

Youth in Solomon Islands

**A participatory study of issues,
needs and priorities**

Final Report

Acknowledgements

This report is devoted to the young people of the Solomon Islands.

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Abbreviations

| | |
|---------------|---|
| ADB | Asian Development Bank |
| AIDS | Acquired Immuno-deficiency Syndrome |
| ARH | Adolescent Reproductive Health |
| AVI | Australian Volunteers International |
| CBO | Community-based Organisation |
| CEMA | Commodity Export Marketing Authority |
| CoM | Church of Melanesia |
| CPRF | Community Peace and Restoration Fund |
| CRTC | Community-based Rural Training Centre |
| CYP | Commonwealth Youth Program |
| DBSI | Development Bank of the Solomon Islands |
| DYSW | Department of Youth, Sport and Women |
| EU | European Union |
| EURTC | European Union Rural Training Centre |
| FSC | Family Support Centre |
| HIV | Human Immunodeficiency Virus |
| ILO | International Labour Organisation |
| IYA | Solomon Islands Interim Youth Activity |
| NYC | National Youth Congress |
| NYAP | National Youth Action Plan |
| MEHRD | Ministry of Education and Human Resources Development |
| MHMS | Ministry of Health and Medical Services |
| MYSW | Ministry of Youth, Sport and Women |
| NFE | Non-formal Education |
| NGO | Non-government Organisation |
| NOCSI | National Olympic Committee of Solomon Islands |
| NYAP | National Youth Action Plan |
| PG | Provincial Government |
| RC | Roman Catholic |
| RTC | Rural Training Centre |
| SCA | Save the Children Australia |
| SDA | Seventh-day Adventist |
| SIARTC | Solomon Islands Association of Rural Training Centres |
| SICHE | Solomon Islands College of Higher Education |
| SIDT | Solomon Islands Development Trust |
| SIFF | Solomon Islands Football Federation |
| SIG | Solomon Islands Government |
| SINA | Solomon Islands Netball Association |
| SINLC | Solomon Islands National Literacy Committee |
| SIPPA | Solomon Islands Planned Parenthood Association |

| | |
|---------------|--|
| SSEC | South Seas Evangelical Church |
| STI | Sexually Transmitted Infection |
| UNDP | United Nations Development Program |
| UNESCO | United Nations Educational, Scientific and Cultural Organisation |
| VBEP | Village-based Education Program |
| VBL | Village-based Learning |
| YOP | Youth Outreach Program |

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EXECUTIVE SUMMARY

Most young people (ages 15-29) are currently not catered for by formal educational institutions in the Solomon Islands. Most young people no longer attend school and the average attainment in the formal education system for young people is upper primary level education. Approximately a third fare worse than this, and a fifth do better. Examination of the census tables shows that females are on average worse off than males.

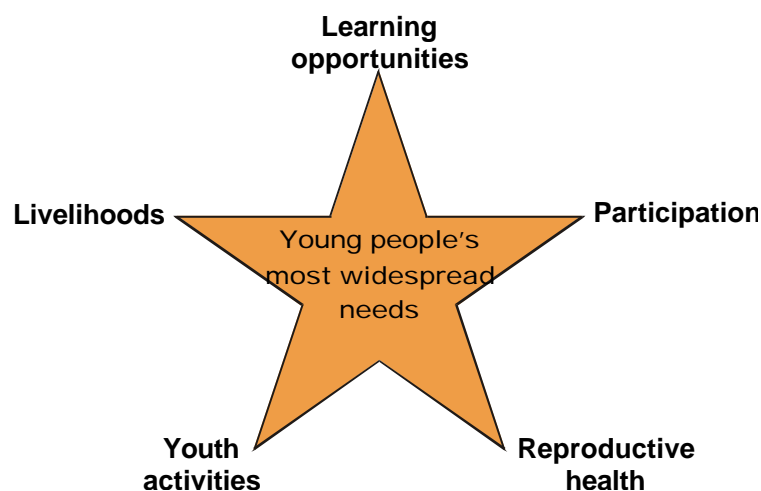
At present, youth services reach comparatively small numbers of people, and the providers, who have limited capacity to reach rural areas, are based mainly in urban settings.

The core activity of the Interim Youth Activity (IYA) was to ask young people and communities across the Solomon Islands what the issues and needs for young people are. Youth and Community Workshops were held in varied settings. Research was qualitative and participatory, designed to elicit the full range of concerns. The approach was to divide the community into four workgroups: young females, young males, older females and older males. Views from each were recorded. Later these were systematically categorised and rankings produced.

The widespread issues identified by young men and women and their communities across the Solomon Islands include:

- lack of community participation
- aimlessness
- poverty
- drug and alcohol abuse
- teenage pregnancy
- illiteracy
- poor youth activities

These issues contribute to disaffectation among young people that maintains the risk of conflict at a high level in the Solomon Islands. The most widespread needs that young men and women and their communities across the Solomon Islands have identified are shown in Figure Two.



The five main needs for youth, according to youth and communities in the Solomon Islands

Within these five main areas is a range of more specific needs. At the more detailed level there are variations of emphasis in concerns that depend on gender, age and province. Specific needs for particular provinces, age groups and genders could be addressed individually. However there is broad agreement over the main needs. The needs that young people and

communities have identified fit within the scope of a human security framework. Addressing these could ameliorate the roots of disaffection that increase the risk of conflict.

In many cases the first step for responding to these needs is a learning process at the local level: what are the options, and how to implement activities. Young people want to know more about how they can do things for themselves. Learning is a key element.

In meeting these needs there are some delivery principles:

- All young people require access to services that can assist them to meet their needs
- Assistance needs to be extended beyond urban centres into rural villages
- A high level of local participation is required if services are to meet local needs
- Young people need to be involved at all stages
- Flexibility is required to meet emerging and unanticipated needs
- Broad communication of new ideas through networking and ‘ideas brokers’
- Promotion of equal opportunities for young women
- Emphasis should be based on village-based activities to attenuate urban drift

Communities are developing their own solutions as government services have been limited in rural areas. Communities want more control of their own development and are requesting support for this process. Supporting these local initiatives can enhance participation by young people and communities in addressing their concerns, and can ensure many more young people have access to new opportunities.

The active but under utilised ‘middle level’ layer of community based organisations (CBOs) including the churches, indigenous and international non government organisations (NGOs) already work with youth. They are effective change agents and ideas brokers who can help solve the challenges for young people in the Solomon Islands. The difficulty is reaching the many young people and communities who require support. Harnessing the enthusiasm at the local level with support at the mid-level would be beneficial.

Our ability to assist youth and community development will increase as we expand our research knowledge of local community governance and economy in the Solomon Islands.

1.0 INTRODUCTION

This report presents the results of the research on youth in Solomon Islands, undertaken by Hassall and Associates for AusAID as the Interim Youth Activity (IYA). A major component of the activity was a participatory study of the issues, needs and priorities for youth, and potential entry points for assistance in the youth sector in the Solomon Islands.

1.1 Policy context

During 2000 it was recognised by the Solomon Islands Government and AusAID that young people were heavily engaged in the civil conflict in the country at that time. AusAID has taken up that insight in considering what may be appropriate assistance for young people in the Solomon Islands. The placing of youth issues within a wider security context in the Solomon Islands, as was the case in 2000, has compelling validity. Demographers of conflict have for some years hypothesised a link between a rapidly growing population (the ‘youth bulge’) and conflict; more recently it has also been linked to state failure and terrorism.

Recently Urdal (2000) tested the hypothesis that ‘youth bulges increase the risk of domestic armed conflict, and especially so under conditions of economic stagnation’. The model he tested is shown in Figure 1. Youth bulges as a source of armed conflict (from Urdal 2000) He performed a regression analysis on data from all international sovereign states and politically dependent areas for the period 1950–2000. From this, Urdal found ‘robust support’ for the hypothesis.¹

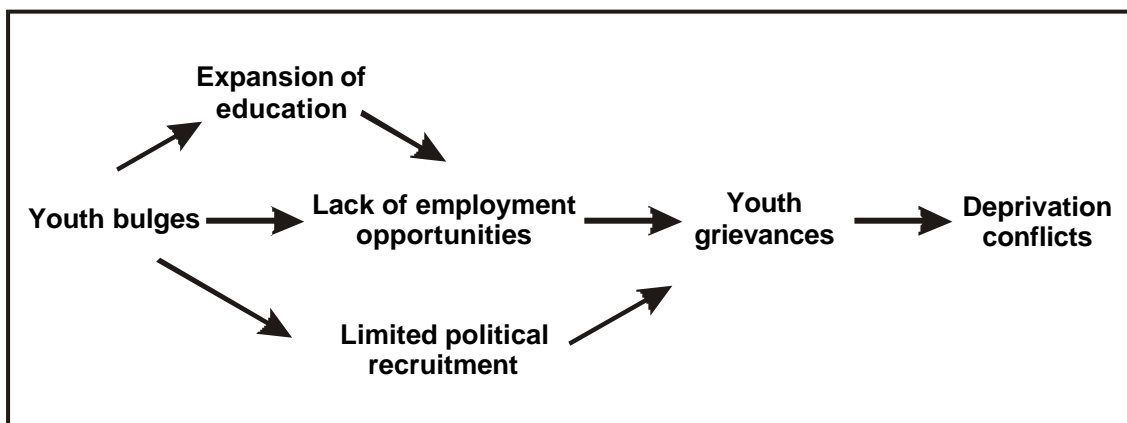


Figure 1. Youth bulges as a source of armed conflict (from Urdal 2000)

Under this model, the conditions in the Solomon Islands appear to be of the type that leads to conflict. These include one of the highest growing populations in the world, a collapsed economy, a culture that predisposes young people to be shunned from participation in community affairs, a high number of school dropouts, and a sense among young people that they are being left out. While the armed conflict of 1998-2000 was localised and has now receded, the underlying conditions for conflict remain. The recent conflict was extremely damaging to the Solomon Islands due to flight of international capital as a result of security concerns. The economic situation in particular is worse now than it was at the conflict’s beginning. This has impacted heavily on young people’s prospects.

¹ Urdal, H., 2000. *The Devil in the Demographics: The Effect of Youth Bulges on Domestic Armed Conflict, 1950–2000*. International Peace Research Institute, Oslo (PRIO). (<http://www.prio.no/publications/papers/YouthBulgesUrdal.pdf>)

Connection between the factors of high youth population, poor economy, poor youth participation and conflict has not been given the serious consideration it deserves in the Solomon Islands' case.

The IYA Final Report provides detailed information and policy advice relevant to factoring youth into the security equation in the Solomon Islands by addressing the issues and needs for youth that young people and their communities have themselves identified. This, along with analysis of situational parameters and existing services for youth within the country, provides a foundation for addressing human security issues in the Solomon Islands using a development-based approach.

1.2 Terms of reference

In accordance with its terms of reference, IYA included four main components:

1. Consultations with key stakeholders
2. Advice to current activities on ways of better targeting youth
3. Direct support for community-based youth activities
4. Preparatory activities for an eventual programming mission

During implementation it was agreed that the primary focus would be the first of these components. In accordance with the terms of reference, five tasks were to be completed within this component:

- Location and review literature on youth issues of relevance to the Solomon Islands
- Development and implementation of a participatory methodology for consulting with Solomon Islands' youth and the communities in which they live
- Identification and assessment of community based organisations (CBOs) working with youth, or on youth issues, in the Solomon Islands
- Consultation with the Solomon Islands' Provincial Governments (PG)
- Identification, consultation and working in cooperation with key stakeholders in the central government

Annex C contains the methodology used for the study, and Annex D contains the final 'activities and questions' worksheet used by the IYA Team for the Youth and Community Workshops.

1.3 Logistics and constraints

The IYA Team travelled to eight of the rural provinces between December 2002 and March 2003. During rural visits IYA held youth and community workshops in 22 locations across the Solomon Islands. These locations are shown in Figure 2, and are listed in Annex E, along with the characteristics of the locations and the dates the workshops were held. The actual timeline is shown in Annex F.

The villages and towns were selected in view of a number of factors. The IYA methodology reviewed a range of communities to be visited: urban, peri-urban, remote, coastal, inland, large and small, to assess whether issues and needs for youth were affected by these factors. The methodology specified that the IYA Team required an introduction to each community by a person known to that village. Due to communications and infrastructure constraints, the IYA Team was not able to contact any community. The IYA Team primarily relied on the Community Peace and Restoration Fund (CPRF) Project coordinators who were contactable

by radio or telephone to act as a liaison person, or in some cases other people involved in local youth activities, who could be contacted. The combination of needing to choose certain community characteristics, along with the constraint of contactable communities, largely determined village selection. In some cases transport considerations also played a determining factor. The IYA Team often had to travel by small sea craft, and both rough weather and distance from urban centres (hence travelling time by sea) constrained choices in some cases. The overall time limits for the IYA and expediency, was an underlying consideration.

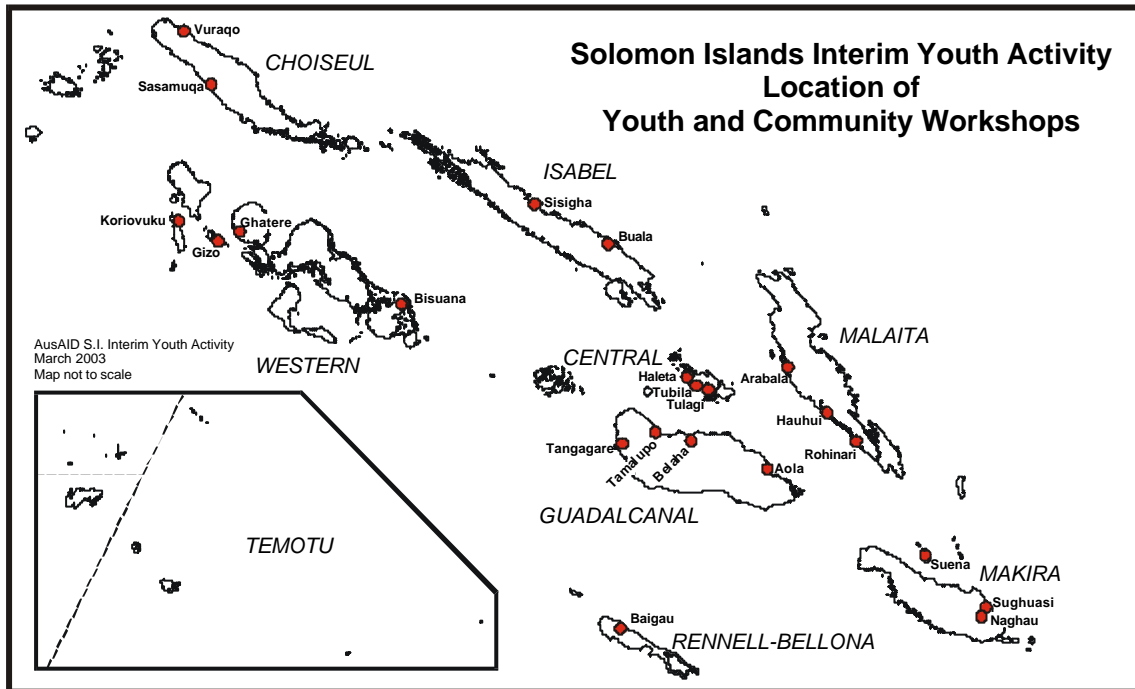


Figure 2. Location of the IYA youth and community workshops

Limitations were experienced in travelling in Malaita and Guadalcanal provinces due to security concerns. Temotu was scheduled to be visited but the national carrier, Solomon Airlines suspended flights to Temotu due to refuelling shortages in Lata, preventing the IYA Team from travelling there. However, the Temotu youth representative to the National Youth Action Plan (NYAP) forum provided details of PG and CBO youth activities in Temotu.

1.4 Participatory approach to the needs analysis

During the overall period of consultation and research, IYA used a number of approaches for hearing the views of youth stakeholders and beneficiaries. These included participatory workshops, unstructured interviews with key stakeholders, discussions with key informants and drama group presentations.

1.4.1 Gender and age disaggregation for youth and community workshops

The basis of the IYA participatory approach to needs analysis for youth and communities in rural areas was one-day workshops involving a four-way split by gender and age in order to capture different views within the community and, for analysis, disaggregate data along gender and age lines. In essence, this involved an introductory session leading onto concurrent workgroups for each of the younger females, younger males, older females and older males, and a conclusion consisting of a plenary presentation and discussion session.

Part of the intention of the four-way split was to separate the older males, who as 'big men' are used to their role as speakers for the entire community. The aim was to receive equal

representation and it was anticipated that this would be difficult with the ‘big men’ in attendance. In addition, it was anticipated that the ‘girls’ (young females) would act in deference to their ‘brothers’ (classificatory siblings) and in doing so remain quiet in the presence of the ‘boys’ (young males). Further, it was considered that the ‘girls’ would not talk freely on all topics in front of their ‘mothers’ (classificatory parents). The four-way split worked with the four groups working with the IYA to the facilitators and contributing many views and thoughts. Communities accepted the idea of a four-way split without difficulty, making it a simple technique to use.

1.4.2 Peer-to-peer research

An early decision was made to recruit a team of young people to conduct the needs analysis that made up the core of the IYA study. Three young Solomon Islands graduates, one male and two females, all of whom had work experience in CBOs that focussed on youth and women, joined the Team Leader for the duration of the rural participatory research phase of the project (as distinct from the earlier establishment and Honiara research phases). The IYA Team then consisted of four people, two male and two female, who could facilitate the four workgroups divided by age and gender. The IYA Team assisted in planning the details of the participatory approach, performed the research in a peer-to-peer capacity, assisted the refinement of the research and produced their own reports on findings. Typically the Team Leader took the ‘big men’ workgroups, and the young male team member facilitated the young male workgroups. The two young female team members alternated facilitation of the older and younger female workgroups.

1.4.3 Visual and non-linear techniques

The IYA Team used a variety of participatory techniques to elicit the views of workshop participants. The three that were generally the most useful among these were ‘village hotspot maps’ that young people drew to show and explain the spaces they inhabited and why; problem trees and ‘mud maps’ to identify and connect issues together in non-linear ways; and scoring techniques to look at participation and ‘life satisfaction’ as a talking point for discussion (Figure 3, Figure 4). Free discussion, led by the facilitators, was also a feature. The group used large sheets of paper and parcel-marker pens to record results, both for the presentation sessions, and for later use by IYA Team. In the case of older males, these techniques tended to limit the discussion. Once the ‘big men’ were allowed to present themselves through oratory in the manner that they were accustomed to, their discussion ran more freely. The other groups reacted more positively to the variety of techniques used.

1.4.4 Overnight stays

The IYA Team aimed to remain overnight for at least one night in every location. In some cases this was extended to two or three nights in a location. This had a positive impact on the quality of the information received. Overnight stays enabled the IYA Team to pursue additional questions in an informal setting (see Annex D), observe how things appeared to be running in the village, hear off-the-record comments made by various people, and contextualise the comments made during the workshop.

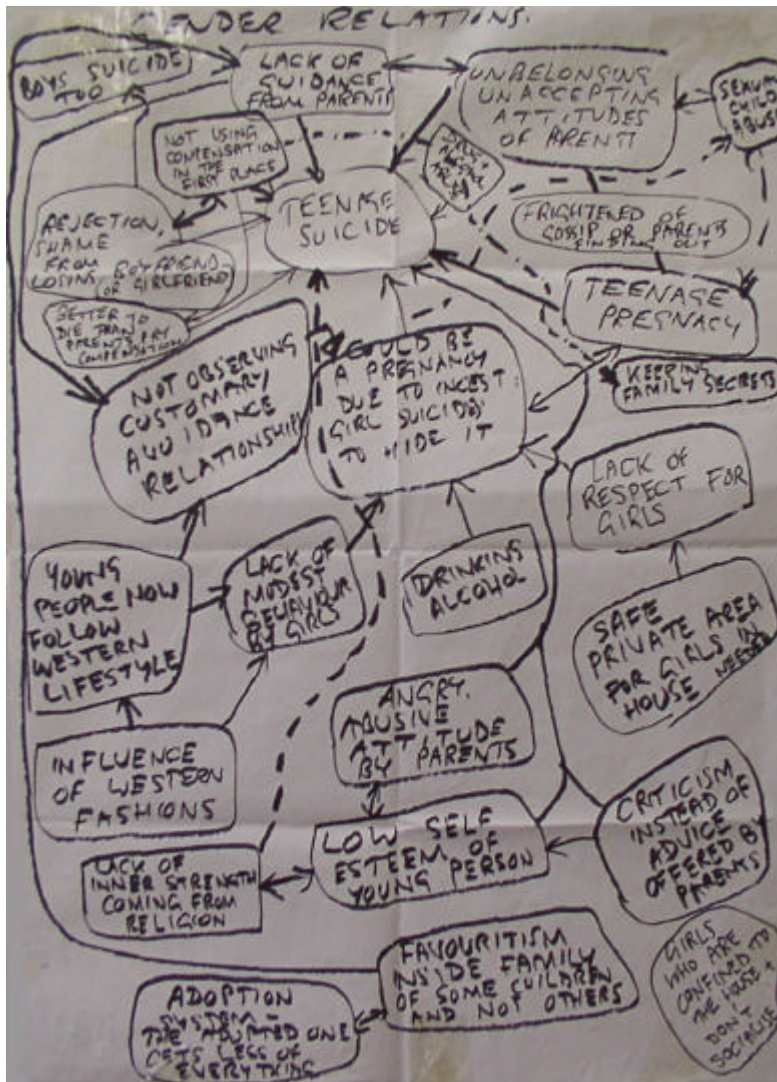


Figure 3. A 'mud map' about teenage suicide (Tulagi youth and community workshop)



Figure 4. Young women's perspective of Belaha, a near-urban area in Guadalcanal. Main elements are house, church, netball court, road, river and crop garden. Representation of space is more constricted than the young men's

1.4.5 Youth theatre workshops

A youth theatre workshop was held late October in Honiara using the services of the Family Support Centre (FSC) Theatre Group. The workshop involved the six FSC theatre facilitators and 25 young people from a mix of social backgrounds in Honiara. All were between 16 and 28 years old, with a modal age of 19. The mode educational level was form 3, with 60% having left school. Most had never previously taken part in drama. The attendees organised into five groups, each putting on a short drama about a youth issue of their choosing. The issues included employment, education, teenage pregnancy, urban drift and drugs/alcohol abuse. The dramatic presentations of the issues were insightful as the participants couched each issue within a dramatic presentation of its social context. Participants translated their initial concepts into a dramatic performance within a short timeframe. It was a successful experiment in a participatory performative approach to discovery of youth issues and needs, although it raised the problem of how to adequately translate what was a dramatic experience into words.

2.0 SITUATION AND CONTEXT OF YOUTH IN SOLOMON ISLANDS

This section analyses definitions of youth in the Solomon Islands, key youth demographics derived from the latest national census, youth in respect of formal and non-formal education, and rural economy, employment and governance in respect to youth. Coverage of these topics provides the background with which to understand the setting in which the Solomon Islands youth stakeholders are operating.

2.1 Definitions of youth in Solomon Islands

The definition of youth used by the Commonwealth Youth Program (CYP) is people over 14 years old to less than 30 years old. The Solomon Islands National Youth Policy defines 'youth' as young women and men in the 14-29 age bracket, although it notes this should be flexible. While this is the official definition of youth used by the government, it is not in line with vernacular understanding of 'youth' in the Solomon Islands.

It became clear during consultations that 'youth' were seen as an intermediate category between two other groups: 'students' and 'adults'. One commentator made the analogy to butterflies. Children, he said, start school at a young age. The hope of most people is that the student will remain at school through to tertiary study, where at the end they emerge from the cocoon that is formal schooling as butterflies, able to get prestigious work and help their communities with their knowledge. This is the achievement that almost everyone wants for his or her children. It is the reality, said the commentator that only a minority get to the end. In most cases, 'the cocoon breaks, and the half-formed young one falls back into the village, unlikely now to ever get prestigious work and unknowing of how to manage a village life'. These, he said, are the youth. They are different from students, who are still in the school and may have a chance of reaching the end. Although this was an elaborate analogy, it was supported through discussion in the villages. 'Students' are not considered in the same light as 'youth' in vernacular understanding, even though individuals from each group may be of the same age. Conversely in this understanding, a student reaching the end of tertiary education and moving straight into prestigious paid employment never falls into the category of 'youth'. Rather, such a person enters the school institution as a small child and emerges as an adult.

From interviews, it is understood that the transition from youth to adult is made through a combination of age, getting married (when, in all the various vernacular languages, 'boys' become 'men' and 'girls' become 'women'), establishing a household and a crop garden, and becoming one of the village 'big' men or women through participation in a combination of customary, church and community activities.

