incorporating efforts to manage and prevent the disease.⁶

The question of security is closely linked to that of health. More than 45% of out-of-school youth interviewed during the mapping said they do not feel secure in their community, while only 3.9% said they do feel safe. One of the threats to safety, as reported by youth during the youth-to-youth survey in Carrefour-Feuilles, was rape; more than 12 % of girls interviewed said they had been victims of rape.⁷ In addition to spreading STDs and leading to unplanned pregnancies, this can impact the emotional and psychological health of victims.

C. Family

To better understand the situation of out-of-school youth, it is helpful to consider the socioeconomic situation of their families. Most often, these youth come from relatively large families: CYM found that 49 % live in families of more than five children, and often one (if not both) parents in these families are not salaried workers.

Often the youth live with only one parent, or with someone who is not their biological parent, such as other family members or friends. The CYM survey found that 41.8% of youth lived with only one parent, 25.2% lived with both parents, 27.7% lived with someone other than a parent, and 5.3% lived on their own.⁸ The following table shows the figures for each community:

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 %
Someone else	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 %

Source: CYM p18

⁶ Marcia Greenberg, p. 18

⁷ Community YouthMapping Report (French), p. 27

⁸ Community YouthMapping Report (French), p. 24

Most families are poor and do not earn enough money to cover basic needs such as food, healthcare and education. This situation often forces the youth to look for work to provide supplemental income.⁹

D. Economic Activities

Of the 206 youth interviewed during the Community YouthMapping, 36.9 % report having engaged in no economic activities. In one area (Carrefour-Feuilles), the figure was a staggering 84.5%.

These statistics beg the question: how do young people define “economic activities?” It is hard to believe that they do not participate in any sort of money-making endeavor. Either way, the high rate of response indicates that the young people have not been participating in what they consider to be legitimate, stable, income-generating strategies.

Focus group discussions revealed that the youth want to participate in the Haiti’s economy. They want to learn a trade, become self-sufficient, improve their living conditions, gain acceptance in their community, and have the financial means to fulfill their needs. These discussions revealed a strong desire to help their parents and younger siblings, to contribute to the development of the community, and to feel useful and important. They see education as a door to fulfillment of all these dreams.¹⁰

A lack of education proves to be a formidable barrier between the youth and their entry into the their country’s economy. However, certain perceptions spanning different population groups give rise to other difficulties for the integration of this marginalized group. Haitian society generally views the private sector and businesses as predators, which could deter people from seeking employment with such entities. Then there are the attitudes of the private sector towards out-of-school youth, and of youth towards income-generating possibilities.¹¹

E. Social Integration

Compounded with the educational and economic disadvantages they face is the social exclusion youth experience as a result of their status. Many out-of-school youth feel disconnected from their communities; they are regarded as a social problem and have been branded as troublemakers¹². Labeled as such, they are often excluded from meaningful social activities, reinforcing their feelings of isolation.

Access to structured recreational activities for out-of-school youth in the three communities appears to be very limited. Many youth create and organize their own sports activities such as soccer or basketball on an empty lot or on the street.¹³ According to the youth, gambling in the

⁹ Community YouthMapping Report (French), p. 23

¹⁰ Community YouthMapping Report (French) p. 31

¹¹ Marcia Greenberg, pp. 7-8

¹² From Community YouthMapping Report (French), p. 29

¹³ Community YouthMapping Report (French), p. 26

form of blackjack, dominos, and similar games is popular in Mirebalais and, to a lesser extent, in Carrefour-Feuilles. The youth of Jérémie and Mirebalais, as well as the community leaders of all three areas, confirm that some out-of-school youth turn to alcohol and drugs to cope with the pressures of daily life.¹⁴

The following table shows recreational activities of the youth:

YOUTH RECREATIONAL 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 0 %	2 2.3 %	1 1.7 %	3 1.5 %
Alcohol	0 0 %	5 5.7 %	0 0 %	5 2.5 %
Gambling	3 5.2 %	19 21.8 %	0 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 %

Although organizing recreational activities among themselves is a way of creating a social bond, many of these activities do not serve to integrate out-of-school youth into the mainstream society or economy. Some of these activities, such as sports, can be organized in a way to bring together in-school and out-of-school youth, which could create a valuable connection between these two groups.