It also became apparent that 'youth' is a category with crosscutting age and gender connotations. Often the first assumption at the village level is that 'youth', as opposed to 'girls', are males. There are also issues that were found in practice to be more pertinent to 'young youth' and issues pertinent to 'old youth', even though these distinctions were not made in language. 'Young youth', or 'adolescents' in other words, were commonly seen as those between approximately 11 and 20 years old. Concern with this group was focused on sexual behaviour: teenage pregnancy, Sexually Transmitted Infections (STIs), and issues of parental guidance. These were also concerns that focussed on females and complex discourses at the village level in a number of provinces on the role of adolescent females as loci of fantasy and desire that translated into difficulties of incest, rape and informal prostitution within villages. 'Older youth' were those who 'should' be making the transition into adulthood and 'usefulness'. The discourse tended to focus on males aged 18 years and upwards. The problem of the 'uselessness' of this group and consequential antisocial behaviour was uppermost in the minds of older interlocutors.

During rural consultations, the comment that the category of ‘youth’ has no referent in traditional ‘custom’ was made on a number of occasions. It appears that in traditional societies there was often a rite of passage from childhood to manhood or womanhood, and a prolonged period of ‘adolescence’ or ‘youth’ was not recognised. Therefore, these people said, tradition has nothing to say about social practices appropriate to ‘youth’, and it is a new and problematic category. On the other hand, marriage in pre-colonial times did not always occur immediately upon transition from childhood in traditional societies, and there was a period of time in which young females and young males had certain roles to play in this interim period. Various old anthropological accounts demonstrate that in the New Georgia Islands for example, young males of warrior age often had to prove themselves fit for marriage in the ‘bonito hunt’ and warfare, while young women were often the subjects of wide sexual experience before subordinating to a strictly monogamous marriage.² These roles were among the first to be discouraged by the early missions and it was the missions who also seem to have replaced these traditional categories with a more Western European idea of ‘youth’ modelled along their own values. Cognitive dissonance arising over the amalgam of traditional and church concepts is likely to be sensitive to variation between cultural groups in the Solomon Islands: not simply by province but by the many sub-provincial pre-colonial culture areas that once existed. This may form part of local cultural responses to youth issues that are found country-wide. However the meaning of ‘youth’ even locally continues to evolve and be debated as communities, governments, non-government organisations (NGOs), churches and traditionalist movements actively renegotiate social relations within an increasingly global context.

2.2 Demography of Solomon Islands’ youth

The latest source of information about the demography of young people comes from the 1999 Solomon Islands National Population Census. This is generally regarded as having been of satisfactory quality despite difficulties caused by civil conflict encountered during the census collection period.

Total population recorded by the 1999 Census in the Solomon Islands was 409,042. Population between 14 and 29 years of age was 131,231.³ Approximately 15% of the population live in the provincial towns or Honiara, and the remaining 85% mostly live in rural communities although some live in rural institutional situations such as boarding schools or work camps.⁴ Figure 5 shows the numbers of young people living in each rural province and in Honiara.⁵ This figure shows the population of young people categorised into five-year cohorts (15 to 19, 20 to 24, and 25 to 29 years old). Visible are the larger numbers of youth in the younger cohorts. This reflects the rapid population growth in the Solomon Islands, which in 1999 was 2.8% per year.

² See the various papers of A.M. Hocart and W.H.R. Rivers published between 1914 and 1938, based on their 1908 fieldwork in the western New Georgia Group.

³ 1999 National Census, table B1.03.

⁴ 1999 National Census, table B2.04. The census data does not indicate how many people live in rural institutional situations.

⁵ Derived from 1999 national Census, table B1.04, ‘Total population, by age group and by province, ward, sex’. Note that the total number of people contained in the categories 15-19, 20-24 and 25 to 29 years old is 121,304.

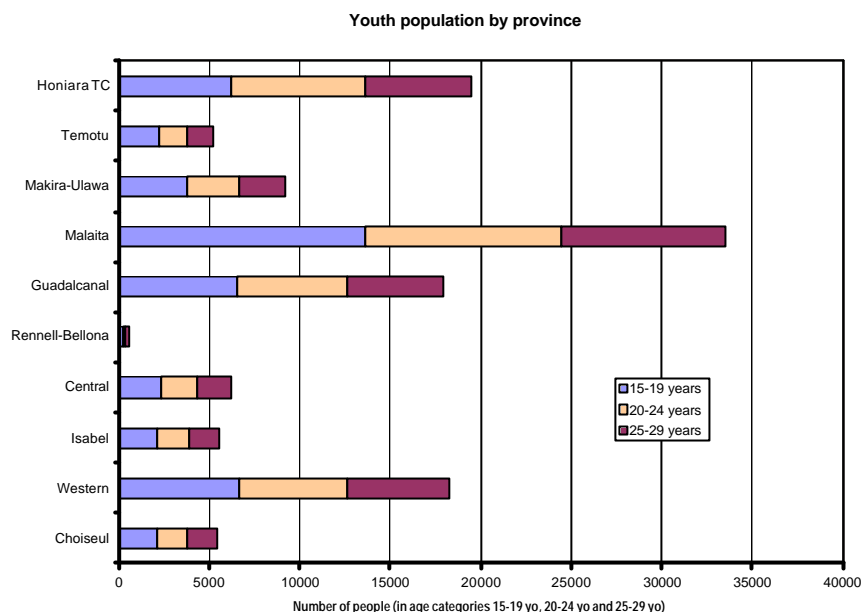


Figure 5. Youth population (15 to 29 years old) by province

In view of the prevalent vernacular idea that ‘youth’ are those young people who are not attending school, table 1 shows that approximately 75% of the total population of young people, amounting to 92,327 people, are in this category. Table 1 also shows that proportionally more females are in this category, and that the proportions are much higher for young people aged 20 and over.⁶ Young people not attending school comprise close to 25% of the total population of the Solomon Islands.

Table 1. Out-of-school youth population as a percentage of total youth population

| Age group | 15-19 | 20-24 | 25-29 | 15-29 inclusive |
|-------------------|-------------|-------------|-------------|-----------------|
| Male | 44.5 | 83.7 | 96.5 | 72.3 |
| Female | 54.6 | 92.0 | 98.4 | 80.0 |
| Both sexes | 49.4 | 87.8 | 97.5 | 76.1 |

The census has provided data that could inform much of the planning for youth development services in the Solomon Islands. In particular there are two numbers to remember: that there are approximately 92,000 out-of-school young people, and that at least 85% of these are based in rural areas. This implies that services first and foremost need to reach large numbers of young people in non-urban settings. At present, youth services reach comparatively small numbers of people. Furthermore the providers, who have limited capacity to reach into rural areas, are based mainly in urban settings.

2.3 Youth and formal education

Educational attendance (attendance at primary, secondary or vocational training schools) was measured by the 1999 national census (Figure 6).⁷ The main proportion of the population attending school occurs in that part of the population between approximately eight and seventeen years of age. Beyond seventeen years of age, more young people have left school than remain in school. For girls, this departure occurs about a year earlier on average. The

⁶ Calculated from values in tables 1.03 and 5.01 of the 1999 Solomon Islands population census.

⁷ Derived from 1999 Census table B5.02, ‘Population 5-29 years of age attending school, by age and by province, sex, educational attainment’.

converse of this picture is that most young people (ages 15-29) are at present not catered for at all by formal educational institutions in the Solomon Islands.

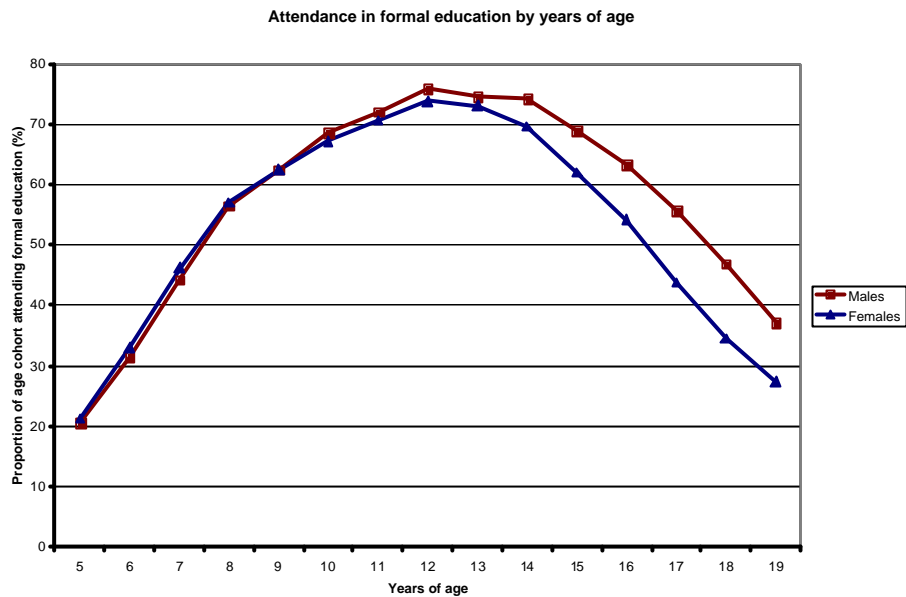


Figure 6. Attendance in formal education by years of age

The 1999 census provided data that shows how educated school leavers are (Figure 7).⁸ Approximately 50% of those who no longer attended formal education attained at most primary school standard 4 to 6. A significant minority (approximately 28%) received little or no schooling (standard 3 at best). Approximately 21% went beyond standard six. Only a small proportion received vocational training (1.1%). Recalling that most young people (i.e. 15 to 29 year-olds) no longer attend school, it is apparent that the average attainment in the formal education system for young people is upper primary level education only. Approximately a third fare worse than this, and a fifth do better. Examination of the census tables show that females are on average a degree worse off than males.

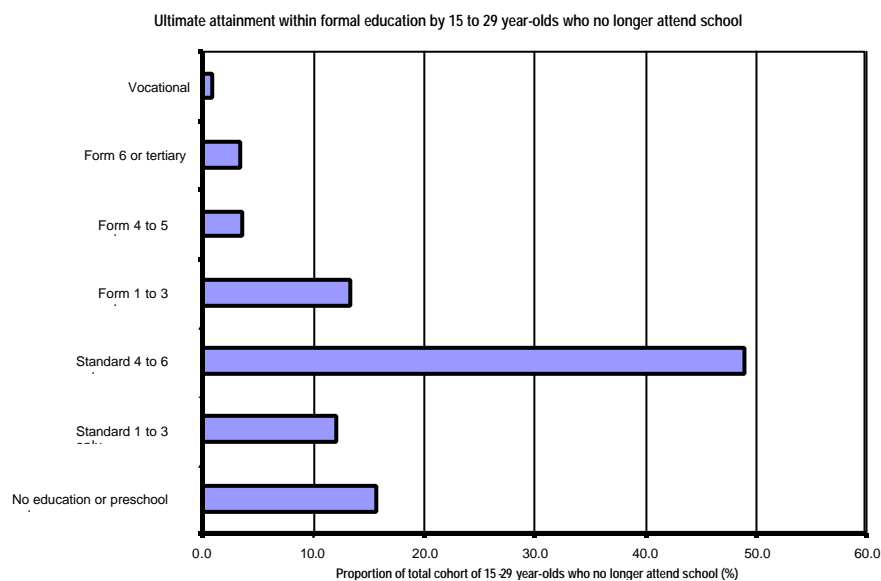


Figure 7. Ultimate educational levels attained by school leavers

⁸ Derived from 1999 Census table B5.01, 'Population 5 years and over not attending school, by five year age group and by province, sex, educational attainment'.

The effect of generally low educational levels on literacy levels among young people was also indicated by the 1999 census data. Literacy was measured by asking people “Can you read and write a simple letter to a friend?” Approximately 88% of males aged between 15 and 29 years old reported that they could, and approximately 80% of females reported that they could. These proportions did not alter to great extent depending on whether the person was in the 15-19, 20-24 or 25-29 year-old age group. This finding compares with an earlier study (Solomon Islands National Literacy Committee (SINLC) 1992) that measured full literacy at 38% and 40% semi-literacy across the entire population 15 years and over.⁹ The SINLC study found that women are less literate than men and are more likely to be illiterate. The IYA Team found young women in a number of villages expressing the need to become more literate. This area of concern is being addressed mainly by the Literacy Association of the Solomon Islands, although their capacity is limited.

There is also regional variation for literacy rates. This is shown in Figure 8, which is reproduced from the 1999 census analysis volume. Malaita and Guadalcanal in particular support large illiterate populations.

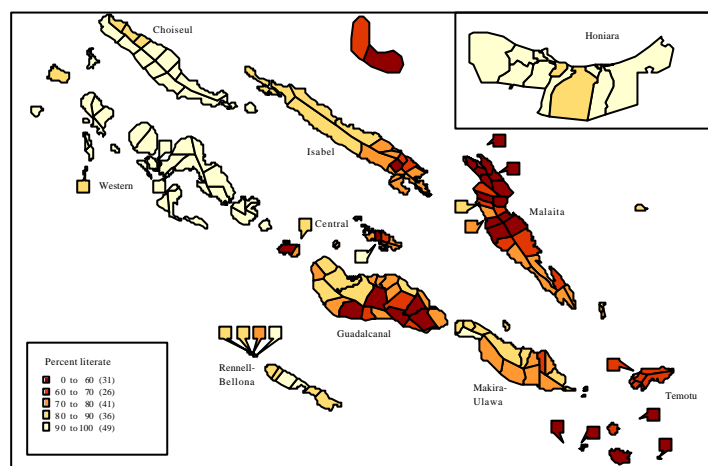


Figure 8. Literacy rates in population aged 15 and above, by ward (from *Report on the 1999 Population and Housing Census: Analysis*, figure 3.23)

2.4 Youth and non-formal education

Non-formal education in the Solomon Islands is often mentioned as the educational sector catering for rural skills, and catering for those who have dropped out of the formal education sector. The Ministry of Education and Human Resources Development (MEHRD) ‘Non-formal, Vocational and Community Education Working Group’ distinguished two types of non-formal education: ‘vocational education’ and ‘community education’.¹⁰ In the Solomon Islands, vocational education focuses on formally-taught trade and agricultural skills, while ‘community education’ focuses on a variety of short-term methods for teaching occupational skills, literacy, health and social issues awareness, and adult literacy, often in village settings. During the IYA, it was found that learning goals are a high priority for rural communities with regard to youth. Non-formal education, and in particular ‘community education’ is relevant to youth needs.

⁹ Solomon Islands National Literacy Committee 1992. *A survey of Literacy and Language March-November 1991*.

¹⁰ Sura et al., 2001. *Report on a review of the Non-formal, Vocational and Community Education and Training in the Solomon Islands*. Sura Associates, Honiara, November 2001.

There is an inherent tension as to whether the goals of non-formal education should be toward production for money or toward broader social goals. Cole (1996) defined the objective for non-formal education in Melanesia as “to enhance people’s knowledge and skills to give them a wider range of skills for livelihoods whether in the formal or informal sectors of their country. It should be seen as an education system more clearly identified with the needs of the subsistence economy”.¹¹ On the other hand, the MEHRD Education Strategic Plan 2002-2004 does not address the idea of community education. Rather, the emphasis is on ‘Technical and Vocational Education’ for ‘the training of skilled and competent people on which economic recovery and development will be based’. Both of these quoted goals ignore learning for other social goals, such as health, peace and participatory democracy. These broader social goals have received more attention since the tension in the Solomon Islands, but are not yet reflected in non-formal education policy.

While the Solomon Islands Government (SIG) has no official non-formal education policy, there is draft of such a policy dating from c.1994. At odds with the more recent MEHRD Strategic Plan, this says ‘Non-formal education is structured to enhance people’s knowledge and skills so as to give them wider range to improve the quality of their lives and to offer more opportunities for livelihoods, whether in the formal or informal sectors’.¹² There is also a ‘Draft National Policy for Community education: Rural Training and Rural Training Centres’ dating from 1995, but this is focussed mainly on Rural Training Centres (RTCs).¹³

The primary SIG stakeholder in the community learning sector is the Non-formal Education (NFE) Division of MEHRD. The stated responsibilities of the NFE Division are for:

- residential RTCs
- community-based RTCs
- village-based education programs
- administration, coordination facilitation and strengthening NFE and training opportunities for ‘individuals, particularly the out-of-school population (‘push-outs’) and rural communities in collaboration with provincial NFE offices, RTCs, churches, NGOs and other NFE agencies like the Solomon Islands College of Higher Education (SICHE) distance education’
- coordination of literacy programs in the Solomon Islands¹⁴

The NFE Division maintains a commitment to the “Village-based Education Program (VBEP) scheme”, by establishing a budget for this sector and allocating funds to particular groups that apply to the NFE Division. Table 2 indicates the sorts of organisations that have been approved for VBEP funding.¹⁵ Women’s and youth groups were the main beneficiaries of the scheme, and also diocese-level church organisations with village-based programs to deliver. Most of the activities were workshops or short courses that fitted the VBEP funding criteria. The VBEP exists in name, and projects are still assessed and approved, but the government in reality no longer provides funding.

¹¹ Cole, R.V., 1996. The future of Non-formal Education in Melanesia. *The Spin Doctor: The Pacific Islands Internet Magazine*, vol 1, nr. 1. <http://sunsite.anu.edu.au/spin/SPINDOC/sdarch96/cole961.htm>

¹² *Solomon Islands National Policy for Non-formal Education*, reproduced in Cole, R., 1996. ‘Non-formal Education in Melanesia’ Pacific 2010 series.

¹³ *Draft National Policy For Community Education: Rural Training and Rural Training Centres*. Ministry of Education and Human Resources Development, January 1995.

¹⁴ MEHRD memo ‘Briefing notes to the Minister of Education and Human Resources Development, 2nd September 1997’. These responsibilities were earlier stated in brief in the *MEHRD Education Policy and Administrative Handbook* (Honiara, February 1997).

¹⁵ MEHRD memo “Summary detailed outline for the Non-Formal Division budget 2000”, c.1999.

Table 2. MEHRD NFE Division Village-Based Education Program funding approvals for 2000

| Name of activity or group | Amount |
|---|---------------|
| Takwa Women's Group | 18,000 |
| Visale Youth Council | 8,208 |
| Vanga Women's Group | 5,000 |
| Moutai Women's Group | 8,066 |
| St. Mark Sisifilo Village Level Training Course | 11,383 |
| Auki Diocese Outreach Project | 10,210 |
| AvuAvu Youth Workshop | 10,210 |

'Actual' SIG expenditure on community education is shown in Figure 9. MEHRD Community Education expenditure 1994-2001.¹⁶ The 'Community Education' budget within MEHRD is composed of a number of sub-items, including NFE Division headquarters and provincial activities expenditures, VBEP, typing schools grants and, prior to 1999, Trade and Testing. RTCs are not included as they have a separate budget line in the SIG recurrent budget estimates. The values are a general indication of SIG commitment to the community education sector, including the other activities mentioned above. Division staff advise that since 2000, VBEP disbursements have not been made due to lack of funds. Nevertheless, the government does maintain a community education presence, although this is currently restricted.

MEHRD Community Education Division: actual expenditures 1994-2001

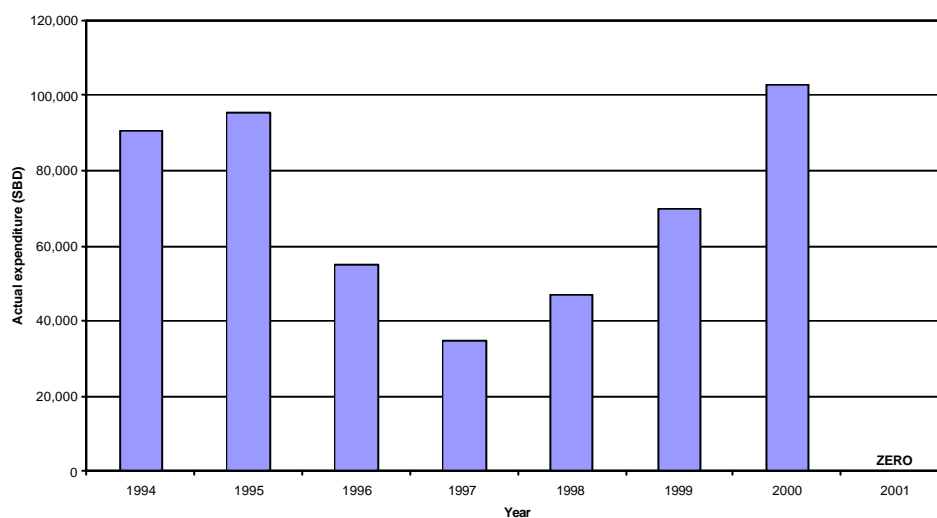


Figure 9. MEHRD Community Education expenditure 1994-2001

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) Education For All Solomon Islands Country Report also identified government priorities in 'community education'. In their view this included capacity building for the MEHRD NFE division and the RTCs, development of more livelihoods education in rural areas, 'cultural and traditional training' and capacity building for 'local training programmes'.¹⁷ MEHRD has a UNESCO Education For All liaison officer who should have some bearing on MEHRD adoption of UNESCO's six EFA goals. Among these UNESCO goals are access to appropriate learning and life skills programs for young people.

¹⁶ Taken from SIG *Approved Recurrent Budget Estimates*, various years. MEHRD staff say that recorded 'actual' figures are often higher than the amounts really disbursed.

¹⁷ The EFA 2000 Assessment: Solomon Islands Country Report. (www2.unesco.org/wef/countryreports)

2.5 Youth and the rural economy

The Solomon Islands is currently in a period of economic stagnation. National media reports suggest that the economic situation is worsening. In the longer term, it is clear that economic wellbeing will be affected by the receding natural resources base due to poor resources management, the steeply rising population and deeply embedded cultural difficulties in handling financial capital. It is unlikely that the government will be able to increase expenditure on social services in the future and communities will be limited to their own resources for the foreseeable future. During IYA implementation, it was noted that this situation affects young people's needs and aspirations, which often depend on at least some financial input.

Rural communities have clearly suffered as a result of the closing down in 2001 of the Commodities Export Marketing Authority (CEMA), the statutory authority that had bought copra from rural producers. The IYA Team found that although some communities have turned to beche-de-mer, trochus and other sea resource harvesting as a temporary strategy for earning money, in many coastal areas the reefs cannot support the level of demand for these resources. Furthermore, the amount of money generated by these activities is nowhere near the level formerly generated by communities through copra production. Young people contribute significantly as labour for both copra and sea resource strategies. The IYA Team in many provinces also witnessed the impact of logging. The story was repeated: logging was done, disputes ensued that disrupted the community, royalties distribution was uneven, the forest was destroyed and there are no resulting investments or long-term benefits. In some cases local young people temporarily derived money by being machine operators or sex workers for the logging activity.

The depression of the rural economy has affected community ability to maintain local service provision. A major activity in the rural communities visited was that of fundraising for local groups, especially for church-based activities such as youth rallies, women's rallies, church building funds, and also village sports clubs. Perhaps the most common fundraiser is the 'bring-and-buy' or 'bazaar' where village people prepare food, and buy this off each other, with the money going to the fund. At present, the amount of money circulating in villages is low. The absence of cash circulation affects the success of local fundraisers, and is thereby affecting the viability of local associations, including youth groups. In many places, participation in youth rallies and sports meetings has been significantly affected over the last one or two years due to the inability of these groups to raise funds.

Lack of cash has impacted on the markets in the provincial centres, and combined with the weaker dollar and higher petrol prices, has made local produce marketing no longer viable for many people. This has implications for extension of grants or credit for popular rural projects (including youth group projects) such as piggeries, poultry and market gardens. Although many village people commented that these projects should be funded to provide activity and cash for young people, they also conceded that such efforts were at present likely to fail from lack of transport and marketing facilities. This was particularly the case for remote communities.

Discussion of the cash economy should not lead to overlooking the importance of subsistence. John Roughan has made a distinction between 'two types of economic systems operating in the Solomon Islands: the fundamental subsistence economy and a superficial market economy, although cash is becoming more important as time goes on' (Roughan 1997).¹⁸ Typical rural livelihoods are mainly subsistence oriented, being a mix of farming, hunting and

¹⁸ Roughan, J., 1997. Ticket to Survival. In *Solomon Islands Education for the 21st Century: priorities and needs. Strategic Planning Seminar Report*, Honiara, February 1997.

gathering, with occasional activity oriented to gaining cash, usually for specific needs such as school fees. Building on this observation, a way to characterise village economy is that it is oriented toward multiple goals. There is no single goal of making money to satisfy the need for cash goods, but a raft of activities from the routine reciprocal exchange of labour and local produce that is the key to daily village life, to production for an event such as marriage, to the management of land and sea resources to ensure future self-reliance. Production for cash goods is one goal among many. Many essential social goals are achieved by production, exchange and consumption activities that are not mediated by money. This view was confirmed by the IYA consultations where villagers had multiple goal orientations. This was discovered in discussions on whether ‘training’ should be focussed on cash-generation, or rather self-reliance that would include other goals. The latter was favoured, because cash generation was considered as just one aspect of wellbeing.

2.6 Youth employment

Youth employment is usually taken to mean employment in the wage sector of the economy, or on income generating projects. Within this sector, both the ILO and UNDP recognise that employment is a significant issue facing young people in the Solomon Islands. The ILO ‘Country Study on Youth Employment in Solomon Islands’ (2001) notes a Central Bank estimate that ‘about 7,500 young people enter the workforce each year’, but that the ‘maximum annual increase in employment since 1982 has only been by 3,800 persons’. The UNDP ‘Sustainable Human Development Report on Solomon Islands’ (1997b) noted that ‘a high level of hidden unemployment and underemployment’ exists among those who cannot find formal sector employment. Some indication of the situation regarding employment was measured by the 1999 National Census (Figure 10).



Figure 10. Youth employment in the formal sector: employment in paid work, by age and sex

The same ILO report (ILO 2001) found the following issues for young people in regard to employment:

- Increasing demand for cash incomes
- Scarce opportunities for employment in the formal sector
- Annual influx of young people into the workforce does not match employment opportunities

-
- High level of hidden employment and underemployment
 - Closure of, or cut-backs in large foreign investment companies (SIPL, STL, KFPL, RIPEL, Gold Ridge) which provided many opportunities for youth employment
 - Paid work is concentrated in the capital, Honiara
 - More males are in paid employment than females
 - Underdeveloped private and informal sectors, which could generate more employment opportunities
 - Rigid labour market and saturated formal sector
 - Limited education and training opportunities especially for females
 - Limited skill training opportunities to match the labour market requirements

The ILO report (2001) provides an extensive analysis of the situation regarding employment for young people in the Solomon Islands, and provides a list of priority recommendations. UNDP has developed a 'youth livelihoods' approach to address the need for increased activity in the non-formal employment sector (UNDP 1997a). Youth entrepreneurship approaches also stress self-initiative in generating employment. Some activity is occurring in the Solomon Islands with regard to training and pilot livelihoods programs by the Solomon Islands Association of RTCs and its member institutions, and the Kastom Gaden Association with pilot projects in Honiara and North Malaita.

2.7 Youth and rural governance

Most notable in rural areas is the almost complete absence of formal government beyond town boundaries. The withdrawal of government from rural areas began with the removal of the Area Councils in 1997. The Area Councils each covered a national constituency area, and were associated with the Local Courts, which were discontinued at the same time. Effectively all local-level representation through Area Councillors was removed, leaving the provincial and national tiers of government. The provincial ward members and the national constituency members represent these.

The withdrawal of government has continued to another level since the ethnic tension. The conflict led to near-bankruptcy of the government, and the consequent contraction of national government services and also default on the recurrent grants and development grants that keep the provincial governments operating. The continuing underfunding of provincial governments is preventing them from providing works and other provincially-based services (e.g. youth development) beyond the provincial towns. Many rural people also note that their national constituency and provincial ward members take no interest in their affairs. Deep cynicism of government was encountered during community consultations everywhere. The disaffection with lack of service provision and defacto autocracy was often expressed with the request that any funding should be directly administered to the community level. It is the experience of communities that funds channelled through government never reached the 'grassroots'. This sentiment was also directed at church hierarchies in some cases.

The almost complete absence of government involvement in the rural areas has seen many rural communities develop their own solutions to governance. During IYA consultations, these solutions were based on a combination of church and chiefly leadership. There is some residual state presence in many areas because of government funding to rural clinics and schools. Rural people clearly still see provincial and national governments and politicians as ideally being authorities that should assist their rural constituencies. In practice, how communities combine these elements of church, chief and state is highly diverse. Figure 11 and Figure 12 provide examples.

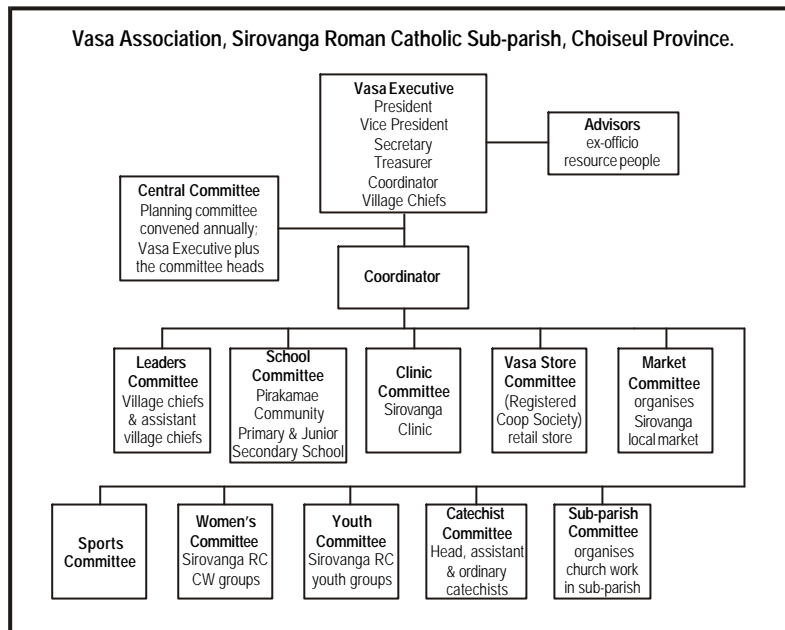


Figure 11. An example of a sub-parish level association structure (20 nearby villages are involved)

The local-level solutions to governance do not involve entirely new institutions. Rather, there is a relationship between older social institutions and the recent adaptations. Many rural communities insist that traditional leaders, usually called ‘chief’ in pijin (for which some caution has to be noted, as this is a term with multiple meanings) were the original governors of their societies prior to colonisation. While in broad terms this is true, colonial rule instituted a system of indigenous ‘district headmen’ and ‘village leaders’ who were answerable to the expatriate District Commissioners. The use of this system for over fifty years, in addition to decades of input to governance by church officials (local priests, pastors, and so on) significantly weakened ‘customary’ governance. Independence in 1978 brought new interest in customary governance among rural populations, with the encouragement of politicians and opinion leaders. Many areas set up ‘councils of chiefs’, rapidly recovering some of the authority they lost during colonial rule. A problem has been posed of how to keep what are seen as the valued aspects of the old ‘headman’ style rule, including village cleanliness and community workdays. During this time, churches have continued to be strong civil authorities among their own congregations. However, expanding internal migration has resulted in many multi-denominational rural communities, which is presenting more difficulties for governance systems based on entwinement of church and customary authority.

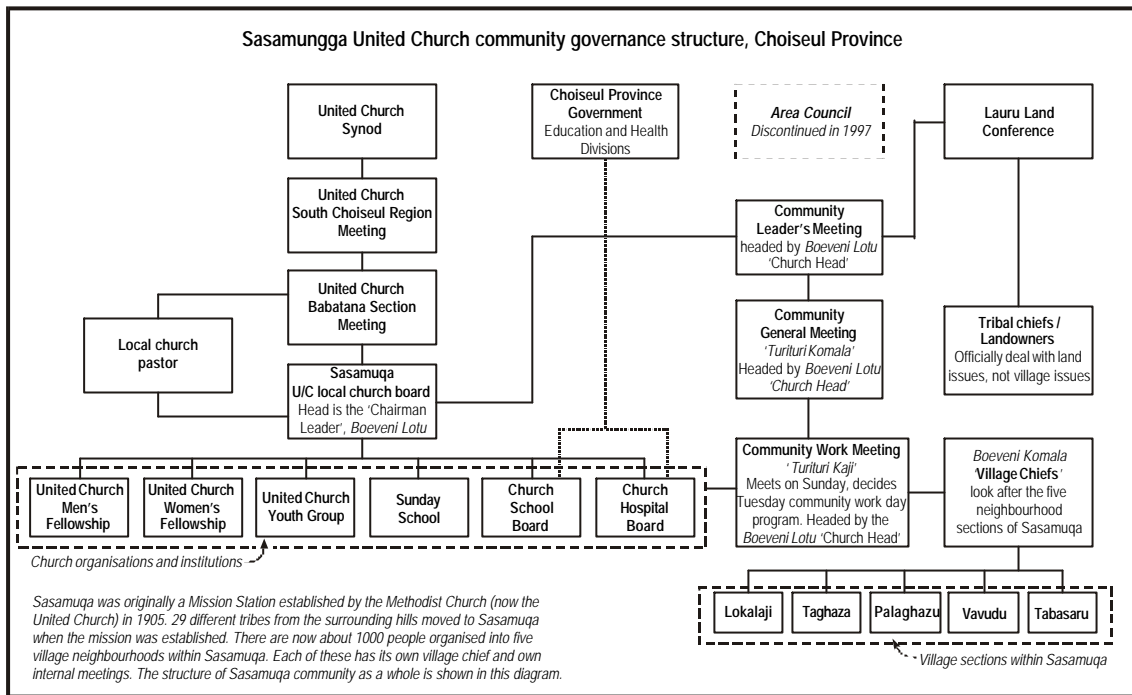


Figure 12. Governance structure of a large village (approx. 1000 people) in Choiseul

Local governance systems are diverse in terms of the combination of elements from 'custom', church and residual elements of the state, but are also arranged in diverse ways geographically. Commonly a single village, especially if it contains more than approximately 150 people, runs itself as a single corporation. Despite this, the system of tribal (i.e. cognatic descent category) land tenure underlying the village and its inhabitants often results in systems of geographically spread 'land owner' authority that lie in the background but can operate potently during disputes. Interestingly many communities have a virtual 'separation of powers' between matters of population governance and land governance. In addition to these single-village systems, the IYA Team encountered villages that have formed associations with each other over a wider area, such as a church parish area, and use this as a basis for their common development (see example in Figure 11). Indeed the various denominations' parishes, sections and circuits are the basis for many social activities centred on the churches. The end result is a complex overlapping in space of tribal lands and boundaries and multiple denominational parish boundaries (see Figure 13 and Figure 14 that show this overlapping in the case of Choiseul). This creates nuances in local governance over the wider area. This is overlaid with the ward and constituency boundaries, drawn across the more embedded tribal and church regions. These government boundaries are recognised as meaningful in varying degrees; certainly in the time of Area Councils and the old SICOPSA rural development funding they had functional significance. Some communities have now almost forgotten the government boundaries in favour of their own church-based associational areas.

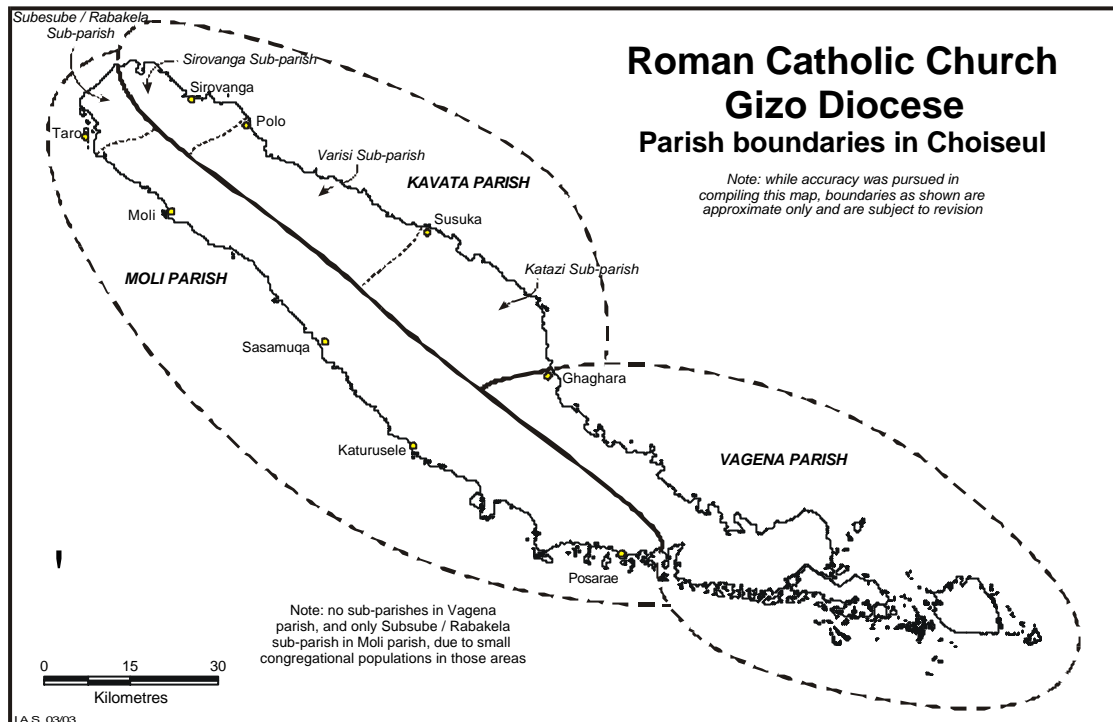


Figure 13. Roman Catholic Church parishes in Choiseul. The Vasa Association (Figure 11) is based on the Roman Catholic villages of the Sirovanga sub-parish in the northwest

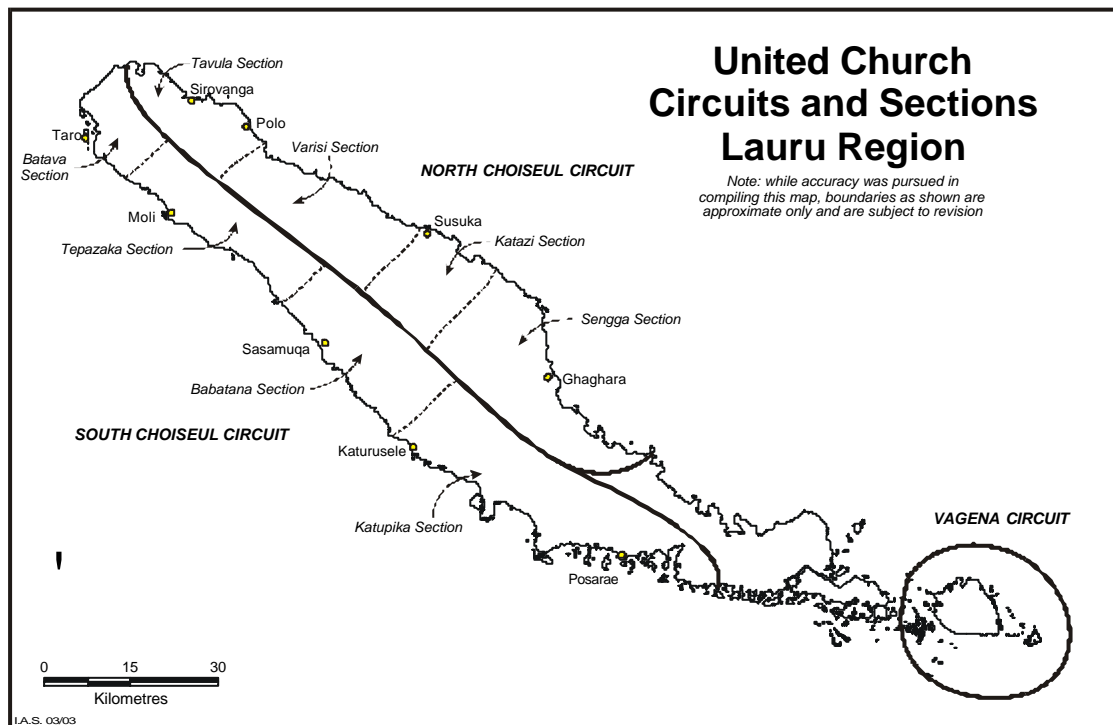


Figure 14. United Church Sections in Choiseul. Sasamuqa village organisation (Figure 12) is intertwined with section-level organisation of the United Church

The significance of the diversity in local level governance lies in the robustness of these systems, which are strongly articulated with subsistence livelihoods and the modes of social reproduction that support them. This was underlined during the height of the coup in 2000, when these local institutions were the only ones operating, in the absence of state law and justice. Local fundraising and voluntary effort maintain local institutions.

Decision-making within villages is often said to be by consensus. This can be taken to mean that decisions are typically made through discussion and agreement by a group of people seen to be 'big' enough to have a valid opinion. In the case of contentious meetings, mere presence can be taken as evidence of agreement unless objections are audible. In 'open' village meetings the chief(s), pastor, and senior male household heads are often the decision makers, while women and youth are not seen as having a significant role. Where decisions are made within formal village boards, the women's representative and youth representative theoretically have a say. Considerable self-assuredness is required to object in a heated meeting. The participation of youth and women threatens the 'custom' that describes the participation in community decision-making as the preserve of older males. Young people often expressed the active undercutting by older males of their assuredness to speak in public meetings. Attempting to 'mainstream' youth, especially young women, into village governance systems that are if anything even more conservative now, will be difficult. Church leaders are more likely than traditional leaders to encourage active participation by women and youth, if they themselves are convinced of the need for this and have support from higher church leaders. Educated villagers who have lived in Honiara often act as opinion leaders or advisors in their home community, may be more supportive of the involvement of women and youth.

3.0 YOUTH AND COMMUNITY STAKEHOLDERS

The intention of the IYA consultations was to draw out the concerns held by young people and their communities about youth. This has been achieved through the IYA Youth and Community Workshops held across the country. Identifying issues and needs, considered together as ‘concerns’, has been achieved with a high degree of precision. Uppermost in the considerations for the IYA Team was the need to be able to disaggregate this data by age, sex and province, as well as whether the concern was an ‘issue’ or a ‘need’. As noted previously, the IYA Team sampled 22 communities in rural areas or provincial towns.

3.1 Considerations in analysis of the data

Because no previous data was available on the topic of youth concerns for the Solomon Islands, it was appropriate that informal discussions should be held rather than use questionnaires. Informal discussion allowed concerns to be raised that were entirely unexpected by the researchers, whereas questionnaires would have been limited by the researchers’ preconceptions.

The original data consisted of ‘butcher’s paper’ sheets that were written during each Youth and Community Workshop workgroup session. Mostly these were bullet point lists of concerns, or labelled diagrams and maps. In some cases these comments were recorded in field journals. The ‘butcher’s paper’ sheets and other material were collated and typed into a single document the ‘memoranda of consultations’ (Volume 2). Diagrammatic data had to be reduced to words at this point.

The open-ended nature of the informal discussions, with results delivered as discursive statements, presented its own challenges for analysis. In order to analyse and summarise this data in a systematic fashion, it was decided to use a process of categorizing the statements into a finite set of concerns and then use a scoring system to see which concerns were most prevalent. However, because the IYA Team went to just 22 locations across the whole of the Solomon Islands, which was on average 2 or 3 places per province, the results cannot be treated as statistically significant. Therefore the results were treated not as a sample of the wider population, but simply tallied to indicate in which provinces various concerns were raised, either as issues or needs, or in some cases both. In the summary tables of issues and needs that follow, this is apparent in that the ‘score’ given varies between ‘0’ and ‘8’, reflecting the number of provinces in which the concern was raised. This is a measure of how ‘widespread’ the concern was.

The disadvantage is that issues raised time and again in the various communities visited are not especially indicated except insofar as they tend to appear in different provinces and thus receive a high ‘score’. However, because IYA did not visit an equal number of communities in each province, to tally the exact number of occasions that a concern was raised within one province as compared with another would be misleading. Use of weightings to overcome that problem was not warranted given such small component data sets. Because of the lack of statistical significance, no real weight should be placed on whether a concern received a slightly higher or lower score than another: the IYA is only able to speak of tendencies.

Two further considerations should be noted. Firstly, the range of expressions heard and recorded was highly varied in many cases. Although some concerns such as ‘teenage pregnancy’ tended to be phrased in exactly those terms by most people, other concerns would be raised in quite varied terms. Analysis had to proceed initially by getting to a ‘closed set’ of terms that would do justice to the concerns raised. This meant a process of comparing and interpreting statements from different places and groups to discern wordings that would be

used as the list of ‘concerns raised’ that could be reported on. The set of concerns finally arrived at was thought to encompass most of the relevant comments that people made in relations to the issues and needs for youth. However, it must be recognised that the final categories, or ‘concerns’, are in some cases a best approximation of ideas raised in the field sometimes in much more elaborated form.

The second consideration that needs to be kept in mind is that the tables presented below are simply a representative of the most widespread concerns. In fact, there was a much wider range of concerns. In total there were 72 issues and 51 needs. This amounts to 123 individual items. As 86 of these items could be seen as paired ‘issues’ and ‘needs’ aspects of the one and same concern, 46 of the concerns were paired sets, while another 34 were single issues or needs. In all, 80 different concerns were categorised. It would be inaccurate to state that only the top ten or twenty concerns are the ones that matter, because some of the others – sexual abuse for example – did not make it to the top of the list but nevertheless are important concerns for the people who raised them.

The complete data is presented in Annex K, which provides the results by province, age and gender for all concerns categorised by overarching ‘sectors’. Section 3.2 is an intermediate extraction of the data, where provincial results are tallied together for the 80 categories used (i.e. paired issues and needs are taken together, although the components are shown). This table was used to provide the scoring used in the summary tables below. It shows the range of concerns that were raised, although not in the majority of provinces in our experience.

Our measure of ‘widespread’ concerns is, from a quantitative point of view, a preliminary to more reliable statistical survey work. It points to the concerns that would likely figure in a larger questionnaire survey designed to deliver reliable statistical data. Such a questionnaire survey would now be possible, with questions based on the results of the present findings. Further statistical work may discover that some of the 80 concerns raised are represented more widely than the IYA Team experienced. The IYA technique had the advantage of demonstrating the broad range of concerns held, and indicated the nuances within these concerns. Because categories that were used relied on the wordings people themselves used, a precise reading was taken of the concerns that people have about youth. This enables us to say which concerns are likely, for the most part, to be accepted as potential priorities for action.

The question of provincial variation was part of the original terms of reference. The results obtained do not provide a satisfactory basis to say with confidence that one concern or other is more or less significant in one or other province. Such answers could be contrived from the data, but it has to be kept in mind that sometimes only one village was visited from an entire province; at the most four. It may be unwise to form a judgment on the basis of such restricted exposure because factors may be at play: proximity to urban centres, coastal or inland, large or small population or even mood in the workgroup could have contributed to variations found in a single case. This applies not only to issues of the day but also hypostatized elements of ‘culture’. In any case, there are good grounds to suggest that provincial variation is chimerical and that smaller social environments have far greater bearing on issues for youth, or the cultural appropriateness of any solutions to these. Within a province such as Malaita, cultural norms only appear stable from a distance; once within the province itself these are quickly overtaken by old differences attributed to north or south, ‘bush’ or ‘saltwater’ and so on. Probably the greatest factor of all is the range of dynamics and personalities found at the village level: are these progressive or conservative in their understanding of custom, for example. There is also a political risk in making statements of provincially based difference that could be interpreted as ‘ethnic’.

3.2 Most widespread issues and needs for youth

The range of concerns for youth was wide. Summarising these concerns has to proceed by taking the most widespread of these issues and highlighting them. The complete data is available in Annex K. Tables below are provided for each of the following groups: young females, young males, older females and older males. A final set of tables is provided for ‘all groups’, to consider what concerns emerge when all the above four groups are taken as a whole.

The tables for each group are of three types. The first table presented for each of these groups is concerns expressed as ‘issues’. The second is that of ‘needs’. In each case, as noted above, the score can reach only a maximum 8, relating to the number of provinces in which an issue was raised. Listed in both of these tables are the concerns that were raised in five or more provinces by young males and young females, or in four or more provinces in the case of older males and older females. Responses were more limited for the older age groups, and the threshold has been reduced to generate a reasonable number of concerns in the summary tables. The third table presented for each group shows the effect of adding together concerns raised either as issues *and/or* needs. In many cases a village workgroup would raise a concern as an issue, while another would raise it as a need. The importance of a concern is in some cases highlighted if both the ‘issue’ and ‘need’ aspects are considered together. The scoring is similar to that of the previous two tables, except that it adds together the ‘issue’ score with the ‘needs’ score. This would result in a theoretical maximum of 16, which would occur if an issue was expressed both as an issue and a need in every province. Prior to each table is a narrative of the main concerns that emerged. This narrative takes some liberty with the ‘ranking’ in which concerns are ordered in the table because the ranking is not of statistical significance. It is merely an indicator of tendency.

3.2.1 Young women

Young women’s ideas on issues for youth

In overview, alcohol, marijuana and teenage pregnancy were almost ubiquitous issues for young women. Problems relating to leadership, coordination and quality of youth activities, and of poor support by communities for young people to participate and lead activities were common issues. Lack of schooling or educational opportunities and literacy, especially for young women, were also common issues.