¹⁴ Community YouthMapping report (French), p. 26-27

III. Services Available to Out-of-School Youth in Haiti

A list created by the ILO’s International Program to End Child Labor (IPEC) and the Ministry of Social Affairs and Labor (Ministère des Affaires Sociales et du Travail: MAST) included 254 organizations working with and for children in nine of the country’s departments. It is important to note that the organizations in this study include those that work with both children and youth. However, most of them focus on children and do not work with IDEJEN’s target age group.¹⁵

Among the 254 organizations listed, 70% work on formal education and literacy, 70% on health issues and 30% on promoting children rights. In several cases, these organizations work in two or three different sectors. While the numbers sound promising, many organizations lack the infrastructures necessary to reach their objectives.¹⁶ Although the issues that these organizations address are important and need to be dealt with, economic development is largely neglected in the majority of the departments.

There are also some gaps between the existing economic opportunities in an area and the fields in which the local organizations work. For instance, it is surprising that in the Central¹⁷ and North-East departments, there are no organizations working in the field of farming, although these regions have important economic opportunities in this sector. It is also noteworthy that, in the 12 districts of the Grande Anse¹⁸ department, no youth-serving organization reported working in the fishing sector.¹⁹

Reports also show that the communities are not well informed about the services provided by local organizations. This could indicate that the projects being implemented are not mobilizing the communities and therefore do not lend themselves to development.²⁰

The following table, generated from the results of the YouthMapping, gives information on various services available in the three areas under study.

MAPPING OF AVAILABLE SERVICES IN EACH OF THE AREAS UNDER STUDY

AREAS	SERVICES	CARREFOUR-FEUILLES	MIREBALAIS	JEREMIE
A- BASIC SERVICES	Water, Electricity Telephone Road	Present	Present	Present
B- EDUCATION	Primary public school	5	13	22
	Primary private school	10	69	30

¹⁵ Weaver Destin, p. 2

¹⁶ Weaver Destin, pp. 2-3

¹⁷ Mirebalais is in the Central Department

¹⁸ Jérémie is located in the Grand Anse

¹⁹ Weaver Destin, p. 3

²⁰ Weaver Destin, p. 3

	Secondary schools	7	17	20
	High schools	1	1	6
	Professional private schools	4	22	14
	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
	Clinics	3	2	7
D- COMMUNITY SERVICES	NGOs / Meeting places	12 6	22 18	30 14
	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	6
	Banks	-	4	2
	Credit Unions	3	0	4
	Cooperatives	2	5	2
	Public markets	4	7	6
	Bakeries	6	16	24
	Internet Café / Center	2	8	3
	Local lottery banks (borlettes)	11	168	50
	Food banks	5	38	21
	Production workshops	3	19	33
	Money lenders	2	31	3
	Factories	2	0	12
	Small stores	7	130	2
	Factories / Sugar mills	0	29	0

While these services are present in these communities, there is no guarantee that young people are able to access them or are interested in doing so. For example, out-of-school youth are not able to benefit existing schools, and illiterate or barely-literate people would be unlikely to visit a library. In addition, the presence of water and electricity within a community are irrelevant to those who cannot, for whatever reason, take advantage of these services.

Getting a clearer picture of life for out-of-school youth in these communities requires a deeper look at what resources this group actually uses, as well as the specific barriers that prevent them from utilizing existing services. Such an inquiry must examine physical and socio-economic factors as well as attitudes that affect their access.

A. Non-Governmental Organizations

In order to determine what opportunities NGOs offer in the three communities, IDEJEN conducted research using both CYM and published information. While the existence of NGOs is an encouraging demonstration that local groups have committed themselves to support youth development, their areas of focus are not always relevant to the needs and desires of out-of-school youth with limited skills.

In Carrefour-Feuilles, Mirebalais and Jérémie, most of the youth-serving organizations work in the health, education or recreation sectors.²¹ Destin notes that in the three communities, no organizations specialize in economic development or socio-economic integration programs for youth. While the CYM found one organization in Jérémie that works on economic activities for youth, it's scope is most likely limited and does not focus on the professional development of youth. Destin also notes that for the most part, these organizations reach in-school youth and tend not to engage out-of-school youth. As the CYM report states, "It is fair to say that there are few specialized services targeting youth, much less out-of-school youth, in the areas under study."²²

Mirebalais

In the four rural communities in Mirebalais, the mapping identified 23 non-governmental organizations of which 12 are involved in development and agricultural activities. These include two in health, one in education and seven in cultural activities (including sports and religious groups). There are also seven youth associations that are mainly involved in cultural and sports activities.²³

Carrefour-Feuilles

The focus of NGOs is somewhat different in Carrefour-Feuilles, where there are more than thirty that offer a variety of information, education, and training in crafts, as well as health and recreation programs. Nevertheless, they do not take a holistic approach.²⁴ Most of the

²¹ Confirmed by reports from Greenberg, Destin, and CYM

²² Community YouthMapping Report (French) p. 22

²³ Community YouthMapping Report (French) p. 21

²⁴ Community YouthMapping Report (French) p. 21

organizations listed are community-based organizations with activities in health, education and recreation. Some organizations also run projects on access to clean water and sanitation.²⁵

None of these organizations focus on the creation of economic opportunities for youth. However, there are two organizations that work with homeless children: Centre d'Education Population (CEP) and Centre d'Action pour le Développement (CAD).²⁶ These two organizations have programs in literacy, schooling and apprenticeship in “petits métiers,” which help these children as well as those living in domesticity to develop a way to make a living. Greenberg and Destin also mention a UNDP disarmament project that targets youth in Carrefour-Feuilles.²⁷ This project includes helping youth who turn in their weapons develop business plans; the youth also receive funding in installments as the plans are implemented.²⁸

Jérémie

Jérémie has seven NGOs working specifically with youth, the highest number of the three communities. The biggest ones disseminate information regarding health. Education and recreation are also covered. While one group works on economic activities, it is not focused on the professional development of youth.²⁹ For Jérémie, Destin states that there are no NGOs specializing in economic development or socio-economic integration programs for youth.³⁰

The overarching theme of this research is that NGOs providing support to youth do not take a holistic approach. Out-of-school youth do not have the time or resources to enroll in multiple programs provided by different organizations, so access to a one-stop shop would be a better solution. Offering health care and basic education in the same location where they can also develop technical and entrepreneurship skills may increase the likelihood that they will take advantage of these services.

²⁵ Weaver Destin, p. 3

²⁶ Weaver Destin, p. 3

²⁷ Goldberg p. 6; Destin p. 11

²⁸ Marcia Goldberg, p. 6

²⁹ Community YouthMapping Report (French) pp. 21-22

³⁰ Weaver Destin, p. 4

IV. Economic Opportunities for Out-of-School Youth in Haiti

A) In Haiti as a whole

As noted, the Haitian economy is confronted by numerous challenges, one of which is extremely high unemployment throughout the country. Statistics from the Institut Haïtien des Statistiques et de l'Informatique (IHSI) show that more than 2 million people in the Haitian workforce are unemployed or underemployed.³¹ Of these 2 million people, 1.5 million are youth between 18-35 years old. In other words, this represents 3 of 4 unemployed people, or almost 40% of the working-age population, as reported by the Project MPCE/PNUD/BIT. Destin notes that the job market is very limited and the most important sectors of the economy – agriculture and agro-industry, mining, manufacturing, and construction – have a limited capacity to create new jobs.³²