Table 3. The most widespread issues, according to young women.

| YOUNG WOMEN: MOST WIDESPREAD ISSUES RAISED | No. of provinces where raised |
|---|-------------------------------|
| Alcohol use/abuse | 7 |
| Marijuana use/abuse | 7 |
| Teenage pregnancy | 7 |
| Young people violence/aggression (including alcohol-related) | 6 |
| Leadership/coordination problems affecting youth group/activities | 6 |
| Poor community support/encouragement for YP to participate/lead | 5 |
| Poor education/training/literacy opportunities for girls | 5 |
| Poor formal education opportunities/resources/standards | 5 |
| Poor youth activities/groups/forums/rallies/programs | 5 |

Nine issues were raised in 5 or more provinces. Young women raised 63 issues in total.

(Note: issues mentioned in a similar number of provinces are ordered alphabetically)

Young women’s ideas on needs for youth

The most widespread needs expressed by young women were for improved leadership and management training (particularly for youth activities), and more sports equipment and

facilities. Improved opportunities for income generating projects, and demands for education, training and various awareness courses featured prominently. Explicitly young females want more educational opportunities for young women, including literacy. In this they want both more RTC opportunities, and more village-based learning options. The awareness that they want relates to the issues of drugs, alcohol and teenage pregnancy that they had identified. Improved youth activities (in addition to sport, and usually meaning activities based around the church youth groups) are in high demand.

Table 4. The most widespread needs, according to young women

| YOUNG WOMEN: MOST WIDESPREAD NEEDS RAISED | No. of provinces where raised |
|---|-------------------------------|
| Improve leadership/management skills training | 8 |
| Improve sports equipment/facilities | 8 |
| Improve youth leadership training courses | 7 |
| ARH/family planning/sexual health awareness courses | 6 |
| Improve education/training/literacy opportunities for young females | 6 |
| Improve income generating project opportunities | 6 |
| Improve life skills training | 6 |
| Improve RTCs/vocational schools | 6 |
| Improve youth activities/groups/forums/rallies/programs | 6 |
| Awareness course on drugs/alcohol effects | 5 |
| Improve literacy training | 5 |
| Improve village based training/training centres for YP | 5 |

12 needs were raised in 5 or more provinces. Young women raised 47 needs in total.

(Note: needs mentioned in a similar number of provinces are ordered alphabetically)

Young women's concerns stated as issues and/or needs

When issues and needs are considered together, the greatest concerns for young women are youth group or activity leadership and activities, education, literacy, training and awareness for young women (via formal, vocational and village-based media), sports equipment and facilities, access to income generating projects, and community support for young people to participate in and lead community affairs. Drug and alcohol abuse and teenage pregnancy are the main issues to which young females want awareness addressed.

Table 5. The most widespread concerns (issue and need), according to young women

| YOUNG WOMEN: WIDESPREAD CONCERNS AS ISSUE AND/OR NEED | No. provinces, issue + need |
|--|-----------------------------|
| (Poor + improve) youth group/activity leadership | 13 |
| (Poor + improve) education/training/literacy for young females | 11 |
| (Poor + improve) youth activities/groups/forums/rallies/programs | 11 |
| (Poor + improve) leadership/ management skills training | 10 |
| (Poor + improve) sports equipment/facilities | 10 |
| (Poor + improve) access to income generating projects | 9 |
| (Poor + improve) community support/ encouragement for YP to participate/lead | 9 |
| (Poor + improve) RTCs/vocational education | 8 |
| (Poor + improve) formal education opportunities/resources/standards | 8 |
| (Poor + improve) awareness of family planning/sexual health/issues | 8 |
| Issue of alcohol abuse | 7 |
| Issue of marijuana abuse | 7 |
| (Poor + improve) life-skills training | 7 |
| Issue of teenage pregnancy | 7 |

Listed are all concerns scoring 7 or above (14 concerns). Young women raised 78 concerns, whether as an issue or a need.

3.2.2 Young men

Young men's issues for youth

Young men in most provinces note that older people don't listen to them, ignore them and their interests, or exclude them from community decision-making processes. Closely related to this is the poor community support they see for young people to participate in and lead community affairs.

They feel their communities are not interested in them and their activities. Conversely, they feel there is not much respect or cooperation by them shown to their communities. Many young males also recognise the loss of traditional cultural values, or 'custom'.

The poor state of sports equipment and facilities is a concern in almost all provinces, as are poor sports fields and poor sports training and coaching. Most provinces demonstrated that there was poor access to income generating activities and community development funding, and poor markets to sell produce.

They see poor opportunities and facilities in both formal and vocational education. Young men also note drug and alcohol abuse, violence, aggression and stealing as issues in many provinces.

Table 6. The most widespread issues according to young men

| YOUNG MEN: MOST WIDESPREAD ISSUES RAISED | No. of provinces where raised |
|---|-------------------------------|
| OP don't listen/ignore/exclude YP from decision making | 7 |
| Poor sports equipment/facilities | 7 |
| Alcohol use/abuse | 6 |
| Poor access to community development funding | 6 |
| Poor community support/encouragement for YP to participate/lead | 6 |
| Poor cooperation/support/interest from OP/community/for YP activities | 6 |
| Poor formal education opportunities/resources/standards | 6 |
| Poor income generating project opportunities | 6 |
| Poor RTCs/vocational education | 6 |
| Cultural values/moral identity loss, 'custom' loss | 5 |
| Leadership/coordination problems affecting youth group/activities | 5 |
| Marijuana abuse | 5 |
| Poor markets for selling produce | 5 |
| Poor sports field | 5 |
| Poor sports training | 5 |
| Stealing by youth | 5 |
| YP violence/aggression (including alcohol-related) | 5 |
| YP don't respect/listen to/cooperate with/OP/community/family | 5 |

Nineteen issues were raised in 5 or more provinces. Young men raised 65 issues in total.

(Note: issues mentioned in a similar number of provinces are ordered alphabetically)

Young men's needs for youth

The most widespread needs were for income generating project opportunities and livelihoods or practical skills training. Many wanted this training to occur via village based training or even training centres based in the villages. Young men were also clear about wanting life-skills training, leadership and management skills training, sexual health awareness and sports training and coaching. The need to improve youth activities including youth groups, forums rallies and programs were widespread, as were the need to improve access to musical instruments and training. The need for improved access to community development funding was expressed in many provinces.

Table 7. The most widespread needs according to young men

| YOUNG MEN: MOST WIDESPREAD NEEDS RAISED | No. of provinces where raised |
|---|-------------------------------|
| Improve income generating project opportunities | 7 |
| Improve livelihoods/practical skills training | 7 |
| Improve village based training/training centres for YP | 6 |
| Improve life-skills training | 6 |
| ARH/family planning/sexual health awareness courses | 6 |
| Improve sports training/coaching | 6 |
| Improve youth activities/groups/forums/rallies/programs | 6 |
| Improve access to community development funding | 5 |
| Improve leadership/management skills training | 5 |
| Improve musical instruments | 5 |
| Improve musical activities | 5 |

Eleven needs were raised in 5 or more provinces. Young men raised 45 needs in total.
(Note: concerns mentioned in a similar number of provinces are ordered alphabetically)

Young men's concerns stated as issues and/or needs

When issues and needs are considered together, the greatest concerns for young men are access to income generating projects and community development funding. Sports equipment, training and fields are widespread concerns. A widespread concern is also the exclusion, ignoring and not listening to young people in community decision-making contexts. Associated with this is the concern about community support for young people to participate in or lead community affairs. There is concern about both formal and vocational education, and youth activities and youth groups, and leadership of them.

Table 8. The most widespread concerns (issue and need) according to young men

| YOUNG MEN: WIDESPREAD CONCERNS AS ISSUE OR NEED | No. of provinces where raised |
|---|-------------------------------|
| (Poor + improve) access to income generating projects | 13 |
| (Poor + improve) community development funding | 11 |
| (Poor + improve) listen to/ignore/exclude YP from decision making/meetings | 11 |
| (Poor + improve) sports training/coaching | 11 |
| (Poor + improve) sports equipment/facilities | 11 |
| (Poor + improve) RTCs/vocational education | 10 |
| (Poor + improve) formal education opportunities/resources/standards | 10 |
| (Poor + improve) community support/ encouragement for YP to participate or lead | 10 |
| (Poor + improve) markets for selling produce | 9 |
| (Poor + improve) sports field | 9 |
| (Poor + improve) youth activities/groups/forums/rallies/programs | 9 |
| (Poor + improve) youth group/activity leadership | 9 |

Listed are all concerns scoring 9 or above (12 concerns). Young men raised a total of 78 concerns, whether expressed as an issue or a need.

3.2.3 Older women

Concerns by older women tended to be less aggregated than those expressed by younger people, and the total range of concerns raised by them was also less. This may be partly due to inadequate coverage of older people in Guadalcanal and Rennell Bellona Provinces.

Older women's ideas on issues for youth

The most widespread issues identified by older women were similar to those of young women, with drug and alcohol abuse and teenage pregnancy widely identified. They too saw

poor formal education opportunities as an issue. Unlike young women, culture change and western influence, and boredom, lack of direction or aimlessness were widely commented on by older women.

Table 9. The most widespread issues according to older women

| OLDER WOMEN: MOST WIDESPREAD ISSUES RAISED | No. of provinces where raised |
|---|-------------------------------|
| Culture change/Western influence | 5 |
| Alcohol use/abuse | 4 |
| Marijuana use/abuse | 4 |
| Boredom/lack of direction or aimlessness | 4 |
| Poor formal education opportunities/resources/standards | 4 |
| Teenage pregnancy | 4 |

Six issues were raised in 4 or more provinces. Older women raised 52 issues in total.
(Note: concerns mentioned in a similar number of provinces are ordered alphabetically)

Older women's ideas on needs for youth

The widest needs recognised included the need for improved vocational training, along with leadership and literacy training and awareness on sexual health; improved access to income generating projects, improved youth activities and groups, and improved sports equipment and activities. In these areas they were generally in accord with young people's expression of needs. The need to improve the police force expressed by older women was not generally shared by young people.

Table 10. The most widespread needs according to older women

| OLDER WOMEN: MOST WIDESPREAD NEEDS RAISED | No. of provinces where raised |
|---|-------------------------------|
| Improve RTCs/vocational education | 6 |
| Improve income generating project opportunities | 5 |
| Improve leadership/management skills training | 5 |
| Improve youth activities/groups/forums/rallies/programs | 5 |
| Improve literacy training | 4 |
| Improve police force | 4 |
| ARH/family planning/sexual health awareness courses | 4 |
| Improve sports equipment/facilities | 4 |

Eight needs were raised in 4 or more provinces. Older women raised 43 needs in total.
(Note: concerns mentioned in a similar number of provinces are ordered alphabetically)

Older women's concerns stated as issues and/or needs

When issues and needs are considered together, the greatest concerns for older women are educational opportunities and standards, both formal and informal. Included in this are leadership and literacy training, and more educational opportunities for young women. Youth activities and groups are a widespread concern.

Culture change, western influence and low respect for 'custom', and the concern that parents should teach or guide young people more were also widespread. Access to income generating projects and community development funding were widespread concerns. As were community support, cooperation and interest in young people's activities, listening to or ignoring young people from decision making, and support and encouragement for young people to participate and lead in community affairs.

Sustainable resource use and food security, government interest and services for young people, and sports equipment and facilities were other widespread concerns.

Table 11. The most widespread concerns (issue and need), according to older women

| OLDER WOMEN: WIDESPREAD CONCERNS AS ISSUE OR NEED | Nr. provinces, issue + need |
|--|-----------------------------|
| (Poor + improve) RTCs/vocational education | 9 |
| (Poor + improve) youth activities/groups/forums/rallies/programs | 8 |
| (Poor + improve) culture change/western influence/respect custom | 7 |
| (Poor + improve) formal education opportunities/resources/standards | 7 |
| (Poor + improve) parents teach/ guide YP about life/boundaries/sex/ relationships | 6 |
| (Poor + improve) leadership/management skills training | 6 |
| (Poor + improve) literacy training | 6 |
| (Poor + improve) sustainable resource usage/food security | 6 |
| (Poor + improve) cooperation/support/ interest from OP/community for YP activities | 6 |
| (Poor + improve) access to income generating projects | 5 |
| (Poor + improve) access to community development funding | 5 |
| (Poor + improve) education/training/literacy opportunities for young females | 5 |
| (Poor + improve) government interest/services for YP | 5 |
| (Poor + improve) listen to/ignore/exclude YP from decision making/meetings | 5 |
| (Poor + improve) community support/ encouragement for YP to participate/lead | 5 |
| (Poor + improve) sports equipment/facilities | 5 |

Listed are all concerns scoring 5 or above (16 concerns). Older women raised 71 concerns, whether as an issue or a need.

3.2.4 Older men

As with older women, coverage of older men was inadequate in two provinces (in this case, Central and Rennell-Bellona). This has lowered the total number of provinces where issues were raised.

Older men's ideas on issues for youth

Poor access to community development funding, many school drop-outs and poor access to vocational training, marijuana, violence and stealing by youth were widespread concerns. Older men raised many other issues in the provinces where they were well consulted. Notably these included poor formal education, poor access to income-generating projects, alcohol abuse and teenage pregnancy, culture change and youth boredom, sustainable resource usage, and a range of issues linked to lack of respect, interest, cooperation and listening between people and older people or the community.

Table 12. The most widespread issues, according to older men

| OLDER MEN: MOST WIDESPREAD ISSUES RAISED | No. of provinces where raised |
|--|-------------------------------|
| Poor access to community development funding | 5 |
| Many school drop outs | 4 |
| Marijuana use/abuse | 4 |
| Poor RTCs/vocational education | 4 |
| Stealing by youth | 4 |
| Violence/aggression | 4 |

Six issues were raised in 4 or more provinces. Older men raised 53 issues in total.
(Note: concerns mentioned in a similar number of provinces are ordered alphabetically)

Older men's ideas on needs for youth

For older men, the most widespread needs identified for young people were the need to improve income generating projects opportunities and community development funding,

improve vocational education and livelihoods or practical skills training, and to improve youth activities and groups. Other notable needs that were raised a number of times in provinces where older men were well-consulted were the area of improving relations between the community and young people, including taking an interest in young people's activities, listening and supporting young people's participation and leadership. As well, improvements in market transport, sports and music, leadership training and village-based learning were often mentioned.

Table 13. The most widespread needs, according to older men

| OLDER MEN: MOST WIDESPREAD NEEDS RAISED | No. of provinces where raised |
|---|-------------------------------|
| Improve income generating project opportunities | 5 |
| Improve RTCs/vocational education | 5 |
| Improve youth activities/groups/forums/rallies/programs | 5 |
| Improve access to community development funding | 4 |
| Improve livelihoods/practical skills training | 4 |

Five needs were raised in 4 or more provinces. Older men raised 36 needs in total.
(Note: concerns mentioned in a similar number of provinces are ordered alphabetically)

Older men's concerns stated as issues and/or needs

When issues and needs are considered together, the greatest concerns for older men are access to community development funding and income generating projects, vocational education and village-based training, youth activities and groups, the relationship between community and young people in terms of listening to, taking interest in and supporting youth in their activities and in participating in community affairs and decision-making. The corollary to this last concern is that of young people listening to, respecting and cooperating with older people. There is a widespread concern to have livelihoods and leadership skills training in particular among the informal education options raised (RTCs, village-based learning). Sustainable resource usage and government services for young people are also widespread concerns.

Table 14. The most widespread concerns (issue and need), according to older men

| OLDER MEN: WIDESPREAD CONCERNS AS ISSUE AND/OR NEED | No. provinces, issue + need |
|--|-----------------------------|
| (Poor + improve) access to community development funding | 9 |
| (Poor + improve) RTCs/vocational education | 9 |
| (Poor + improve) access to income generating projects | 8 |
| (Poor + improve) youth activities/groups/forums/rallies/programs | 7 |
| (Poor + improve) cooperation/ support/interest from OP/community for YP activities | 6 |
| (Poor + improve) listen to/ignore/exclude YP from decision making/meetings | 6 |
| (Poor + improve) respect/listen to/cooperate with OP/community/family | 5 |
| (Poor + improve) Leadership/management skills training | 5 |
| (Poor + improve) village based training/training centres for YP | 5 |
| (Poor + improve) livelihoods/practical skills training | 5 |
| (Poor + improve) sustainable resource usage/food security | 5 |
| (Poor + improve) government interest/services for YP | 5 |

Listed are all concerns scoring 5 or above (12 concerns). Older men raised 64 concerns, whether as an issue or a need.

3.2.5 All groups

This gives a representation of overall community concerns, including young women, young men, older women and older men. This is a useful adjunct to consideration of the separate concerns of young men and women.

All groups' widespread ideas on issues for youth

Widespread issues are those of alcohol and marijuana use or abuse. This is related to the issue of violence or aggression, which is often seen as linked to alcohol use. Involvement in these activities is mainly noted for young men, as is the issue of stealing. Teenage pregnancy is the issue that is widespread concerning young women. In many cases, these issues are seen as 'off the rails' behaviour, pointing to underlying issues of lack of direction, guidance and meaningful activity. All of these issues were also mentioned, but not in a widespread fashion.

Various issues of poor services and opportunities are widespread. Poor educational opportunities and standards both in the formal and informal education systems is a common issue. Poor access to community development funding is also a widespread issue. Most of the other issues relate to participation of young people within the community.

Many people, young and old, commented that communities and/or older people do not listen to young people, are not interested in what they do, do not support their activities, ignore their ideas, and do not let them participate in community decisions or support them in leadership roles within the community. Conversely, young people were seen as not listening to, respecting or cooperating with older people, communities and family. An issue of leadership and coordination of youth groups and activities is also widespread, linked to issues that youth groups and activities are generally inadequate.

Table 15. Most widespread issues according to all groups combined

| ALL GROUPS: MOST WIDESPREAD ISSUES RAISED | No. of provinces where raised by No. groups raising |
|--|---|
| Marijuana use/abuse | 20 |
| Alcohol use/abuse | 20 |
| Poor formal education opportunities/resources/standards | 18 |
| Poor access to community development funding | 17 |
| Teenage pregnancy | 17 |
| Violence/aggression (inc. alcohol related) | 17 |
| OP don't listen/ignore/exclude YP from decision making/meetings | 16 |
| Improve cooperation/support/interest from OP/community for YP activities | 15 |
| Poor RTCs/vocational education | 15 |
| Stealing by youth | 15 |
| YP don't respect/ listen to/ cooperate with OP/ community/ family | 15 |
| Leadership/coordination problems affecting youth group/activities | 14 |
| Community support/encouragement for YP to participate/lead | 14 |

All groups' widespread ideas on needs for youth

The most widespread concerns raised as needs were to improve income generating project opportunities for young people, improve youth activities and youth groups, improve various aspects of informal education training and awareness and improve sports facilities.

Quite a number of needs were expressed within the education, training and awareness area, which can be regarded as 'needs for learning'. These included improvement of access to and quality of vocational training centres and village based learning, of leadership, management and life-skills training, livelihoods and practical skills training, literacy training, and sexual health and family planning awareness.

Table 16. Most widespread needs according to all groups combined.

| ALL GROUPS: MOST WIDESPREAD NEEDS RAISED | No. of provinces where raised by No. groups raising |
|---|---|
| Improve income generating project opportunities for YP | 23 |
| Improve youth activities/groups/forums/rallies/programs | 22 |
| Improve leadership/management skills training | 21 |
| Improve RTCs/vocational education | 21 |
| Improve sports equipment/facilities | 19 |
| ARH/family planning/sexual health awareness courses | 18 |
| Improve livelihoods/practical skills training | 18 |
| Improve village based training/training centres for YP | 17 |
| Improve literacy training | 15 |
| Improve youth leadership training courses | 15 |
| Improve life-skills training | 14 |
| Improve musical instruments | 14 |

All groups' concerns stated as issues and/or needs

The most widespread concerns for all groups overall when issues and needs are considered together are summarised in sections below. The top five areas of concern were learning opportunities, income-generation, youth activities/sports, community participation and reproductive health.

Learning opportunities:

- **Vocational education.** It was noted that there are not enough places in RTCs for all the school leavers, no RTCs nearby, and the quality of resources and teaching at RTCs. People note that these issues need to be addressed with more focus on RTCs and other options for vocational training.
- **Formal education.** Access to formal education is poor, and the resources and educational standards are lower than people want. There is a need to address these issues.
- **Village based learning activities.** This was linked to a number of widespread concerns that learning of practical skills and livelihoods, leadership, management and life-skills training, literacy, and awareness courses particularly on reproductive health and drug/alcohol use needed to be much improved, in the village setting where all youth could participate. Some thought this could be best achieved by having a 'centre' in the community for these activities, while others did not raise this as a need. Females in particular noted education and literacy among their top concerns.

Livelihoods and income generation:

- **Opportunities for income generating activities** in village settings. Currently such opportunities are unavailable and people want more. Few people mentioned concerns with formal employment. The focus was on informal village employment. The concern with income generating projects was more widespread among males than females.
- **Markets for selling produce.** There is widespread concern that markets are inadequate. Many people realise that income-generating activities, both existing and future, cannot be successful until they can sell their produce. Markets can include local, national and international markets.

Youth activities and sports:

- **Youth activities**, including youth groups, youth forums, youth rallies and youth programs. These are mainly based under church auspices. People want improvement to these activities (more activities, more interesting, more inclusive, and more informative). These activities are seen as constructive for young people and as a major learning channel. In this context, the need for musical instruments (e.g. guitars and keyboards) was raised by many people.
- **Youth activity leadership and coordination**. In many cases it was mentioned that these were inadequate, having a detrimental effect on youth activities. Youth leadership training was considered to be the main way to improve this. This was quite a concern for young women.
- **Sports**. Mostly the concern is with sports equipment and facilities: these are often unavailable and people need them. Young females' comments indicated that their needs for sports equipment (e.g. a netball) are often unmet. Sports fields and training/coaching were also widespread concerns for younger people.

Community participation

- **Community support** and encouragement for young people to participate and lead in community affairs. This and the two concerns that follow are closely related: perhaps they should be regarded as different ways that people raised the same concern.
- **Listening** to and inclusion of young people in decision-making and meetings.
- **Cooperation**, support and interest by older people and the community for young people's activities. Underlying these concerns was the issue, especially for young males, that communities were not interested in them or their ideas: in other words they felt marginalised, although this was rarely stated directly.

Reproductive health

- **Awareness of sexual health/ARH/family planning**. This was stated as both a lack of awareness among young people of reproductive health and the affiliated issue of teenage pregnancy. The need was noted for more awareness courses in the ARH/family planning area. Interestingly, STI/HIV/AIDS was not often raised as an issue, and only once did the IYA Team hear contraceptives put forward as a need. The focus was squarely on awareness programs. The concern with sexual health, family planning, teenage pregnancy and sexual abuse was more widespread among females than males.

In essence, young people want an end to the aimlessness that economic poverty has brought. They want their own income-generating projects in the village to work on during the day, with the appropriate knowledge needed to run them well and healthy markets they can sell in. They are hungry for practical information and learning situations to do with livelihoods, life-skills, leadership and management, and how to avoid the risks of pregnancy, alcohol and drugs. They want varied, well-coordinated youth group activities such as music, rallies, and leadership and awareness courses. They want good sports facilities. They want to be able to run most of these things for themselves, with the support and interest of the older people and communities around them, and they want to take part in community decisions and leadership. Older people are generally in agreement with all these things, but are at a loss as to how to assist. The negative dynamic around participation is a constraint. One suggestion that was heard a number of times, was to have an awareness course for older people about the issues and needs for young people.

Table 17. Most widespread concerns among all groups combined

| ALL GROUPS: WIDESPREAD CONCERNS AS ISSUE AND/OR NEED | No. provinces, issues and needs by all groups |
|---|---|
| (Poor + improve) RTCs/vocational education | 36 |
| (Poor + improve) income generating project opportunities for YP | 35 |
| (Poor + improve) youth activities/groups/forums/rallies/programs | 35 |
| (Poor + improve) sports equipment/facilities | 30 |
| (Poor + improve) access to community development funding | 29 |
| (Poor + improve) formal education opportunities/resources/standards | 29 |
| (Poor + improve) youth activity leadership/coordination | 29 |
| (Poor + improve) community support/encouragement for YP to participate/lead | 28 |
| (Poor + improve) listening to/inclusion of YP in decision making/meetings | 28 |
| (Poor + improve) leadership/ management skills training | 26 |
| (Poor + improve) cooperation/support/interest by OP/community for YP activities | 26 |
| (Poor + improve) markets for selling produce | 22 |
| (Poor + improve) village based training/training centres for YP | 22 |
| (Poor + improve) awareness of sexual health/ARH/family planning | 22 |

3.2.6 Other concerns present in the data

Disaffection and conflict

Concerns about armed militancy and ethnic conflict were not widespread and seem to be in the past. They have been overtaken by issues that have either largely come in the wake of the ethnic conflict (marijuana, home-distilled alcohol) or been exacerbated by it (poor education and income-generating opportunities), as noted above. One feature that has not been well represented in the individual concerns is the cluster of concerns about disaffection. These tended to be mentioned in diverse ways. The following issues were raised in a number of provinces among both young men and women:

- boredom, lack of direction or aimlessness
- no money or financial support for young people
- no interesting activities for young people
- low self-esteem
- geographic isolation, poor freedom of movement
- marginalisation by the community

Summed together, this cluster of issues is a widespread concern among young people and, to a lesser extent, older people in the community.

Age variation

Young people tended to highlight the following issues in addition to the issues identified by all groups:

- Lack of participation in decision-making
- Lack of cooperation and interest by older people and communities
- Lack of sports activities and resources

Gender variation

Young women highlighted the following issues in addition to the issues identified by all groups:

- Gender inequality in educational opportunities
- Literacy
- Lack of sexual health awareness
- Teenage pregnancy, sexual abuse
- Leadership issues both in the community and youth activities

Young males tended to highlight the following issues in addition to the issues identified by all groups:

- Income generating opportunities
- Training in livelihoods and practical skills
- Disaffectation issues

Provincial variation

It was difficult on the basis of visiting only one to four communities in each province to make distinctions between needs and issues in different provinces. Quantitative research aiming for statistically significant samples would be a more effective approach for this. One province did stand out however, and that was Guadalcanal. Needs are severe. Apart from the concerns raised by all groups, highlighted concerns in Guadalcanal were:

- Continuing armed violence
- Sexual violence and abuse
- Trauma and the need for counselling
- Cessation of education
- Drug and alcohol abuse very prevalent in some areas

3.3 Chronic issues for youth in Solomon Islands

Many of the issues for youth in general were identified at least two decades ago in the Solomon Islands. Various points in the parliamentary debate for the National Youth Policy of 1980 remain relevant as many issues are substantially the same. These included educational issues such as schooling opportunities, problems of ‘drop-outs’ and the appropriateness of formal education to village life; unemployment, village employment and income generating opportunities; urban drift and rising aspirations; participation by young people in the community and recognition of young people’s value by the community, and support by community and government to youth activities. Among the emergent issues since 1980 are the much higher population that requires services, lower capacity of government, the appearance of militancy and armed conflict among youth, increased awareness of gender issues and the rising threat of STI/HIV/AIDS transmission.

As far back as 1961 the issues and needs for urban youth were identified in PNG with striking similarity to the current issues and needs in the Solomon Islands (SPC 1961). While issues of gender, sexual health and militancy are muted or absent, a wide range of other current issues are present and the solutions, which favour a high degree of youth participation in decision making and positions of responsibility, are up-to-date. This suggests that many issues are chronic and the favoured solutions, although actually proposed many decades ago, are difficult to achieve. The 1961 report exposes another important phenomenon: whereas many of the issues discussed in 1961 as ‘urban’ issues thought not to touch the youth in tight-knit customary villages, it is clear that these same youth issues are now widespread in Melanesian

rural societies. There has been over the last 40 years an ‘urbanisation of mind’ whereby even remote village subsistence-living young people have quite urban aspirations, and rural communities face youth-related problems that were once only found in towns. Technological changes, commodity culture, video in villages, the migration flow between town and village and raised formal educational levels have probably been significant contributors to this phenomenon.

4.0 COMMUNITY ORGANISATIONS WORKING WITH YOUTH

A range of government and community stakeholders are involved in addressing youth needs in the Solomon Islands. Figure 15 is a diagrammatic representation of key policy communities for youth in the Solomon Islands. Each of these policy communities contain multiple youth stakeholders. The individual stakeholders are located at various levels from local community level to provincial level, through to national and international levels. Each community has its own emphases on the issues and needs for youth, and its own internal debates about these.

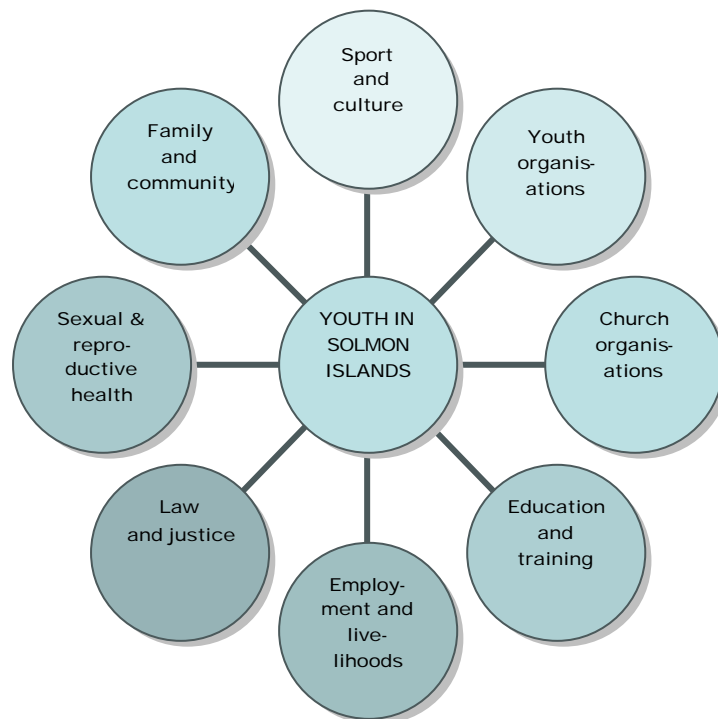


Figure 15. Youth policy communities in Solomon Islands

The five main church denominations in the Solomon Islands are clearly the most pervasive community-based organisations working with or for youth. In addition there are a number of NGOs that have coverage in parts of the country. As with government, the CBOs face constraints due to the cost of transport and lack of communication infrastructure to link the large number of local villages and associations with their head office and regional offices.

A distinction needs to be drawn for CBOs between ‘village level’ or ‘local level’ organisations and ‘middle-level’ organisations. ‘Middle level’ in the Solomon Islands is a term intended to convey the idea of organised, named groups who focus on one or more goals over a national or sub-national area but that do not have the authority of ‘top level’ organisations like the national and provincial governments. They are often registered as charities. The category can include church service organisations e.g. the ‘United Church Women’s Fellowship’. None of the various ‘middle-level’ secular NGOs have the broad level of commitment at the local level that the churches have. They tend to be able to implement programs that are organised from their urban base and are conducted through local sites as funding allows. Alternatively, they provide train-the-trainers programs that bring people in from rural areas to their base.

IYA estimates that there are between 2000 and 3000 ‘main villages’ in the Solomon Islands, i.e. villages that have churches and/or other signs of permanent settlement including a population of over 50 people. Most of these can be expected to have a church youth group and

a sporting club, at least for male soccer. In addition, many have either within the village or within walking or paddling distance, a primary, or rarely, a junior secondary school. These facilities correspond to three main pillars of youth oriented-organisation at the local level: church, recreation and education.

‘Local level’ organisations include the thousands of groups, associations and committees found at clan, village or parish/ward level right across the country. During IYA consultations, each village had a number of these. They are usually incorporated into the structure of village governance (i.e. they often exist as a committee or church fellowship group under the village system of decision-making and leadership structures). They may be linked to the church (as village church youth groups are), or to education and health facilities partially funded by the government (as rural clinics and primary/junior secondary schools are), or they may be entirely independent initiatives (such as association-based income-generating projects). In some few cases they are linked in to a middle-level NGO activity. An example of the latter was seen in a ‘conservation area’ in Makira, where one village had a ‘World Vision’ committee that was established when World Vision expressed interest in providing community assistance there. Another example is the Solomon Islands Development Trust (SIDT) ‘village development workers’ network and the Save the Children Australia (SCA) Youth Outreach Program (YOP) peer educators.

While ‘middle level’ secular CBOs have much to offer because of their ability to deliver specialised services (e.g. awareness education) to people who may not have the resources to provide such services for them, their impact in rural areas is limited. ‘Local level’ committee organisations within villages tend to provide basic services (e.g. local school management, sports activities) rather than specialised services but their impact when considered *en masse* is high. In remote, outwardly underdeveloped villages, a range of committees and fellowship groups existed along with the understanding of how to run them. These local organisations are usually not coordinated or registered anywhere, and usually cannot be routinely contacted. Despite this, they are a strength of rural society in the Solomon Islands at present.

There is a range of ‘middle-level’ CBOs in the Solomon Islands that work with, or for, youth. Annex H provides basic details of a number of these.

4.1 Church organisations

Church organisations are recognised as some of the longest established and best organised civil society institutions in the Solomon Islands. The churches are seen as major stakeholders in any attempt to meet the needs of youth in the country, because they provide existing networks that could be utilised for youth programs that reach communities throughout the country.

The 1999 National Census reported data on religious affiliation by province and age group.¹⁹ Table 3 indicates the proportions within each province of young people (ages 15 to 29) belonging to each denomination. Bolding in the table emphasises the main churches in each province. While Isabel and Temotu provinces are dominated by a single church to which almost all young people belong, most provinces exhibit a mix of church influence. This is a major indicator of provincial variation at the level of community-based organisations.

Almost all young people are affiliated to one of the five main churches in the Solomon Islands. These five churches have formed an umbrella body, the Solomon Islands Christian Association (SICA). The only significant youth population that does not come under these is

¹⁹ 1999 National Census, table B3.05. Total population by sex, large age group and by province, religion.

in Western Province, where a large number of youth are affiliated to the Christian Fellowship Church, a non-SICA denomination.

Table 18. Religious affiliation by province: percentage of 15 to 29 year olds in each church²⁰

| Province | CoM | RC | SSEC | SDA | UC | Other |
|-----------------|-----|----|------|-----|----|-------|
| Choiseul | 2 | 21 | 2 | 15 | 57 | 3 |
| Western | 8 | 9 | 3 | 27 | 38 | 16 |
| Isabel | 95 | 1 | 1 | 2 | 1 | 1 |
| Central | 78 | 11 | 6 | 3 | 1 | 1 |
| Rennell/Bellona | 5 | 1 | 47 | 42 | 0 | 5 |
| Guadalcanal | 24 | 41 | 16 | 12 | 3 | 4 |
| Malaita | 26 | 23 | 31 | 6 | 0 | 14 |
| Makira/Ulawa | 48 | 21 | 26 | 2 | 0 | 3 |
| Temotu | 85 | 0 | 1 | 1 | 0 | 13 |
| Honiara | 35 | 13 | 21 | 14 | 8 | 8 |
| Total S.I. | 33 | 19 | 17 | 11 | 10 | 9 |

Each of the five main churches has a different organisational structure. Nevertheless some generalisations can be made. In terms of spiritual authority, structures and systems of tithing, the churches have a strongly linked vertical structure from local churches through to a parish/section level to a diocese level and ultimately a synod or archdiocese level. Social service delivery, while under the aegis of the church in many instances, is generally operated at the local level. Fundraising, planning and implementation for church primary schools, youth groups, women's groups occur at the village level. Levels of ownership and responsibility for the day-to-day reproduction in the village of the church and its service organisations are high. In contrast, church head office officials admit that they do not have the means to coordinate and communicate with the local level on a routine basis because funding does not exist within the church for this.

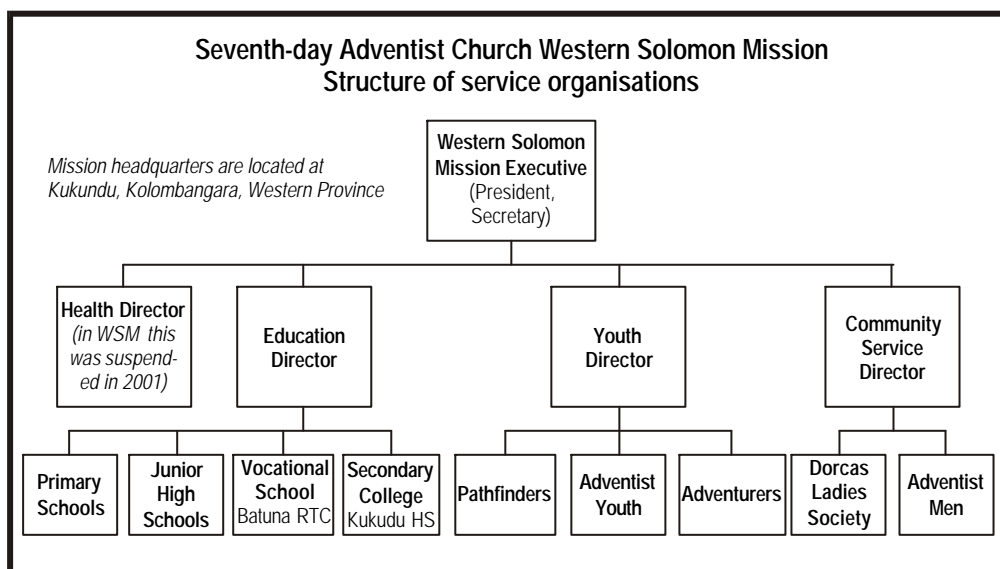


Figure 16. Seventh-day Adventist Western Solomon Mission organisation. The ‘departments’ administer the overall running of corresponding village-church level committee activities

Different denominations have different outlooks on youth issues. All the SICA churches are represented on the SICA Youth Executive. While this coordinates some youth activities, the different denominations are free to develop their own youth policies and programs. Most

²⁰ CoM: Church of Melanesia; RC: Roman Catholic; SSEC: South Seas Evangelical Church; SDA: Seventh-day Adventist; UC: United Church.

denominations have youth coordinators at each level of their hierarchy. Within some larger churches, such as the Church of Melanesia and Roman Catholic churches, individual dioceses are responsible for their own youth programs and there is limited coordination of these.

It is recognised by those working within church organisations that not all youth who are nominally affiliated to the church are active members of the church community. There are many who fall outside any outreach program designed by the churches. These youth will be marginal to many attempts to deliver services through church networks.

4.1.1 Church youth activities

Church youth groups are tied to the religious values of the denomination they belong to. This limits the direction they can take unless issues are discussed within higher bodies within the denomination. This process is currently occurring in the Anglican Church, where it is recognised by high officials that the youth program needs to respond to emerging youth issues. However, there is concern that too great a change will result in a conservative reaction at the community level among the older church members.

Most of the church youth organisations have some sort of ‘holistic’ program for youth that has been developed by the church head organisation and is used in all churches across the country. The United, Church of Melanesia (CoM), Catholic, and Seventh-Day Adventist (SDA) churches all have programs that deal with the spiritual, physical, mental and social aspects of young people’s lives, as seen through church values. Local church youth programs are typically planned around yearly calendar schedules. It is within these programs that awareness activities in health and so on are seen as part of youth group activities. Musical activities seem to be strongly associated with church youth groups in many young people’s minds, and musical instruments (microphones, keyboards and guitars) are in strong demand as good youth group assets that will increase the appeal of attending youth groups.

Village church youth groups are often run by an older person appointed by the village church board rather than by young people themselves. The youth group agenda is then managed by what older people think young people ‘should’ be doing and thinking. Ownership of the group’s activities by young people can be limited, and young people’s attendance rates are low. This seemed to be a common problem. Dominance of older people also creates tension with the aims of the popular ‘youth leadership’ programs that are commonly held by church training bodies around the country. These are in essence ‘church youth group leadership’ programs, and typically advocate or at least imply that youth should lead the youth groups. However, ‘going to youth’ as people commonly say of this common village activity, is often a whole-community event in villages and the age range of attendance can be much wider than the 14-29 age group.

In common with most village activities, young women are typically not considered for any role in leadership or participatory decision-making within youth groups. The cultural code in this respect is quite strong, so that women themselves defer opportunities to participate at this level out of ‘respect’.

Church youth groups often have rules disallowing attendance by people caught smoking, becoming pregnant, or for other misdemeanours. A number of young people questioned whether this was the right approach on the grounds it alienates many young people. However church authorities do not want to be seen to ‘condone’ what the church regards as poor behaviour and these restrictions remain.

Although current economic conditions make fundraising difficult, it is a common youth group activity to raise funds for the transport and food costs of attending a district youth rally. These rallies are typically held for a week at a place that can accommodate a few hundred young

people from either a whole parish or, in a big event, a whole diocese. Such events are generally held annually. There are also smaller ‘weekends’ organised in many areas to bring together the youth of churches within the same sub-parish or otherwise-named local church area. Youth rallies involve prayer, singing, recreational sports, and awareness. Health and ‘family’ issues are a usual topic for awareness (choosing the right marriage partner, dangers of drugs and alcohol, and pre-marital sex). In addition, ‘leadership’ activities, cultural shows and technical training (e.g. in agriculture and home-crafts) may be part of the program. Awareness activities and any technical training at youth rallies are the entry point for either church or secular ‘resource people’ to communicate a message to young people. The presence of secular people, or people from other denominations to provide services for this part of the rally does not seem to raise difficulties for the churches.

4.2 Adolescent reproductive health

This sector is occupied by the main stakeholders of the Ministry of Health and Mental Services (MHMS) Reproductive Health Division, Solomon Islands Planned Parenthood Association (SIPPA), United Nations Family Planning Association (UNFPA) (through SIDT) and SCA. There are a number of other stakeholders including Oxfam, FSC and the churches. The central concern is twofold: the spread of STI/HIV/AIDS, and teenage pregnancy. Young people are vulnerable to STI and HIV/AIDS. Levels of STI and teenage pregnancy are regarded as high.²¹ These are seen as indicators that practices such as unprotected sex and multiple sexual partners are exposing young people to risk of HIV infection. Some further determinants affecting HIV transmission among young people that are recognised in the Solomon Islands include a low knowledge of sexual and reproductive health, depressed economy (leading to sex-for-money), mobility, youthful population, low status of women (leading to inability to negotiate refusal or at least safe sex), lack of condom use, lack of relevant health worker training, customary taboos on sexual discussion, secrecy surrounding young people’s relationships and drug and alcohol abuse linked to unsafe sex.

MHMS developed a strategic plan (NMSP-1) in 2000 addressing STI/HIV/AIDS for various target groups. The plan recommends a number of activities under the following objectives for young people:

1. Promote safer sexual behaviour
2. Promote safer drug use practices and increase knowledge of effects of drug abuse
3. Increase knowledge of STI/HIV/AIDS
4. Increase knowledge about sexual assault and gender issues
5. Increase access to condoms
6. Increase economic opportunities
7. Increase research about issues affecting youth in specific rural areas
8. Increase life skills training

Outreach to the large numbers of out-of-school young people for awareness raising is a difficult activity given the difficulties with transport and communication. Awareness raising on these topics is a sensitive issue because it raises cultural ‘taboos’. Self empowerment and community protection and support are difficult to achieve. Skills and support for such work is limited in rural areas. SCA has found that a peer-to-peer approach to this holds a high potential for success.

²¹ The Solomon Island First National Multi-sectoral Plan NMSP-1. Ministry of Health and Medical Services, August 2000.

4.3 Sports Development

The major stakeholders are the Department of Youth, Sports and Women, the provincial sports coordinators, National Olympic Committee of Solomon Islands (NOCSI) and the various sporting associations including the Solomon Islands Football Federation (SIFF) and SI Netball Association. At this time SIG has no Sports Officer in the Department of Youth, Sport and Women (DYSW).

The usual options for organised sports in villages are soccer for the boys, netball for the girls and volleyball for mixed teams. Soccer is the most organised of these sports, with larger villages having a soccer field and a team that participates in an annual district tournament. Netball receives fewer resources. A number of villages during the IYA consultations had no operating netball facilities or a team. Volleyball is popular but not played everywhere.

Soccer is supported by the SIFF. They have recently put more emphasis on rural soccer with their 'soccer skills' workshops delivered by mobile teams to some areas in the country. Coaching, refereeing and playing skills are taught. The program will take some time to cover the whole country. SIFF is also assisting the formation of leagues and tournaments in some parts of the country. In many areas, local resource people assist in the local soccer club or in organising tournaments without SIFF support, because SIFF cannot reach all areas. Both provincial governments (through sports coordinators) and church denominations organise tournaments. Ward-level politicians also find popularity in organising ward-level games where they buy soccer balls and prizes with their ward grants. National politicians may also follow this approach at times. To play in a tournament, teams usually have to fundraise for the entry fee (itself often used to buy the trophies and distribute cash prizes) and for the transport to get to the tournament.

Although young men clearly enjoy soccer, it seems the tournament system promotes a 'soccer season' where a team is formed and training occurs in the village, while at other times of the year the field is not played upon at all. In some places soccer leagues are being formed so that competition, which seems to spur on village sports activity, is more continuous. Again SIFF is establishing these in some places as a 'pilot' but in other places local people are making arrangements without outside support.

Netball is an accepted sport for girls in all parts of the country. In Honiara alone, the Honiara Netball League has 50 member clubs. However many communities do not see the need to support girls by fundraising to buy a new ball should the old one break, or replace the goal rings if needed. For these simple reasons, netball had stopped in some villages visited by the IYA Team. Netball tournaments are often held at the same time and location as a soccer tournament. Again fundraising is required of the team. Communities do not always support netball team fundraising proposals. Whereas soccer is seen by many as necessary to 'cool down' the boys who could otherwise be antisocial, few people see any community benefit from women's sport. NOCSI classifies netball as a 'non-Olympic sport' and won't support netball unless SINA pays an affiliation fee.

In Honiara and provincial towns other sports are played as well. The martial arts are probably the widest spread of these alternative sports. Sports development is poor in these however. The Solomon Islands Taekwondo Union, although it represents the Solomon Islands in international events appears to be typical; lacking equipment, venues, structured programs and enough qualified trainers.

A number of people conveyed to the IYA Team the theory that well-supported sport activities limit antisocial behaviour by young males. Further, a number of widespread customary practices to do with purification before battle seem to be appropriated for football

competition, so that drinking, smoking and other 'impure' activities prior to playing are seen as spoiling the spirit of the team and are actively discouraged by the players themselves. This cutback of alcohol and drug abuse was commented on by young men in a number of places. To the west of Guadalcanal, establishment of soccer competition formed a key strategy for church youth workers attempting to defuse militant tendencies after the tension.

4.4 Music

Despite the fact that music is highly popular among young people, there is very limited support in terms of 'music' CBOs. The Solomon Islands Music Federation is a CBO that has a goal of supporting popular music. It seeks to improve the opportunities for recording musicians and staging of musical events. The FM radio stations also have policies of supporting locally recorded popular music through regular airplay.

Churches are a major musical venue, and many communities have choirs or youth choirs. These sing to special events or for certain church programs. Some of these groups record popular gospel albums. Youth-oriented gospel groups are experimenting with other forms of religious music including heavy metal, in an attempt to reach young people who are at the margins of traditional religion. Popular music played by young Solomon Islander bands is in high demand. However, few can afford the band equipment (keyboards, guitars, sequencers, microphones) to play it themselves. A few recording studios have recently been established by young Solomon Islanders as the price of digital recording reduces. Three or four of these are located outside Honiara. Traditional music, notably panpipe bands are still common in many areas. Their popularity with older youth seems to be waning. However, traditional music has proven popular overseas with the Narasirato group from Areare travelling to 12 countries in the last few years.

Music is seen as a way to occupy young people and is supported by many communities as well as being popular among young people themselves. There are many musically attuned people, although specific instrument skills (keyboard skills etc) are often lacking and music education is rare. The aspiration for electrical or electronic instruments, as heard on radio, is a limiting factor as these are prohibitively expensive for most young people. Recording is also expensive and people often have to rely on a sponsor.

Young women's involvement in music is more restricted than young men's. While gospel and choir singing includes girls, use of instruments and involvement in popular music is rarer. Joining a popular music band is often seen by parents and brothers to be a moral hazard. Traditional performance music (as distinct from lullabies) tends to exclude women too.

4.5 Community policing

Coming under the Royal Solomon Islands Police (RSIP), a recent community policing framework was established prior to the ethnic tension and activated after the tension. This has occurred in Honiara and Malaita, but apparently not in other provinces. However, special constables remain in some areas in other provinces as the vestiges of an earlier system of 'village constables', and this appears to be regarded as a form of community policing. The elements of community policing in the Solomon Islands are consistent with more general ideas of restorative justice: at least for minor offences the victim (or community or its leaders) are brought together with the perpetrator, and a form of punishment of fine is agreed upon to redress the wrong done. For indictable offences the regular police and court system takes over.

In Malaita in January this year, there were 22 community policing posts or committees. The program, originally instigated for national adoption by the former police commissioner

Morton Siriheti, is expanding in Malaita. The program was re-started in 2001. The mode of operation is that the RSIP community policing officers, based in Auki, visit a village who wants them and they hold an awareness talk, mostly on the personal consequences and community effect of crime.

5.0 NATIONAL GOVERNMENT YOUTH DEVELOPMENT

In order to understand the field of youth development, the IYA Team looked at three aspects of National Government activity through the DYSW and National Youth Congress (NYC). Firstly, a time perspective on SIG activities in the youth area. Secondly, an understanding of the organisational structure of government youth development, and thirdly the main outputs of the recent national government policy and implementation plan for youth.