As in many developing countries, little is known about the livelihood strategies of youth in Haiti who participate in regular informal sector employment/self employment. There is also little knowledge of the kind of market-driven support services they could make use of to improve the sustainability of their activities. Similarly, little is known about the best ways to expand those investments that have already been made in youth who are involved in the economy to those that are not. As an increase in formal economic opportunities is unlikely to occur in the near future, programs targeting out-of-school youth will need to be innovative, flexible and dynamic. Recent IDEJEN's mapping and assessment tools, developed by a USAID funded project called "Youth, Micro-Finance and Conflict" and implemented through the collaborative effort of EQUIP3 and AMAP, represent the first targeted research in this area.

As Marcia Greenberg notes,

“It does not make sense, in terms of the Haitian economy right now, to focus on training large numbers of young people for particular jobs – such as in clothing assembly or tourism. But programs working with out-of-school youth should prepare them to be trainable or employable if such jobs develop.”³³

The above statement highlights the importance of basic education, and its close ties to the employment market. Greenberg also notes that out-of-school youth need both “hard” and “soft” skills to improve their competitiveness in the job market and to achieve better lifestyles. Hard skills include reading and numeracy, French, and a basic understanding of accounting and economics. Soft skills include life skills (maintaining their health, social skills, team work), planning (both what they want to do and how to use their time), and general job skills (punctuality, following instructions, management relations).³⁴

³¹ Weaver Destin, p. 8

³² Weaver Destin, pp. 8-9

³³ Marcia Greenberg p. 2

³⁴ Marcia Greenberg, p.11

Potential Sectors

Certain sectors hold more potential than others for employing out-of-school youth. Greenberg compiled a list of possible livelihood opportunities for out-of-school youth in Haiti based on interviews with government officials, NGO representatives, and community members. She notes that interviewees mentioned the following:

- Manual laborers, e.g. masons and construction work
- House painting, both indoor and outdoor
- Traditional “métiers”: electricians, plumbers, carpenters, salespeople
- Raising livestock (chickens, goats, pigs)
- Arts/crafts
- Repairing mills
- Agriculture
- Processing, e.g. peanuts, cacao, fruits
- Fishing and marine preservation
- Artisanal products (woven mats, making cloth)
- (Guided) Tourism
- Assembly industries
- Cleaning crews
- Using Information Technologies
- Forestry/game warden
- Environmental work, e.g. preservation, recycling (collecting and selling recyclable plastics), community gardens
- (Auto) mechanics
- Media
- Small commerce
- Mobile cafeterias in which young people prepare food for students

However, this list has some important qualifiers. Many of these opportunities will likely require that the youth be trained and supervised by skilled or semi skilled trades people. In addition, there are specific concerns for many of the fields. For example, there is some indication that many manual labor jobs are increasingly being taken by laborers from the Philippines.³⁵ In assembly industries, there seems to be a particular need for lower to mid-level management skills, which is most likely inappropriate for out-of-school youth. However, the out-of-school youth could do more basic work like errand running, cleaning, or cooking that requires training but not a formal education.³⁶

Fishing and marine preservation also present an opportunity for those who live near the sea. Despite the fact that Haiti has 1500 kilometers of coastline, an official at the Ministry of Commerce pointed out that Haitians tend not to see the sea as an economic resource. Destin’s finding that no youth-serving NGOs in the department of Grande Anse reported working in the fishing sector supports this statement.³⁷ The YouthMapping found that only 4 out of 55 youth

³⁵ Marcia Greenberg, p. 8

³⁶ Marcia Greenberg, p. 9

³⁷ Weaver Destin, p. 3

surveyed in Jérémie worked in the agriculture or fishing sector.³⁸ This represents an area that seems to warrant further research.

Jobs using information technology would be appropriate if the technology does not require workers to have an in-depth understanding of the technology. For example, using a dry cleaning machine requires training but not a detailed understanding of its mechanics. Similarly, data entry would entail a cursory understanding of the computer software used and could potentially be an appropriate job for youth with the necessary training.