5.1 SIG policy development for youth over time

The broad meaning of youth development was informed initially by the Solomon Islands Youth Policy of 1980, and recently the National Youth Policy of 2000. Also, in 1988 the Government approved a 'National Youth Development Plan' prepared by an Australian consultant in conjunction with the NYC after extensive UNDP-funded consultation. Youth Development is the name of a recurrent budget item that has appeared since 1994, associated with an SIG Youth Development post first created in the same year under a new Ministry for Youth, Sports and Women. Since 1991, the SIG development budget has annually proposed funds for specific development projects related to Youth Development. Initially these grants were awarded to allow the work of the NYC. In 1994 there was a large grant awarded for the building of the CYP South Pacific Centre. This was built as the SIG's obligation toward the siting of the Centre in the Solomon Islands.

5.2 Organisational structures of SIG Youth Development

The assumed structure of youth development since the first Youth Policy in 1980 was that it would be organised under the Ministry of Youth, through the NYC. This would then coordinate provincial youth officers, who would in turn coordinate Area Council youth officers, who in turn would coordinate village-level youth groups. The church youth groups were also brought under the provincial youth coordinators. Figure 17 is a copy of a wall chart found in the Western Province Youth Office, dating from about 1993, but representing the structure as established in 1980.

It is not clear if this structure ever operated as depicted. However, lack of government funds has meant that only Western and Malaita provinces have youth coordinators (although Isabel Province has recently created a position). Those that do exist do not in practice liaise with the NYC due to lack of working telephones. Youth councils as shown on the chart no longer operate, and appear not to have operated in most provinces in the past either. The Area Councils were discontinued in 1997, and there is no sign of any secular village youth groups that may have been formed under them. The church youth groups however are robust, and exist in almost all areas. They do have some links with the provincial youth coordinators where these exist, but have much stronger ties with the church youth organisation of their own denomination. These church youth organisations are tiered structures, but the upper level of each has informal links with the NYC. They have stronger links among themselves through the SICA youth desk. At the National Youth Action Plan forum last year, proposals were made for revitalisation of the provincial youth councils under the NYC peak body to coordinate youth activities across the country. There has been no questioning as to whether the structure itself, which dates from the end of the colonial era, is appropriate to the current state of the Solomon Islands.

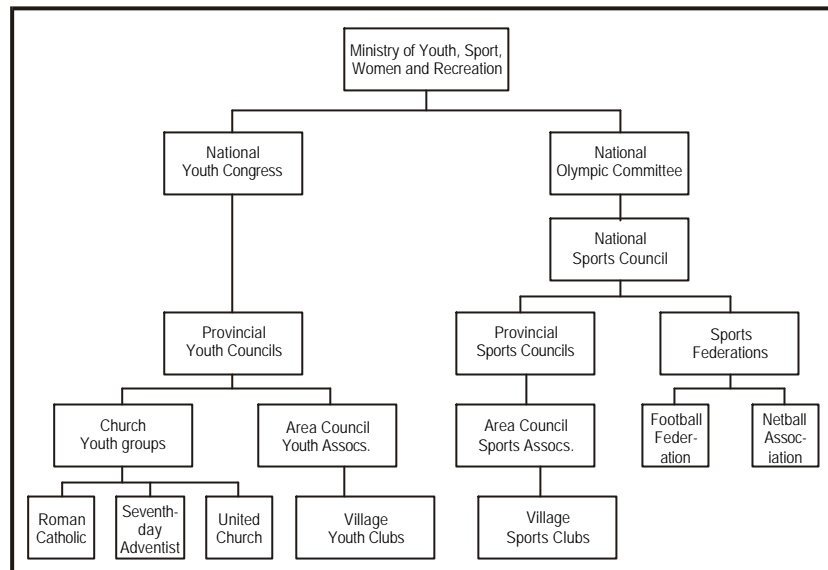


Figure 17. Structure of Youth Development as drawn by Western Province Youth Office in c.1993

5.3 National Youth Policy and the National Plan of Action for Youth

The Solomon Islands National Youth Policy, released in April 2000 (SIG 2000), was the culmination of consultation around the country with support from the CYP. Guidelines for the development of youth policies in Commonwealth countries were contained in CYP (1996).

The National Youth Policy developed sixteen objectives, which in summary are:

1. create conditions for young people to participate in planning, decision making, implementing, monitoring and evaluating development programs from community to national level
2. foster youth leadership for motivation and confidence to become self-reliant
3. establish and strengthen legal and administrative frameworks to mainstream youth development
4. create and strengthen consultative mechanisms for planning and implementation of government and community-based sector programs that affect young people; and integrate these programs into the National Development Plan
5. promote cross-cultural understanding in young people and work for peace, progress and prosperity in a multicultural society
6. promote healthy families through effective communication between young people, their families and their communities
7. ensure access to education and training to young people so they can become responsible and self-reliant and contribute to their families, communities and the nation
8. expand and strengthen formal and non-formal skill oriented training and financially assist young people to start business enterprises
9. cater for the need of young people with disabilities
10. support preventive, corrective and supportive measures to help rehabilitate young people who have broken the law
11. develop health programs for young people, focusing on accidents, alcoholism, drugs, unwanted pregnancies, STD and HIV/AIDS
12. promote a wide range of sports and establish recreational and sports facilities in urban and rural areas
13. empower young people to participate in achieving a safe, healthy environment and sustainable development

-
14. promote population education, including family life education through the formal education curricula
 15. enable young people to contribute towards the creation and maintenance of an information database concerned with development issues
 16. encourage young people's awareness and understanding of national, regional and global issues

Adoption of the National Youth Policy was to be followed by a National Plan of Action for Youth Empowerment as an integral component of the policy. A National Youth Affairs Forum held in Honiara on 16-20 September 2002 addressed formulation of this plan. The basis of the forum was to consider how the 16 objectives of the national Youth Policy could be implemented in terms of concrete planned actions. The forum was organised by the MYSW Development in conjunction with the NYC. A number of other parties also contributed, including the IYA. A total of 28 delegates from Honiara and each of the nine rural provinces attended the forum. Most delegates were drawn from community-based organisations, often with church links. Half the delegates were female, and 18 were young people.

The delegates split into small provincial workgroups to formulate provincial priorities for action based on the national policy objectives. The idea was that each province may have different priorities. Some of the delegates themselves questioned whether provincial priority-setting in the forum was a useful exercise given that they were not widely representative of potential provincial stakeholder positions. In view of this, the priorities that the workgroups identified would need to be more widely discussed within the provinces before they could be considered more than an expression of some of the concerns at the provincial level. However, some themes emerged from the different provincial presentations:

- Formulate a provincial government youth policy (6 provinces)
- Some form of life-skills or leadership education for young people (6 provinces)
- Appoint a provincial government youth coordinator (4 provinces)
- Establish a provincial youth council (4 provinces)
- Establish a youth stakeholder/worker network in the province (4 provinces)

Delegates attempted to develop action steps for the existing 16 National Youth Policy objectives, both at the provincial and national levels. Although the delegates came up with ideas, they lacked the resources to designate who would implement or what resources would be required. Afterwards the National Youth Congress reworked the results of the forum to produce a more cogent action plan, but in doing so relied substantially on their own prior understanding of the outstanding issues for youth and what actions are required to address these. The Minister for Home Affairs, who is responsible for the youth portfolio, has not yet approved the draft.

6.0 PROVINCIAL GOVERNMENT YOUTH POLICIES AND ACTIVITIES

Provincial governments have under the Provincial Government Act the authority to create youth development officers if they choose. At this time Western, Malaita and Isabel Provinces have Youth Development Coordinators. Makira Province has a youth development position, but this has not been funded. The MEHRD Non-formal Education officer there fills this position in a secondment or work-sharing capacity along with his NFE duties. Central Province has a Sports Coordinator who represents the province on youth development issues. The Youth Coordinator position in Isabel was created only late last year.

In recent years there has been a variable interest in youth development among the provinces. Western Province passed a youth policy in 1993, Makira Province drafted one in 1998, and currently both Central and Isabel Provinces are drafting youth policies as a result of interest developed by the National Youth Plan of Action, which identified the need for provincial-level youth policies. The other provinces apparently have no youth policies, either present or in the past.

The only provinces in which youth development can be seen in operation over the long term are Western and Malaita Provinces. A large part of the work of the Youth Coordinators in both places is to conduct youth awareness programs in rural villages. In addition, both provinces have attempted to register youth groups in order to 'coordinate' them. At present the Coordinators in both these provinces are less active than they were in the 1990s, apparently because of lack of budgetary support since the ethnic tension.

Recently in the case of Malaita, Isabel and Makira, the Youth Coordinator works with the Save the Children YOP. This overcomes some of the funding problems that have prevented travel by these provincial officers, and SCF's own YOP coordinators in these provinces apparently find the additional help useful to their own program. Similar collaboration does not happen in Western Province where communication is not occurring between YOP and the province's Youth Coordinator.

The other rural provinces (Choiseul, Temotu and Guadalcanal) have had no budgetary commitment to youth development in recent years, and, at least in the case of Choiseul and Guadalcanal, appear to have no prospects of doing so in the immediate future. IYA held interviews with the youth coordinators in Malaita, Western and Isabel Provinces. Main points relayed by each are as follows.

6.1 Malaita Province

Malaita province has no youth policy because the Province has not regarded Youth Development as a devolved function for which it is responsible independently of national Youth Development functions. This may change, with the province now considering following the NYAP forum outcomes that recommended policy development. Despite lack of policy, the province created a youth and sports division in 1985 to support church efforts.

Provincial efforts have, until recently, been directed toward training, leadership and seed funding of youth income generating projects. The province has been less successful in this because of lack of funds and human resources, especially since the ethnic tension, which has led to almost a standstill in provincial youth development activity. Prior to the ethnic tension, the Youth Coordinator assisted in youth rallies and church programs. Given the constraints, the Youth Coordinator considers that the province should focus on coordination of youth affairs. However, the youth coordinator has been working with the SCA YOP coordinator in

Malaita on health awareness raising, self-esteem and confidence building programs. He also assists the Malaita Province Sports Coordinator with Malaita Football Association soccer tournaments. The main youth project requests include piggery and poultry project funds.

6.2 Western Province

In Western Province the Youth Coordinator discussed the budgetary aspect of his work, since IYA obtained the last two year's provincial budgets and these were the topic of conversation. He noted that if funding returned to the provincial Youth Division he would revive the provincial Youth Council, as an elected body, and they would control the youth budget account. When the Western Youth Council operated previously (up until 1997), they used to deposit all the affiliated youth club registration fees into the account. This was envisaged as a revolving fund for small loans to the registered youth clubs. These loans were for income generating projects, e.g. a youth club bakery project.

In the last two or three years there has been no delivery by the province of the budgeted youth funding, although they do pay the Youth Coordinator's salary. There are two components to these budgeted funds. The Youth Program funding is mainly for the Youth Division administration including course materials and money for touring. These funds are used to cover expenses when a village or a youth rally wants the Youth Division to conduct a course. A recent course was held at a youth rally in Ghanongga where they provided leadership training, personality integration, and bookkeeping. Youth Grant funding on the other hand is mainly for religious-based youth group activities by the various denominations, whereas the Youth Program funding is oriented toward the Youth Coordinators' activity in running workshops. There is also a Ward Youth Project Fund, intended to provide seed capital for youth projects. This idea came from workshops that identified that youth training skills are under-utilised, and that this capital, at \$1000 per ward annually, would assist with this. No projects have been funded with this. The Regional Youth Festival is also a provincial budget item but has never been held.

Since the ethnic tension there has been no provincial funding for youth. Churches are still developing programs and sending invitations to the Youth Coordinator to attend as a resource person, but he is unable to attend if they ask the Youth Division to meet the expenses. As a result he has only attended one youth rally in recent times. The Youth Division has resource people drawn from other Divisions within the province such as doctors and nurses from the hospital and the staff from the Agriculture Division. In the past, the arrangement was that these people would be part of youth programs if the Youth division pays for the transport and the community provides the food and accommodation. This no longer occurs.

The Youth Coordinator is also concerned with ethnic youth violence within Western Province. He maintains that if festivals are not held to show young people the customs and taboos of the different islands, fighting can result. He cited the fights between Shortland and Choiseul youths in Gizo in October 2002. Also Shortlands/Roviana tensions, Shortlands/Bougainville tensions, and Ghanongga/ Kiribati tensions are others. Bougainville militant influence was strong between 2000-2002, and although there is a consensus that this situation has improved, it is still present. The Youth Coordinator stated that these militants are armed, harass people and steal, influencing Western Province young males who take part. Gizo and the semi-urban centres of Ringgi, Noro, Munda and Seghe are 'youth crime hotspots' that have been provoked by the tension. The Youth Coordinator says he has been to Shortlands to hold youth awareness workshops there to try to counteract the Bougainvillean influence, and in Gizo as well, but is unable to run programs in the other urban centres.

6.3 Isabel Province

In Isabel Province, the Youth Coordinator was appointed last December in a post that had been unfilled for many years. A first task for the Youth Coordinator is to establish a provincial youth forum to review the Isabel Youth Policy drafted last year. The Youth Coordinator hopes to establish an Isabel Youth Council, under which, are 16 ward-level Area Youth Forums, and then under these the various youth groups (similar to the 1988 National Youth Plan implementation proposals). The idea of having ward-level organisation, according to the Youth Coordinator, is that the provincial members are ward-based and they have ward development grants, which he hopes would fund youth activities. He is starting with the formation of a Central Maringe Youth Association, which will be for the rural and urban population around the provincial capital, which is where he himself is located. The Youth Coordinator admits that transport will be a problem in trying to address the whole province. However, he sees that a provincial youth council might be able to locate funding for the ward-level and local-level youth associations. It could also be the gatekeeper to help donors decide which local groups are bona-fide or not, and could receive funds from donors on behalf of these local groups.

The Youth Coordinator in Isabel has been working closely with the SCA YOP coordinator for Isabel Province where they do awareness and drama workshops with the local volunteers. He tours the villages with the YOP coordinator. Mainly they go to villages near the provincial town. They are constrained by funding for youth meetings and for transport further a field.

7.0 PRIORITIES AND OPTIONS FOR YOUTH ASSISTANCE

There are three main aspects to consider in providing assistance to youth in the Solomon Islands. The first is the overall reason for assistance and ensures strategic understanding. The ensuing framework informs the main priorities. The second aspect is to identify what those priorities are. These are informed by both the framework and by people's own ideas and demands. These demands can be accommodated within the limits of the strategic framework. The third aspect is to consider the mechanisms for delivery of the assistance: what is actually possible.

The overriding factor in considering assistance to young people in the Solomon Islands is the correlation between rising youth population, economic and social stagnation, and conflict that was noted earlier. The 1998-2000 conflict, although localised, destroyed much of the fragile national economy. The threat of further conflict diverts government resources and keeps investors away. Since the conflict, people in rural areas are unable to make enough money to undertake the modest civil functions on which their communities depend: the inter-island gatherings, church fundraisers and small village improvements that bring people together. Cash has almost entirely ceased to circulate in rural areas. Communities, and most significantly young people, are experiencing a period of unprecedented social and economic stagnation.

7.1 Strategic framework: human security

The Solomon Islands is caught in an intractable situation: social development cannot occur until the economy improves, and the economy cannot improve until investment is made and international markets are developed. The largest export investors, apart from loggers, have almost all withdrawn due to security concerns. There is a consensus among policy advisors on this problem: that the security situation in the Solomon Islands must be addressed first before economic recovery can be addressed. The question is the method. 'Law and order' approaches are possible, but the approach emphasised in this report is based on the concept of human security.

Social and economic development, particularly for young people, is necessary to ameliorate the potential for conflict correlated with the 'youth bulge' outlined in the introduction. In keeping with this, the overall approach used in this report is a development-based approach to human security. While the human security approach has a long tradition, it has been reinvigorated through UNDP efforts. The original UNDP human security model put forward seven distinct categories of human insecurity: health, food, economic, personal, community, political and environmental.²² The overarching idea is to address the causes of conflict by addressing the insecurities that foment conflict, and so ensure people's future safety.²³

Although IYA found that the period of tension and armed conflict has receded, the causes remain. Population growth, food and land security, and aspirations beyond means combine with at-risk behaviour, marginalisation, trauma from conflict and low self-esteem that still affect young people. A high degree of international media exposure combined with limited formal education give young people enough knowledge to know what it is that they are missing out on. At the same time, older people are not giving young people the chance to participate in community affairs and decision-making. These factors were identified in the IYA Youth and Community Workshops, as presented in Section 3.

²² UNDP 1984. Human Development Report 1984. United Nations Development Program.

²³ Oquist, P., n.d. Human Security: Issues And Policy Options For The 21st Century. UNDP UNOPS Paragon Regional Development Policy for Asia. (www.undp-paragon.org/rgp/data/human_security.pdf)

Under the human security framework, some set of these concerns need to be prioritised so that provision can be made for them to be addressed. We propose that a starting point is to look at the widespread concerns raised by young people and communities themselves. These do not point to all the concerns that can be discerned; for example land and food security and population growth are significant concerns from a national planning point of view. However, they were not an immediate concern to people in most places. As a guideline for action, the widespread concerns that people raised are the ones that they feel now, and the ones that may contribute to their disaffection. On the other hand, other concerns should not be marginalised. To those that raised them, they are significant. While the broad picture can be obtained by looking at widespread concerns, any program for young people needs to allow a path for young people and communities to seek assistance with concerns that may be considered minority. The broad shape of the program is set by the most widespread concerns, but pathways exist for emerging concerns to be considered.

7.2 Main areas of need for young people

In section three the most widespread concerns for young people that were raised to IYA by youth and communities in the Solomon Islands were categorised into five areas. These areas of concern were the most widespread across age, gender and province. Taking these as needs, these can make up the core of a youth sector program:

1. Learning opportunities (formal, vocational, village-based, practical skills, life-skills, awareness, literacy, etc.)
2. Livelihoods and income generation (projects, markets, skills)
3. Community participation (listening, support, participation, leadership roles)
4. Youth activities and sports (youth groups, sports and music)
5. Reproductive health (ARH, family planning, awareness)

These points are the essential results of the IYA consultations. The five points can be represented as a star (Figure 18).

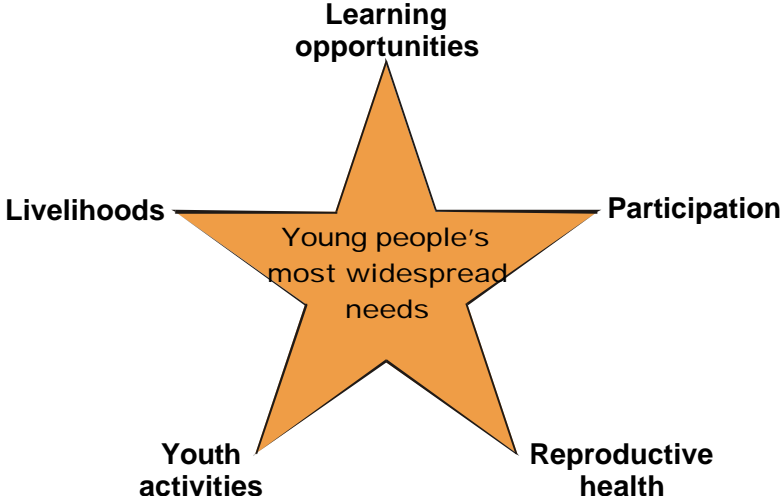


Figure 18. The five main needs for youth, according to youth and communities in the Solomon Islands

Within these broad areas, there is a range of options to be addressed in detail. Ideally it might be desirable for assistance programming to observe an overall balance between these five areas, since each of are equally widespread concerns in each of these areas. In practice this balance may be difficult to achieve because the picture is skewed by availability of existing services and the question of ‘implementability’.

7.2.1 Some challenges for successful balancing

Existing services for youth will tend to determine the direction in which assistance is taken. At present, the areas of reproductive health, along with a range of relevant educational services, some sports development and church youth organisations are at a stage that they could quickly produce more outcomes given more resources. Existing services do not equally cater for all aspects of the star. Some areas, for different reasons, may be difficult to assist. Examples of some of these challenges are provided below.

7.2.2 Implementation of 'participation'

Participation may be an example of difficult implementation. Implementing change includes the formation of new attitudes by individual community members. Unlike building a classroom, this comes down to a question of personal growth. It is highly important not only from the point of view of people themselves but considered in terms of the causes of conflict. Some youth and communities have already suggested a path: the development and use of awareness workshops for older people on how to work with youth. Quite likely these could be channelled through churches. However, this concern addresses the entire basis of the 'big-man' culture, particularly if young women are to participate too.

7.2.3 Livelihoods for learning, not for failure

Livelihoods and income generation have to be treated with understanding in the Solomon Islands context. Firstly, it was clear that young people and their communities envisaged village-based options rather than formal sector employment. Secondly, at this time there is a lack of domestic demand due to the lack of money circulation, and currently no effective agent for marketing international cash crops like copra. Village based income-generating projects are limited by the lack of markets for produce. Until international markets for rural produce in particular are re-established this will remain the state of affairs. Under these circumstances, livelihoods and income generating projects should be established more with a view to their use as learning exercises: they will establish motivation, and the skills learnt will be useful later. This is a 'livelihoods for learning' orientation under circumstances where real income generation is currently difficult.

7.2.4 The question of youth activities

One area among the five main needs that may be regarded as not fitting well with ideas of sustainability in development is that of youth activities, including sports and music. In essence, they will need to be funded: when the funding stops, things may recede again. However, youth activities are important because they help young people be a part of things, especially things they themselves enjoy and lead. These activities are a defence against marginalisation: a potentially dangerous condition. The cost has to be measured against human security benefits. Sustainability of these activities, i.e. the ability of young people to maintain these activities with skills and funds they have or can raise themselves, will only come as part of a wider package of social and economic wellbeing. Until then, assistance in this area can be regarded as a kind of palliative development contributing to broader peace objectives.

7.3 Agents and modes in delivery mechanisms

Delivery of assistance to youth will depend on the mix of agents that are involved, and also on the modes of delivery. For the Solomon Islands the following observations, based on field experience, might apply.

7.3.1 Agents of delivery

- **Government departments: national and provincial.** Most service-delivery departments of government, whether funded nationally or provincially, have offices in each of the provincial towns. See sections 5, 6 and 2.4.
- **Mid-level non-government organizations** typically have a national or at least provincial spread. With the exception of the churches, they often have just a single office in Honiara. Often registered as a charity under the Charitable Societies Act. Many of these are listed in annex H. See section 4.
- **Local level (village-based) organizations**, typically a committee, servicing a single village or tribal area, comprising residents and often also those who ‘belong’ to the village but have a professional work elsewhere. Unlikely to be registered as a charity. See section 2.7.

7.3.2 Modes of delivery

Principles for delivery of assistance to youth

Some principles need to be observed in delivering assistance for youth needs. These have to be observed so that, in delivery of services, there is more confidence that assistance will reduce the youth disaffection that contributes to conflict. These principles are:

- All young people need access to services that can help meet their needs
- Assistance needs to be extended beyond the urban centre into the rural villages
- A high level of local participation is required if services are to match local needs
- Young people need to be involved at all stages
- Flexibility is required to meet emerging and unanticipated needs
- Broad communication of new ideas through networking and ‘ideas brokers’
- Promotion of equal opportunities for young women
- Emphasis must be kept on villages in order to attenuate urban drift

Supply and demand in service delivery

A distinction can be drawn between ‘supply driven’ and ‘demand driven’ modes of delivery. Ideally the people who need the service are the ones to identify clearly what it is they need and then request it. This would be a demand-driven model, and because the people are likely to be at the local level, this is associated with a bottom-up approach. This approach would optimise appropriate assistance on a case-by-case basis. The ‘supply driven’ approach is to take what is given, usually from ‘on top’. Such programs risk missing local needs, but may be easier to deliver.

In reality, a pure demand-driven approach is unlikely because most people will orient their request in a way that they think donors will accept, i.e. reality lies somewhere between the two ideal extremes. The other problem is that this model assumes the local level can clearly identify their needs: sometimes people do not know what they want until they see someone else with it. This is where mid-level organisations are useful in acting as ideas brokers. With this in mind, aiming for a demand-side approach may increase the chances of optimal needs satisfaction at the local level.

Management options for delivery of assistance

Donor assistance in-country, in the form of an assistance program, may in the first instance be via an in-country office of the parent donor (e.g. the EU Microprojects Office in the Solomon Islands) or via a contracted managing agent (e.g. the Australian Managing Companies

(AMCs) used by AusAID). In either case, this in-country agent may be termed the donor's delivery manager or managing agent. All the mechanisms below relate to the interface that the donor delivery manager has with the service deliverer.

Seven different modes can be distinguished.