The media may also be an avenue for out-of-school youth. One possibility mentioned is for them to be “chasseurs de nouvelles;” when something happens in the local community, the youth can record events on a tape recorder and give the recordings to reporters to write up. Other possibilities include small jobs such as carrying cameras, cables and other equipment.³⁹

With regard to small commerce, two economists from the Ministry of Commerce and Industry expressed some concern about the market process. When one person outside of Haiti or in Port-au-Prince buys up a large portion of a market, and then sells that share to intermediaries who then sell it to the next level of distributors/sellers, etc., the result is that profits become smaller and smaller throughout the process. This is a reality that impacts informal sector traders and merchants throughout the developing world and many micro-finance institutions have addressed this by emphasizing research on value-added opportunities in the market process.

In addition, when many women (or young people) sell the same product in the same market, their competition undercuts one another’s prices. In economic and business terms, it might be much more effective to work as a collective, perhaps according to geographic area, in order to set reasonable and, most importantly, profitable prices. Of course, the group must recognize that someone from nearby will enter their market and sell at a lower price if their prices are too high and the collective has no value added proposition (such as better service or more reliable standards) with which to compete. Groups working with women micro-entrepreneurs in Haiti might be a better resource for those planning such cooperatives/collectives than Ministry of Commerce and Industry officials, as these Microfinance Institutions (MFI) understand what it takes to run sustainable livelihood programs in the communities targeted by IDEJEN.

In addition to the concerns about particular industries, several caveats are important to consider with regard to this list. First, it is necessary to look critically at the basis of these suggestions as it was unclear if the people interviewed had market research or studies to support their suggestions. Second, there were varying opinions regarding the level of education (not just literacy/numeracy, but also critical thinking) needed to engage in some of them, such as electrical work. Third, while there may be some opportunities for some young people in some of these areas, there is no evidence that an organization could train substantial numbers of people in the same skills and for all of these people to find sufficient work.⁴⁰

³⁸ Community YouthMapping Report (French), p. 28

³⁹ Marcia Greenberg, p. 10

⁴⁰ Marcia Greenberg, pp. 10-11

Areas of Interest to Youth

When a group of youth was asked about the professions they were interested in, the girls frequently responded with sewing and the boys with auto mechanics. Masonry, electrical work, and carpentry were also mentioned frequently. A few said they would like to be a chauffeur, teacher, nurse, physician (1 boy respondent), musician, banker (1 girl respondent), or secretary.⁴¹ More substantial and detailed research needs to be conducted with youth who have successfully entered these kinds of professions to know what kinds of informal support or services from peer groups or extended family networks might have helped them. These services or support systems could form the basis of a broader, formal, market-driven support system for out-of-school youth. Research needs to be done to understand the relative importance of “job readiness” support mechanisms (basic education, vocational training, life skills development) and “access” support mechanisms (micro-finance—including savings, credit and business development services—livelihood coaching and/or career guidance services). The question should be addressed as to whether service learning programs, short term youth employment programs (linked to savings / business start-up), or investments in scaled up informal learning opportunities would develop sustainable livelihood assets and skills the most quickly and efficiently.

B) In Carrefour-Feuilles, Mirebalais and Jérémie

There is almost no information on economic opportunities for out-of-school youth specifically in the three communities where IDEJEN works. Results from the first youth mapping activity as well as Greenberg’s report suggest that more in-depth qualitative research is necessary to identify types of local businesses, economic opportunities and self-employment that out-of-school youth could access. Therefore, a second youth mapping will be conducted in early 2006 to provide further information in these areas. Results from this mapping will be disseminated in a separate report.

⁴¹ Marcia Greenberg, p. 10

V. Conclusion

While our research uncovered information regarding the status of out-of-school youth and prospects for livelihood development, it also highlighted some of the gaps in our knowledge that we need to address in future research.

As a result of the Community YouthMapping, we now have firsthand data from out-of-school youth. Although the data gathered through this participatory process is useful, it raised many other questions that we did not delve into during the first round. The information we collected through this process only serves to highlight some of the areas about which we knew close to nothing. For the next round of mapping and further complementary research, we must get a better sense of how society at a broader level can embrace marginalized out-of-school youth. For example, the mapping revealed the types and number of economic activities available within certain communities; the next step would be to determine whether these activities are accessible to the young people we work with, and to identify ways in which they could enter these sectors.

Since this initial assessment was carried out, several funders commissioned different economic and market demand studies that need to be further analyzed from the perspective of our target population: the out-of-school youth. We also need to do a new survey of this body of research. In so doing, IDEJEN will need to determine if additional market-driven approaches are necessary to enable the project to serve greater numbers of out-of-school youth. The pilot phase indicated certain issues need further reflection and follow-up, including a more detailed study on the possibility of scaling up the number of youth served to an average of 10,000 a year; the appropriateness of the technical training; collaboration with the microfinance sector in Haiti to explore the range of services adapted to these youth (many expressed the need for a safe place to save money); collaboration with the private sector; collaboration with government agencies on regulations facilitating education; and economic reintegration of this youth population (such as “conventions de stage”, incentives, etc.).

In addition to finding out more about the daily lives of out-of-school youth, we must continue identifying organizations that are willing to work with this hard-to-serve population and help those organizations to develop strategies that effectively educate and train them. Because Haiti is lacking in organizations that run youth-centered programs related to job preparation and health education, one of our challenges will be to create a large scale action plan for capacity-building.

At the same time, our research has revealed a desire and willingness demonstrated by the out-of-school youth to overcome these obstacles and improve the living conditions in which they and their families live. Young people want to be engaged in productive activities. They want to learn and be able to apply their skills in ways that will benefit their families and communities. IDEJEN’s challenge for the future is to address the gaps and the challenges that we have uncovered while building on the assets and motivation demonstrated by these youth.

I. Appendix

YOUTH'S ECONOMIC ACTIVITES	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
No economic activities	71 84.5 %	4 6.0 %	1 1.8 %	76 36.9 %
Agriculture / Fishing	0 0 %	13 19.4 %	4 7.3 %	17 8.3 %
Manual Labor / 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 %
Houseworker	0 0 %	2 3.0 %	0 0 %	2 1.0 %
All kinds	10 11.9 %	22 32.8 %	27 49.1 %	59 28.6 %
	84 40.8 %	67 32.5 %	55 26.7 %	206 100.0 %

From CYM(French), p28

LIST OF NGOs IN EACH OF THE THREE COMMUNITIES

AREAS OF INTERVENTION	PROGRAM AREAS— NUMBER OF NGOs		
	CARREFOUR-FEUILLES	MIREBALAIS	JEREMIE
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

Source: CYM (French) p22

Breakdown of the organizations working with children/youth by department

Departments	Number of org.	# of org. in Education	# of org. in Health	# of org. in Agriculture	# of org. in Economic Development	# of org. in recreation
Artibonite	12	9	9	4	0	0
Centre	28	24	17	7	1	0
Grande-Anse	32	25	20	4	1	0
Nord	11	9	5	2	2	0
Nord-Est	8	7	5	0	0	0
Nord-Ouest	17	11	13	0	1	0
Ouest	90	69	52	4	9	1
Sud	20	20	11	3	4	1
Sud-Est	36	32	20	3	2	0

Source: WD p2

This information was collected from a sample comprised of 2 “Communes” (districts) from Département de l’Artibonite, 10 from Centre, 12 from Grande-Anse, 3 from Nord, 6 from Nord-Est, 7 from Nord-Ouest, 15 from l’Ouest, 7 from Sud and 8 Communes from Sud-Est.

SCHOOL ATTENDANCE	AREAS			Total
	Carrefour-Feuilles	Mirebalais	Jérémie	
Did not 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 %
	84 40.8 %	67 32.5 %	55 26.7 %	206 100.0 %

Source: CYM (French) p 24