- **Funding to Government.** The traditional centrist approach. Management relies on government bureaucracies to deliver services.
- **Direct community *Project* grants.** Management relies on direct disbursement and acquittal. Both mid and local level organisations can be recipients. CPRF does this. 'Project' grants are usually one-off so no long-term case tracking is required, and capacity-building is not ongoing. However, some capacity building is possible if a prerequisite of funding is to undergo relevant training.
- **Direct community *Program* grants.** Also uses direct disbursement and acquittal. Management develops longer-term funding relationships with the mid or local level organisations. Allows a longer-term process capacity building process in terms of service expansion and sustainability. More work may be required of the delivery manager.
- **Local Contractor arrangements.** Particularly in the case of government agencies, the manager can 'contract' the government department for a specific finite task. This helps avoid the dangers of traditional state-centred funding, while still engaging the government in development processes.
- **Management Liaison arrangements.** Where the same donor runs more than one program, the managing agent of one assistance program can liaise with the managing agent of another program. This might be the case for example if an element of AusAID youth assistance were to be directed via the Health Sector Strengthening Program, and others via a Community development Program.
- **Donor coordination arrangements.** Where more than one donor is working in the same sector, coordination is possible at donor planning and management levels.
- **Local Partnership arrangements.** A mid-level organisation can take on relationship building and funds acquittal tasks with local organisations on behalf of the delivery manager. Disbursement is still direct to the local-level organisation (Figure 19), or is at least clearly earmarked for them if it goes via the mid-level organisation. This arrangement allows local-level organisations to take initiative for longer term local programs while streamlining the delivery manager's role. Streamlining occurs because a few mid-level organisations can deal with many local level organisations. In addition it draws on the advantages of mid-level expertise in 'ideas brokerage'. It optimises demand-side assistance and relies on self-help in locations where mid-level or government agents can reach only occasionally. This option is expanded upon below.



Figure 19. Essentials of Local Partnership delivery

In youth programming all of these delivery options are available. However, many local people told IYA that they wanted to receive direct funding, so that they drive the process. This is partly because they have perceived that funding never reaches the local level, but is instead soaked up 'on top'. Partly it is because they have a good idea and this ownership suggests they should do it for themselves, albeit with support from others. The last option, local partnerships, has among its merits that it satisfies this local-level demand while still providing wider support.

In grant-based assistance, there is a risk of funds being misused. Some communities suggested that only materials, not cash, should be provided to local-level groups. This is often how CPRF operates. Earmarked funds entrusted to the mid-level partner, if that arrangement is used, could address this. Levels of grant funding could be calibrated against track record: higher ceilings for accomplished CBOs and lower for unknowns.

7.4 Youth mainstreaming, youth and community programming

7.4.1 A separate Youth Program, or Youth and Community combined

Two programming alternatives for youth assistance are evident: one is to form a separate youth program under a separate managing agent, while another managing agent is responsible for community programming. The other alternative is to combine them as one program. The benefit of the former option is to concentrate closely on youth issues and needs, and clearly acknowledges these as of significance in themselves. The benefit of the latter is holism: where youth concerns are linked into general community needs and can be treated as such. Perhaps young people would be more willing to approach a special Youth agency that by its name promises to listen to *their* needs and is clearly accountable to the idea that young people should be engaged in all aspects of the assistance cycle.

7.4.2 The need for youth mainstreaming

In either case, it will be most important to apply the principle of youth mainstreaming. This will help ensure that concerns for youth are promoted by and expressed by young people themselves, even in areas that are not 'youth specific'. This is similar to AusAID's principle of gender in development: that youth, as with women, are essential to the planning process as well as the recipients of assistance in all sectors. For youth this could be raised to the level of organisational policy, as has been done in the case of gender. By doing so, AusAID would be properly implementing both the existing United Nations and Commonwealth charters for

youth participation. For the Solomon Islands, mainstreaming is also fundamental to the human security approach taken here for youth concerns.

8.0 YOUTH PROGRAMMING OPTIONS IN MORE DETAIL

This section reviews substantive options for assistance in the five most widespread areas of need that were summarised in section 7.

8.1 Delivery modes for youth assistance

Since its inception just after independence, the NYC has striven to maintain itself as a coordinating body that can take available budget allocations, channel ideas and resources through the provinces and to the village level through a reticulated system of links to down-the-line bodies operating at smaller and smaller scales. Without funding, this hierarchical system has broken down. It may be that more account needs to be taken of the multiple actor, multiple goal environment and diverse funding strategies that have now developed in the youth sector; and a model of organisation that is able to build on these features may deliver improved outcomes.

In villages, the IYA team was advised that funding should be directly sent to the grassroots level, rather than relying on hierarchically tiered structures to deliver outputs. There seems to be acceptance in the Solomon Islands that tiered structures require funds at the national level and provincial levels, and result in few outcomes at the community level. Representatives in villages propose to identify their own needs, generate the demand for services and receive the funding, with the provincial and national-level agencies providing underlying support. This would amount to a service-delivery role for NYC and the provincial bodies. The IYA Team noted existing examples of local initiatives to provide a variety of youth development services based on a mix of fundraising, their own resource people and partnerships with donors and technical support organisations. The advantage of direct assistance would be to encourage local communities to plan their own futures and find ways to provide for their own needs.

As noted previously, middle level organisations (NGOs and churches) can provide specialist services that many villages would have difficulty providing or envisaging for themselves. In many cases these organisations are active in forming working partnerships with local organisations; the issue is probably at what level funding should be directed: middle or local. In the case of the Solomon Islands, it is clear that a choice of one or the other would dissatisfy many stakeholders, and provision could be made for both. This allows both middle-level NGOs and local organisations to innovate, build confidence and develop planning and implementation skills.

Approaches to the assistance of middle-level organisations are well established and reasonably successful in the Solomon Islands. Such organisations often already have a capacity to monitor, report and evaluate their activities to donor requirements. Further, the relatively finite number of such groups in the Solomon Islands allows donor management to develop a level of personal acquaintance with each organisation. Direct local level assistance on the other hand presents challenges due to the potentially large number of organisations seeking assistance and the relative inexperience of many of these in monitoring, reporting and disciplined use of grants received. To some extent donors have addressed these challenges: AusAID has had success with the CPRF use of provincial coordinators and EU has had extensive experience in addressing these issues through the microprojects program.

During a meeting convened among the Solomon Islands non-formal education stakeholders toward the end of IYA research, a model of how to assist directly at the local level was constructed (Figure 20). The model was arrived at by discussion among the stakeholders, with IYA facilitating but not providing the ideas. This model is an elaboration of the Local Partnerships approach described in Figure 19, which was derived from this one. The main

difference is that the more elaborate model considers functions split between agents that are more likely in practice to be present. Whilst this model could be used for a range of activities and by any middle-level CBO (not just churches as shown), the model is of interest because it emphasises existing capacity in the sector and relies on multiple agents with multiple goals to provide support partnerships. At the end of the process, the stakeholders present thought that it was a feasible scheme because it was based on elements with which they were already familiar and that were already practiced.

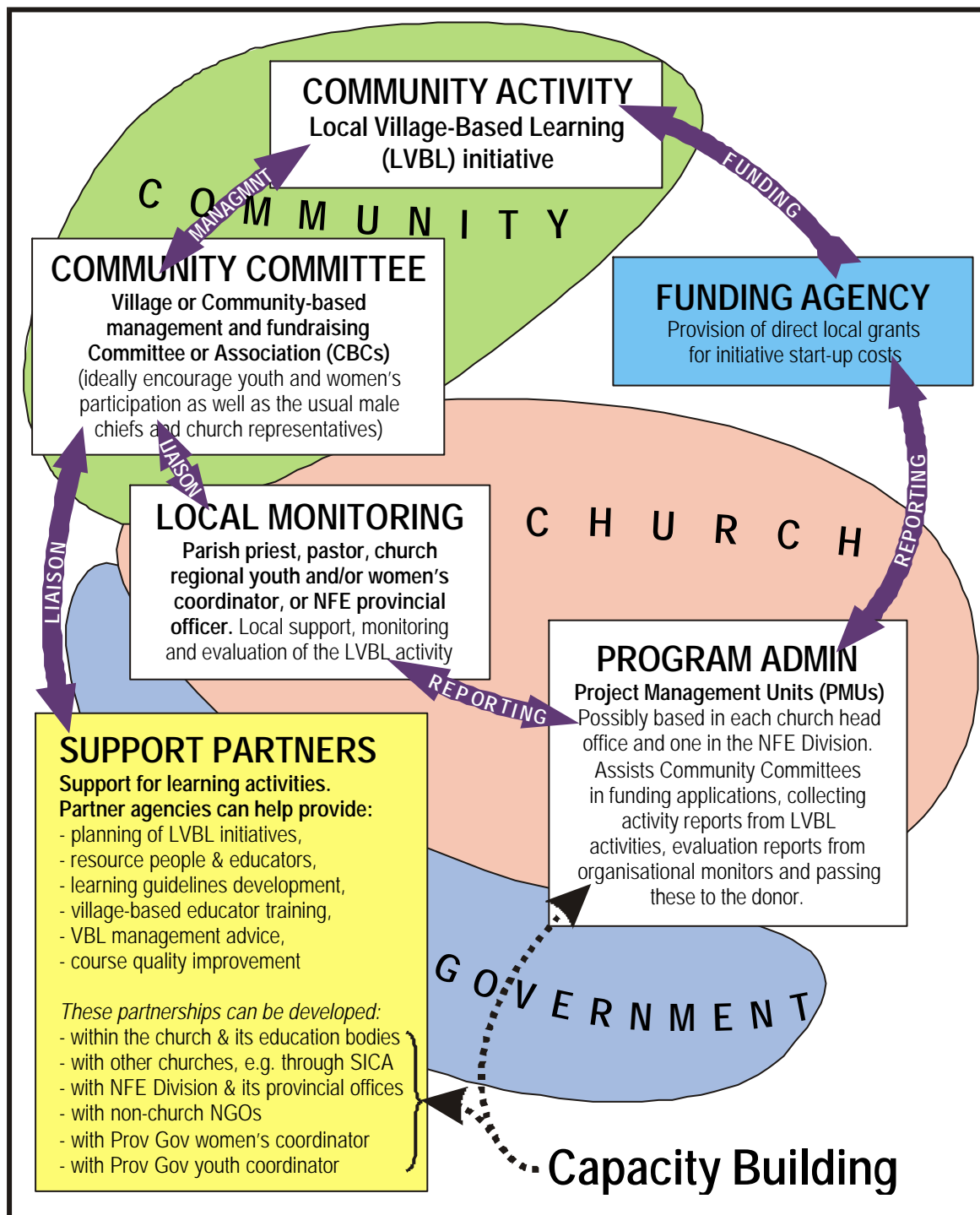


Figure 20. Model of donor program funding linkages to support Local-level Village Based Learning initiatives in the Solomon Islands situation. In this model both the churches and the MEHRD NFE Division are helping many initiatives across a large area at once

8.2 Learning activities for youth: more community based approaches

It is proposed that the needs that were identified have to begin, or run in conjunction with, some kind of learning activity. Given that there is now a large population of young people who need learning activities as components of other goals, and that there is severe under-servicing in this area, it is perhaps the area of assistance that requires most attention. Multiple service delivery models and multiple learning directions have to be acknowledged along with ongoing participation by young people in identifying learning goals.

Overwhelming needs were identified around the country in rural communities for opportunities for education, training, and awareness for young people living in villages. In summary, the IYA Team discerned ten categories of training or education that have been suggested by both younger and older people in various villages:

1. Rural livelihoods skills courses (agriculture, poultry, pigs, carpentry, joinery, sewing, small engine mechanics)
2. Literacy (especially for women)
3. Sex and family education, life awareness, drugs, STIs, pregnancy, abuse
4. Youth leadership/youth development for youth group leaders and youth workers
5. Finance and management of projects and small business
6. Community organisation skills - conflict resolution, and minute taking
7. Sports and music training
8. Local custom craft skills/cultural identity
9. Local resources and environmental planning and management
10. Youth awareness for elders (how to live constructively with young people)

The priorities that could be assigned for these different areas of knowledge was difficult to determine, although there was a clear theme that livelihoods skills were the most important, at least for male youth. This is potentially a large area of educational activity. For female youth, 'literacy' was a recurrent theme. This could go beyond basic reading and writing to include comprehension of topics that appear in the media, debated in parliament, how government works, and effective communication skills in writing. What are termed loosely here as 'sex and family education' and 'youth leadership' training issues are also familiar to rural populations because of church commitment to teach messages about various aspects of these topics (although in line with church philosophies). There is a perceived need for more education and awareness on these issues. The remaining suggestions were raised in various villages. The needs as expressed were linked with multiple goals including social development and subsistence production. These multiple goals can be visualised as a tripartite structure (Figure 21).

The IYA Team also heard from youth and communities about what the main options are for delivering 'village-based learning'. Village communities expressed the desire for learning activities ultimately to be based in the village. There are two reasons for this. Firstly, communities desire that all their young people have the opportunity to learn; not just a select few. Secondly, it enables knowledge transfer between community members. Many of the other main five priorities for youth assistance have significant learning components, especially if participatory awareness and learning-by-doing approaches are considered. Both the difficulties of implementing service coverage across the country from any one central location, and the desire of many communities and organisations to participate in self-help, are reasons to consider a village-based approach.

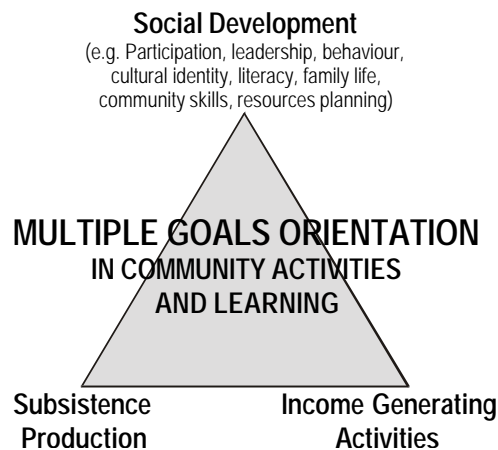


Figure 21. Learning needs for youth are linked to multiple goals

‘Learning’ is a less loaded term in the Solomon Islands than ‘education’; the latter tends to conjure images for many people of passive classroom learning, and tends to limit the imagined options. Learning on the other hand can mean outdoors, on-the-job, experiential activities, and as Julian Treadaway, a leading educator in the Solomon Islands has recently noted, this ‘Learning by Doing’ approach is generally the most appropriate. In rural areas, however (and among some educationalists), people often operate under the hegemonic idea that the classroom model is the most valid approach.

Seven options for village-based learning proposed are:

1. Training and awareness as part of youth rally activities
2. Train-the-trainers activities based in town or at some other centre
3. Mobile trainers delivering short courses, dramas and workshops in villages
4. Youth radio programs (that talk about youth activities, ideas and opportunities)
5. Residential and community vocational rural training centres
6. ‘Home-grown’ education provided by parents, elders, and local graduates
7. Village based learning centres, demonstration projects or farms, and learn-on-the-job village-based projects

8.2.1 ‘Rally Learning’

The first of these options, youth rallies, are the prevalent learning venues for most rural youth throughout the Solomon Islands. These are normally church-run programs. Typically a week long annual event at a regular venue used by that church denomination. Each denomination holds its own, with such events occurring ecumenically. Usually youth fundraise to attend. The program is typically mixed with musical, sporting and devotional activities occurring along with some awareness raising and training. These events are sometimes organised at a parish/district/circuit (i.e. local) level, sometimes at a diocese/mission/region (i.e. broader) level.

Although the organisers often try to find appropriate resource people and select useful or important learning topics, others criticised such ‘rally learning’ as lacking communicative power; also that learning always needs follow-up and that ‘rally learning’ lacks this capacity. Nevertheless, it is the one prevalent mode of educational delivery that is widely practiced for out-of-school youth at a time when other delivery mechanisms have failed to operate. For all its failings, it is a very robust option. Rally learning is perhaps best suited to awareness messages.

8.2.2 Train-the-trainers

This second option is quite well known to youth and communities. It is a popular option among NGO service and education deliverers, and has been utilised in the Solomon Islands for over twenty years. Most notable of recent youth activities SCF Australia has been implementing is YOP of youth peer educators using a train-the-trainers approach. The basic idea is that selected young people go to a town or a convention centre for typically, one or two weeks workshop training in a particular field, and that after the workshop course is over they will transfer this knowledge to other young people in their area. Usually this is done on a voluntary basis.

Arguably, for the Solomon Islands, ‘train-the-trainers’ developed from the earlier church ‘youth leadership’ programs. These have been operated by each of the denominations for many years to train youth group leaders. Typically these youth leaders attend a short course at a mission station, and learn some skills and knowledge that they are expected to transfer to the young people in their own church youth groups.

Train-the-trainers is popular among NGOs because it promises to enable learning among a large population with constrained resources. Yet, community and youth commentators have noted that sending one or two young people away to such courses has limited impact. SCF conceded that effectiveness is compromised if the original trainees do not have the respect of the young people in their own area; and that for this, at least, the trainees need visible institutional or community backing that ‘legitimises’ their new expertise in the eyes of their peers before the latter are fully receptive.

A variation on ‘train the trainers’ are town-based workshops (e.g. in provincial towns) that may not have an explicit aim of trickle-down learning but are simply held in town because having ‘people come to you’ is a cheaper way of holding a workshop than visiting people in their home villages. Train-the-trainers is probably best suited to introductory or refresher courses in both technical fields and awareness activities.

8.2.3 Mobile educational teams

Mobile training teams are an old idea in the Solomon Islands. Many older people remember in the 1960s and 1970s the colonial agricultural officers coming around to the village to teach and encourage people to plant coconut and cocoa in higher-yielding ways. The post-independence government was unable to continue this. In at least two of the areas visited by the IYA Team, people claimed not to have seen this type of agricultural extension work for over twenty years. Some older people remember the technique and expressed the idea that this kind of training would be useful for young people’s livelihood training. This was noted by some young people. The idea seems to appeal to them because they can learn as part of their group and for some, because they would not need to travel alone to unfamiliar places.

The technique is still used widely by NGOs, as funding permits. SIDT attempted to operate mobile teams of locally-based ‘Village Development Workers’ across the country. SIDT also brought the idea of mobile educative drama groups to the Solomon Islands over a decade ago. At present, SCF are using mobile teams in YOP activities, consisting of the YOP provincial coordinator teaming up with local volunteer peer educators and young dramatists to tour a set of villages with their outreach message (often about social issues relating to sex, drugs and domestic or sexual abuse). For SCA this technique provides the support needed by the peer educators that have been produced by the train-the-trainers technique. Mobile education is suited to module-based structured short training courses as well as awareness raising.

8.2.4 Youth radio programs

In various places use of youth radio was suggested. The vision was that a radio program could focus on youth activities, opportunities and ideas around the country. An advocate noted that it would reduce the demoralising effect of isolation.

8.2.5 Vocational training centres

Vocational rural training centres (RTCs) run certificate-level courses in various technical fields, typically agriculture, livestock and carpentry. The major churches in the Solomon Islands own the RTCs. Courses run for two or three years. There are two types of institution: the residential centres and 'community' (non-residential) centres. In recent years the European Union has been building the standard of the residential centres through the EU/RTC program, and introduced a registration scheme that encourages their effective management. There were 800 enrolled students (including 300 females) at 21 registered RTCs in 2002 (Figure 22). A few residential centres and a small number of community RTCs are not registered under the EU/RTC program, bringing the total number of RTCs to between 30 and 40. EU/RTC places an emphasis on RTCs that offer long-term technical and trade courses.

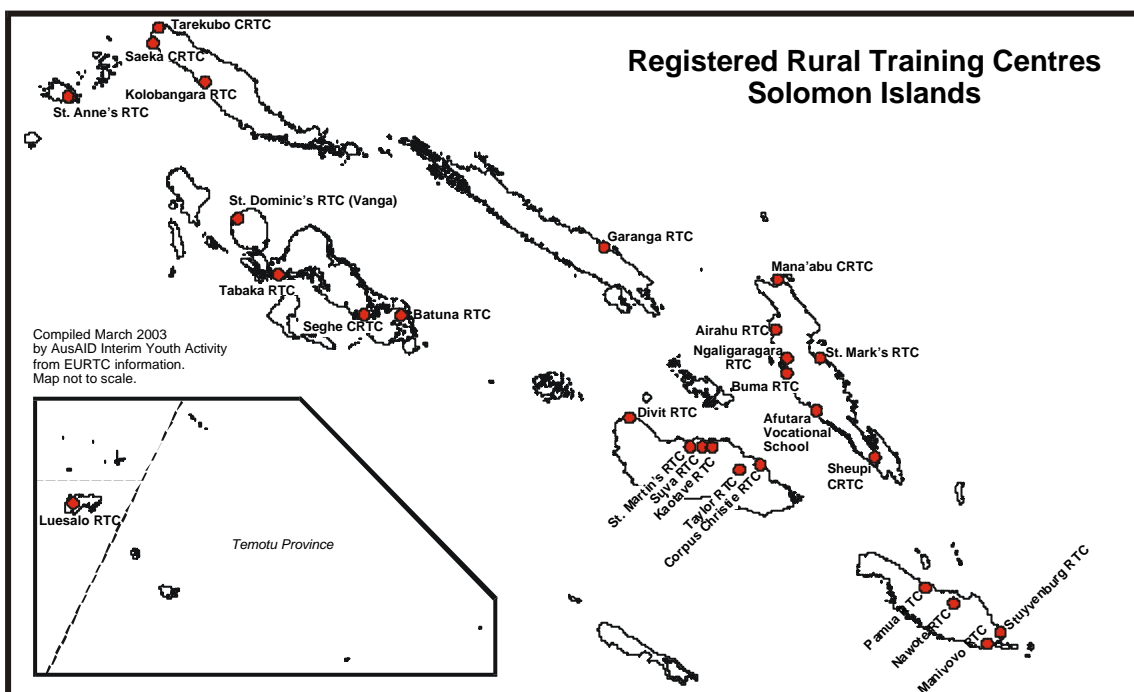


Figure 22. Registered rural training centres locations

The IYA Team received a range of comments about the RTCs. In some villages, there was a desire to have more opportunities for youth to attend RTCs. In others, where RTC graduates had returned, there were criticisms that these graduates did not practice their skills to develop business or help the community. A detailed review of the outcomes of RTC training for graduates, the 'Graduate Tracer Survey', is currently being completed by EU/RTC and deals more comprehensively with this and other RTC graduate issues. However, among those who had not yet studied at an RTC, the IYA Team heard that there were too few student places and obtaining a place was hard, and that contrary to the original RTC philosophy, some RTCs are now only interested in accepting year 10 to 11 school leavers, not year 6 push-outs. The high fees were also a disincentive for many.

RTCs were the original idea for what to do with school push-outs, envisioned in the 1970s when the Solomon Islands population was relatively small. These days, with around 92,000 out-of-school young people, the 21 registered RTCs with a total of 800 enrolment places are

providing a service approximately 1% of their target group. As most RTC places are for males, this performance is even poorer for young females. Expanding the RTC enrolment base significantly is difficult, especially under the model of long term residential training, because of expenses; particularly the recurrent costs.

Despite the severely limited number of RTC places available, RTCs have the potential of providing a depth of skills training not available elsewhere in the Solomon Islands. Further, some RTCs have either outreach programs that run mobile short courses among communities in their district, or even taking the teachers during RTC holiday periods to hold short courses at distant locations. The IYA Team heard of these initiatives among the Roman Catholic RTCs, although perhaps others are also doing similar things. Such examples show promise for various partnership arrangements with village-based learning initiatives.

8.2.6 'Home-grown' learning

Subsistence farming is typically learnt as part of daily village life. Similarly a wide range of crafts, cooking, building and other manual skills are learnt from others in the community. These are almost always 'hands-on' interactive experiences. Apart from learning the common domestic and garden practices that are essential to village upbringing, there were two further aspects to home-grown learning: firstly the issue of 'custom' (i.e. 'special traditional') skills, and secondly the passing on of skills and knowledge by the formally educated to others in the village community.

Despite the apparent immediacy of home learning, the IYA Team heard repeated examples of deskilling in traditional crafts with people at a loss as to how to continue the transfer of such knowledge to younger generations. This problem occurs with skills that no longer have a context in ordinary life. These skills were often seen as key symbols of cultural identity and although revived sporadically, the continual practice required to master the craft is not maintained, old practitioners die and eventually the attempts at revival become quite crude or disappear altogether. Custom stories and the practice of customary law are talked of as being lost.

Sometimes young people commented on this lack of transfer. In one village, young females commented on the unwillingness of their mothers to engage in teaching advanced custom handicrafts. Paradoxically, a number of older people said that ideally they had to encourage the elders of the community to pass on the knowledge. On the whole it seemed that this was not commonly done. Further, the lament for lost customs was often cast as a sign of maturity: 'when I was young I didn't care about those old stories/skills. The old people have all died, and now I regret because it is all gone'. While both young and old recognise the issues for cultural identity, and it was a common topic in relation to youth, there seem to be a number of other issues to understand better if traditional knowledge is to be a part of home learning.

The passing on of formally taught skills and knowledge to others in the village does sometimes occur, but clearly this type of knowledge capital does not flow readily between people. Illiteracy and innumeracy exist alongside the educated in many communities, apparently without any home-learning remedies. Trade knowledge is transferred in learning-on-the-job circumstances. Typically, a carpentry graduate resident in the village directs his 'boys' while building an iron-roof house in the village, or a mechanics graduate strips a small engine and repairs it with a couple of mates while passing on a few techniques to them in the process. A number of times we heard that these are resource people, who in the right circumstances could be teaching many more of the young people how to perform these skills. This is the topic of the next option.

8.2.7 Village-based learning initiatives

Village-based learning (VBL) encompasses any learning activity that is based in a village or community setting, as opposed to a town or institutional setting. Management in this scheme is likely to be based within the community. Learn-on-the-job schemes, demonstration farms, short or long courses held in ‘centres’, and entrepreneurship schemes with structured learning components are all examples of VBL initiatives. There are two basic organisational options:

- Middle-level organisations (churches, NGOs) work in partnership with a community to provide learning opportunities in that community. They may run a similar program in a number of locations.
- A local community itself takes on the responsibility of establishing and implementing learning opportunities.

Villages or communities in this discussion need to be interpreted broadly, because of the likelihood of diverse arrangements. They have in common the notion that such facilities would be not be beyond walking or paddling distance of the recipients’ homes, but otherwise such communities could be for example a sub-parish district, a single village, or a smaller affiliation within a village.

Middle and local-level approaches already have many precedents in the Solomon Islands from the time of independence onwards. While local village-based learning initiatives are instigated at the community level due to commitment of people at that level, it is also common for CBOs and sometimes the provincial governments to engage in other forms of village-based learning. Literacy programs and sexual health awareness programs are two examples. Therefore, *Local Village-Based Learning* (LVBL) needs to be distinguished from *Programmed Village-Based Learning*, which depends more on the availability of middle-level support. Local level activities have the advantage that they can start with existing capacities and needs, whereas middle level approaches may have difficulties where there are wide variations in these.

Local VBL involves communities taking the lead in establishing their own centres, demonstration farms or on-the job village projects. They would also be responsible for recurrent costs if they want to sustain the project. Start-up costs may have to be shared by a donor. There are some examples of this type of project; indeed it is not a new idea but perhaps because of the smallness, diversity of approaches and scattered examples, it seems not to have generated much interest at the policy level in the Solomon Islands.

The IYA Team noted one example in Arabala village, West Kwara’ae. This was a furniture-making centre, with a retired RTC teacher offering instruction to approximately 15 young males. While they had built the leaf-roofed open workshop and six benches, the British High Commission had funded basic hand tools to start off the project. The young males had undertaken fundraising for their timber supplies by first offering to repair chairs and tables in the village, for a fee per item. They received business, and bought timber. Items that they build now are to be sold to purchase more timber.

Some people expressed the desire to have a community-based learning ‘centre’ in their village. A centre could be used primarily for one activity, or hold a variety of courses by different people. We heard one suggestion that such courses may not be residential, but perhaps with gardens and some accommodation to let people stay for short courses.

8.2.8 Operation of VBL initiatives

In 2000, the ADB undertook a fact-finding mission in the NFE sector in the Solomon Islands. The mission concluded that apart from the RTCs ‘there are many other NFE initiatives undertaken by a variety of development projects, women and youth groups, community

organisations and officially recognised NGOs, whose efforts are frequently unrecorded'.²⁴ It was noted that there is no major donor support for these inputs beyond the EU assistance for RTCs. They found that 'much more remains to be done to both identify community training needs, assess the current provision of NFE, and meet the shortfall through out-reach training in non-formal vocational skills, utilising delivery modalities that are both relevant and sustainable, and by supporting the activities of NGO and community initiatives' in non-formal education.

While the ADB proposed a project to provide a 'sustainable increase in the delivery of quality non-formal vocational education and training in rural areas with a focus on women and youth', this has not proceeded. While the ADB project is focussed more on vocational training than the wide range of youth learning it recognised the need to support more community-level NFE activities through CBOs and communities themselves.

Local VBL is not a scaled-down version of formal technical training. Rather, it is an informal local response, providing activities to rural youths that have an educational, training or awareness aspect. For example demonstration farms, or youth enterprises or entrepreneur schemes have a strong training component.

8.3 Youth livelihoods and income generation

Financial provision for income generating projects run by communities, youth groups or families was a need IYA commonly heard. Youth livelihoods can cover both the scope for subsistence production and income generating activities, or a mix of both. Some village representatives suggested that it also include social development, so that it covers the concepts in Figure 21. However, the term 'livelihoods' emphasises economic activity over social development goals. Livelihoods activities were seen in rural areas, as a high priority need. They interface with learning activities because livelihoods often require learning to be successfully implemented.

A number of experiments in grants for income generation have been tried. In one case, the Solomon Islands Association of Rural Training Centres (SIARTC) negotiated with the Development Bank of Solomon Islands (DBSI) a micro-credit scheme for RTC graduates. In the final evaluation report, DBSI concluded that it was unsuccessful, with most loans defaulted.²⁵ The National Youth Congress also attempted a 'National Youth Entrepreneurship Award Scheme' (a credit scheme) prior to the ethnic tension but apparently it failed during the tension. Perhaps there are also models of savings and credit based upon culturally understood principles still to be tried. One possibility is the *Hausmani* scheme being developed in Bougainville by Australian Volunteers International (AVI).

If income-generation grants are contemplated, it may be better to assist an NGO supporting a particular kind of commodity production along with location of a market for that commodity. The IYA Team noted an example in Makira where SIDT has established a ngali-nut oil press under local management, and has also opened a channel to an overseas market for this product. Similarly in Langalanga, seaweed farming with a market point established by the Fisheries Division was being trialled. People judged that the returns may be too low for the effort involved.

²⁴ 'Aide Memoire, Fact Finding Mission of the Asian Development Bank, Nonformal Vocational Education and Training Project, Preparatory Technical Assistance 5-11 February 2000'.

²⁵ EU/DBSI/RTC Credit Scheme Review and Evaluation Report – as at January 2000. Development Bank of Solomon Islands, Honiara.

At the least, income generating projects or youth entrepreneurship schemes should perhaps be approached as learning exercises with hands-on training in the relevant aspects of production and financial management that may also be used again by people.

8.3.1 Re-establishing produce markets

A high priority that is not achievable within the bounds of a youth program is the re-establishment of markets. It is important that this occurs. More on this issue has been covered in section 2.5.

Copra

In the short term the copra industry needs to be restored by re-establishing copra buying activity. This will re-introduce cash circulation to rural areas so that civil activities and local rural markets can resume operation. Re-establishment of a buying authority with standard prices would be the most pragmatic option, although it may entail subsidisation. This has to be weighed against the security benefit it would provide by re-engaging young people in the copra industry and providing them the chance for income generation. Many copra driers in the country would require a new fit-out of 200L steel petrol drums (used as the furnace shell) because the old ones have rusted through due to almost three years inactivity. Hessian copra bags may need to be resupplied.

Local rural markets

While local rural markets exist, they are underutilised because of the lack of cash circulation at present. Transport to market is also commonly raised as a problem, even where a transport service exists with apparently good rates. This is a case where economic behaviour is not well understood. Overall, the cost of local market transport relative to local market earnings will decline as rural cash circulation improves through copra sales and other international income (including that from tourism).

National and specialist international markets

Handicrafts markets and non-perishable produce markets are underutilised. In some cases this is because of disarticulation of sellers and buyers due to distance and communication difficulties. Assistance to agency arrangements such as mobile buyers and export marketers could be considered.

8.4 Youth participation in community activities and decision making

Improving the capacity for communities and older people to listen to young people, show interest in their activities, include them in community affairs and decision making, and support them in leadership roles is one of the most difficult priorities. As indicated earlier, prevalent big-man culture is highly conscious of people's relative 'voice' in village affairs, and to become a leader is a peak social merit to be attained through much effort. Many cultures in the Solomon Islands also involve ideas of speaking rights based on descent category membership, so that not all are born equal with regard to the residential group. This has been further overlaid by distinctions of educative capital, professional status and religious authority. Gender is a major distinguishing factor. Allowing young people to participate on the basis that they are young is antithetical. Alternatively, many older people recognised that change has to occur because youth marginalisation harms the entire community. An impasse occurs as to how to change. The process of change will challenge existing authority, and a genuine process of acceptance that these changes are for the best has to be engaged in by the leaders.

One suggestion raised by a number of communities was that older people need an awareness course that takes them through the issues of participation by young people, parenting

guidelines and so on. The most likely authorities to hold such a course are the churches. These might be approached with the idea of developing and implementing a course, as churches are among the best qualified change agents in many communities.

Participation by young people can also be based in discrete areas of activity. Income generating projects run by young people is a clear option. As discussed elsewhere, actually generating income from produce, as is usually envisaged, will be difficult while local produce markets are so depressed. The way ahead may be to treat these as 'livelihoods learning' projects where the management and practical skills are learnt and practised; if the project makes money that is a bonus, if not the skills would remain useful. If these projects are loaded with expectations of youth leadership and participation it is important that they do not fail in the eyes of the rest of the community, as this will only add weight to voices that the young should wait their time before leading.

Youth activities too are an often-mentioned area in which young people can participate in decisions and act as leaders. This is a conventional idea. Even so, many youth activities are so constrained by resources that there is almost nothing to participate in. Awareness programs channelled via youth groups and rallies are a way to boost youth group activity, as is support to obtain musical instruments and training. Youth group leadership itself was often mentioned as a concern. The need is to support youth group leadership courses. Course materials and expertise to hold these exist among churches and youth-oriented NGOs such as Save the Children, but few resources exist to hold them widely.

Community leadership is a concern for young women. At the same time, the male leaders of many local communities perceive participation in decision-making by young women as almost unacceptable. Scales et. al. (2002) reported that many women in the Solomon Islands do not feel safe to voice opinions in community meetings.²⁶ Solutions to this lie in better networking for women's and young women's organisations, which links rural women together with progressive CBOs working on women's rights. These will include church women's organisations, the National Council of Women and the National Government Women's Office under the DYSW. There have already been social changes that see notional acceptance of (young) women's participation in community decision making. This appears to be accepted where the precedent has been set, suggesting more effort should be taken to support young women in taking leadership roles where they can.

An expansion of youth-oriented activity through CBOs and local communities will provide new opportunities for youth participation and leadership that do not presently exist, both for young men and women. Guidelines for nurturing youth participation in such organisational contexts have been outlined by the Commonwealth Youth Program and the United Nations.

8.5 Youth activities

Youth activities include youth groups, youth forums, youth rallies, sports and music. Assistance in this area does not have an immediate economic outcome but because of their value among young people for social integration, they are important within the human security framework. More on youth groups, sports and music has been detailed in sections 4.1, 4.3 and 4.4 respectively.

²⁶ Scales, I., Dinnen, S. and Hegarty, D., 2002. *Governance at the Grassroots: Workshop on participation beyond the centre in Solomon Islands*. 15-16 April 2002. State, Society and Governance in Melanesia Project, ANU, Canberra.

8.5.1 Youth groups

Youth groups are usually auspiced by the various churches. They are the basis for youth forums and youth rallies, as well as regular in-village youth activities. They have been discussed in section 4.0. Needs for youth groups that we heard included better coordination and leadership, which many people thought could be achieved via youth leadership training courses. There was also a concern that youth groups were run by older people instead of young people themselves. This reflects the patrimonial underpinnings of church youth groups, but church hierarchies are often now aware that this needs to change because it adds to youth disaffection with the community. On this point the churches have a stake in development of awareness programs for older people on youth needs and issues.

The religious functions of youth groups may need to be distinguished from their educative functions for donor purposes. Many people think that this is an artificial distinction, but church leaders appear to see the pragmatic side to it. Educative functions of youth groups have already been discussed above.

8.5.2 Sports and music

Rural areas usually have only three types of competitive sport available: soccer, netball and volleyball. These sports were popular but usually they required at least four inputs:

- Sports field grading and drainage
- Steel goalposts, balls, nets, uniforms and proper footwear
- Skills in refereeing, coaching, rules, techniques and team captaincy
- Organised league competitions and regular regional tournaments

The situation for young females is worse because netball is regarded as a second priority to soccer in many communities. A predominant idea is that priority in sports development should be given to males. However, the IYA Team found that young women also seek sports development. Considerations of social benefit, particularly if sport is associated with any decrease in risk-taking or possibly personal or group empowerment, means that donors may opt to give more priority to young women's sports. This is in itself a question that could be given some sociological attention.

For music, the main needs were identified as:

- support for instrument acquisition
- musical training opportunities
- support for recording
- performing group management

Sports and music equipment provision

Women's sport in particular is limited by lack of community commitment to support equipment fundraisers and should perhaps be directly assisted because of poverty considerations. CPRF has provided some direct grants for sport and music equipment, as has the Australian High Commission. Another possibility would be price-discounted equipment that is provided if the youth group can meet a certain target through fundraising, perhaps via a simultaneously funded income-generation project. A balance has to be made between the need to absorb young people back into sport and music in the short term, and the longer term need to develop a self-help mentality.

Sports field development

Sports field development would also be highly popular and may be able to be achieved through provincial works divisions. In cases where drainage is difficult and involves sub-surface work, it is perhaps beyond local sports groups to achieve entirely by themselves.

CPRF funded at least one concrete-surfaced netball court, in Gizo, although this would be way beyond the level needed in a village. Demand for this type of assistance could either come directly from local communities or through some kind of planning with SIFF and SINA that would identify fields that are key to district league and tournament activity. However local communities may think differently from SIFF or SINA because sports days are often accompanied by market activity and communities see such activities as fundraisers that they should have the opportunity to benefit from. In that case, perhaps picks and shovels and some provincial works department engineering supervision could be a self-help option. Alternatively, a subsidy scheme such as has been used for rural water supply and sanitation development where the donor and the community both contribute to costs could be used and would be a familiar idea in rural communities. However this would likely favour development of soccer fields rather than netball courts, because communities tend to prioritise boys over girls. Perhaps there could be higher subsidies for girls under this proposal.

Sports skills and music skills development

Sports coaching, refereeing, captaincy, rules and techniques courses are sought after, with high rural youth demand for village-based courses. SIFF is engaged in a program for provision of these services, and they appear to have the capacity and will to expand on this. SINA appears not to have the capacity at present, and more time would be needed to identify their constraints.

Music skills development receives limited resources although the SIMF has some latent capacity for this. There was a scheme in the early 1990s that the Australian Government apparently funded through the SIMF, whereby an Australian popular music group would go to Honiara and run a short professional performance and production course under the grant, while also paying part of their costs by performing live. This assisted local musicians to learn essential professional skills they could not acquire otherwise, and some of these musicians are now well established.

Sports competitions and tournaments

This is an area that can be addressed within the capacity of local groups, churches and provincial governments to organise. These groups have had a long experience of organising tournaments, and the 'league' idea is increasing.

8.6 Adolescent health

ARH (including STI/HIV/AIDS), and alcohol and drug risk awareness was widely reported as inadequate by young people. The HESIAD model developed under the Ottawa Charter could be the most useful overall approach. Support can partly be provided through AusAID health sector assistance. Many community organisations (notably SCA and SIPPA) have existing stakes in these fields. Their approaches, including peer education and drama groups, need further support especially to reach a wider public. The SCA program is fully compatible with the Local Partnership approach outlined above, via village-based learning. Strong moral positions (scare campaigns or 'just say no' approaches) may affect HESIAD best practice in the case of some potential service providers. Section 4.2 provides more detail of current activities and policies in this sector.

8.7 Youth assistance in cooperation with SIG and provinces

Potential exists for working with ministries and departments of the SIG, and with provincial governments.

8.7.1 The Department of Youth, Sport and Women

The Department of Youth, Sport and Women is the chief point of contact at National Government level for any youth programming in the Solomon Islands. Although their capacity for action is limited by lack of staff and almost no recurrent funding beyond wages, they are the reference point through which to ask advice of the National Government, and keep the Government and Cabinet informed of youth development assistance.

8.7.2 National Youth Congress.

The NYC was established over 20 years ago as the peak youth organisation in the Solomon Islands. It still has a function in working on youth policy issues. Although the NYC is said to be a national coordinating body, the current diversity of approaches to youth, multiplicity of programs and organisations and fast-changing environment seems to exceed any chance that coordination is now feasible on a limited budget. NYC has a large stock of knowledge about youth issues and approaches. They could well segue into service delivery to youth under the Local Partnership approach.

8.7.3 Ministry of Education

Mentioned earlier was the work of the Non-Formal Education Division within MEHRD (section 2.4). The model they use is very similar to some of the VBL options discussed above. As a mid-level organisation under the Local Partnership approach, they could rapidly increase their output in assisting local community groups with learning activities. NFE staff is already well trained; unfortunately they currently receive no funding other than wages. An idea could be to fund the NFE Division to a level required for them to act as monitors and support providers for local level initiatives. Grants for the actual learning activities would still be directed toward local providers, under the Local Partnership approach.

Many people raised concerns about the lack of access to formal education, and quality of teaching and facilities at existing schools. There is scope to improve facilities and curriculum, and also in-service training for teachers. The conundrum exists that formal education is also said to contribute to young people's disaffection with village life.

8.7.4 Ministry of Health and Medical Services

Through the AusAID Solomon Islands Health Sector Program, MHMS can be engaged on reproductive health needs. This is discussed below.

8.7.5 Royal Solomon Islands Police

Through the AusAID Solomon Islands Law and Justice Strengthening Program the RSIP can be engaged in meeting youth needs through community policing approaches. This is discussed below.

8.8 Follow-up work for policy and planning in the youth sector

This present study of youth in the Solomon Islands can be regarded as introductory. There is a range of points needing further elaboration through follow-up policy research if a well-rounded youth program is to result.

8.8.1 Social mapping

The IYA Team discovered high diversification of local-level community organisations in the absence of effective government in rural areas. This diversity has to be better understood in order to work with youth communities for development. At present these organisations are underrated and unrecognized by government and donors. They are not being worked with effectively. Yet due to the structure of legislation in the Solomon Islands these organisations

individually manage almost all the country's resources at the local level, and provide many of the basic social services, in many cases unassisted. The local level is a priority in the Solomon Islands, and yet organisationally it is almost entirely unmapped. Some indication of the direction to take was discussed in section 2.7.

8.8.2 Economic anthropology

Markets and economic behaviour are not well understood for the Solomon Islands, although there are many donor proposals for intervention in the rural economy (micro-projects, entrepreneurship, micro-credit, and transport infrastructure). At the same time there is an abundance of anecdotal evidence that the rural economy does not operate as expected. The rationality used by rural actors has to be understood anthropologically, and not by conventional micro-economic theory. It is important knowledge if donors are to deal with markets and livelihoods development.

8.8.3 Youth research

Urban youth. Although this was a part of IYA terms of reference, a thorough understanding of urban youth was not consolidated. A follow-up study will most likely find urban concerns differ from rural concerns. Terms of reference will need to encompass the high social diversity in urban areas, in terms of ethnicity, class and gender. This would need to begin with qualitative work, and if resources were available, could include some quantitative survey work. Participatory peer research could be the best approach, perhaps through an existing CBO.

Radically marginalized youth. In some cases the experiences or outlook of young people set them far apart from the rest of the community they live in. In those cases, conventional community approaches are less likely to meet the needs of young people. These include young people who have:

- killed people or committed severe violence
- been severely traumatized by violence
- experienced rape
- experienced domestic violence
- are gay or lesbian
- have moderate to severe disabilities
- are orphans
- have a completely different sense of the world

In each case, more work needs to be done to understand specific issues and needs of these people.

Research on sexual and domestic violence and abuse. IYA was not able to clearly identify an approach to the sexual abuse and violence that affects some young people in the community. Although raised as an issue within some workgroups, cultural attitudes mitigated against public discussion of what solutions were needed. There are strong reservations among many people about addressing these concerns. In one case we heard of someone killed for organizing a village workshop on domestic violence. Any research would need to use peer researchers.

Questionnaire survey of youth concerns. The IYA study was substantially qualitative. Quantitative research into concerns for youth with the objective of providing statistically significant data could reveal provincial variations more reliably and provide a precise measure of priority issues. Questionnaire design would draw on insights developed from the IYA research. It may not be a high priority unless validation of the current study is required.

8.8.3 Review of donor delivery mechanisms

It appears that for approaches that are not state-centred, practical options for delivery of community assistance in the Solomon Islands or elsewhere in Melanesia is not well documented. The 'middle down' paradigm seems to need more understanding. The IYA study has proposed a local partnership approach, which if used may require ongoing evaluation. Development and assessment of models tried and untried may help in developing a managing agent's capacity.

8.9 Maintain flexibility and openness to new ideas

The current report cannot encompass all aspects of youth issues, needs, priorities and options for assistance. Despite its length, simplifications have been made and points omitted. Debates will occur that push ideas further. Room has to be maintained for innovative ideas and activities, especially from the young people to whom this work has been devoted.

ANNEX A

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ANNEX B

Listing of people and organisations contacted

National Government

| | |
|---------------------------------------|---------------------------------------|
| MYSW Minister | Hon. Clement Rojumana |
| MYSW Permanent Secretary | Ethel Sigimanu |
| MYSW Youth Officer | Eddie Anisitolo |
| National Youth Congress | Charles Fox |
| MEHRD NFE Division | Bernard Rapasia |
| MEHRD NFE Div. Makira Officer | Alex Pwahe |
| Ministry of Commerce, Labour Division | John Fote |
| MHMS ARH Division | Amos Lapo, Mark Duncan |
| Peace Monitoring Council Advisor | Tony O'Dowd |
| RSIP AusAID advisor | Insp. Frank Burn |
| RSIP Community Policing | Supt. Albert Samani, Sgt. Lilian Dagi |
| RSIP Auki community policing | Insp. John Walenenea, Sgt. Sisiumia |
| SICHE Adult Ed. Learning Program | David Irofoa |

Provincial Government

| | |
|--|-------------------|
| Central Province Sports Coordinator | John Bosamata |
| Choiseul Province Premier | Nixon Qurusu |
| Choiseul Province Provincial Secretary | Jackson Kiloe |
| Malaita Province Premier | Reuben Moli |
| Malaita Province Youth Coordinator | Francis Siaumari |
| Western Province Youth Coordinator | Nasario Maena |
| Western Province Treasurer | George Simbe |
| Isabel Province Premier | James Kurabangara |
| Isabel Province youth Coordinator | Oliver Hiromana |
| Makira Province Premier | Daniel Narusu |
| Makira Province legal advisor | Adele Plummer |

Church organisations

| | |
|---|--------------------------|
| SICA Youth Coordinator | Rev. Gideon Tuke |
| SICA Program Manager | Charles Kelly |
| Christian Outreach Centre, Gizo | Michael Dive |
| CoM Archdiocesan Youth Coordinator | Luke Memua |
| CoM Isabel Diocese youth coordinator | Fr. Ellison Kuiti |
| CoM Deputy General Secretary | Fox Kwaina |
| CoM Women and Family Coordinator | Judith Siota |
| CoM Board of Missions Secretary | Fr. Richard Naramana |
| CoM youth Coordinator, St Barnabas | Anthony Maelase |
| CoM Hanuato'o Diocese youth coordinator | Fr. Philip Maekasia |
| CoM Temotu Diocese youth coordinator | Tim Veldan |
| RC Archdiocesan Youth Coordinator | Eric Niti, Georgina |
| RC Church Archbishop | Most Rev. Adrian Smith |
| RC Archdiocesan Education Secretary | Matthias Papena |
| RC youth radio | Br. Martin Padokale |
| RC Savo CRTC | Fr. Simon Suvenava |
| RC Gizo Diocese Youth Coordinator | Joseph Lalaubatu |
| SDA President Eastern Solomon Mission | Pr. Martin Losi |
| SDA Eastern Mission Youth coordinator | Ivan Vagha |
| SDA Western Mission | Pr. John Paul |
| SIFGA / Kingz Youth | Pr. Jeter Tuhagenga |
| SSEC youth volunteer | Eddie Omokirio |
| UC Youth Fellowship President | Marilyn ... |
| UC Youth Fellowship member | Jacob Kukuti, Brian Soma |

| | |
|---|-------------------------------|
| UC UCWF coordinator | Joy Jina |
| Non-government Organisations | |
| Apex Association, Langlanga | Hon. Bart Ulufa'alu |
| APHEDA Union Aid Abroad | Chris Chevalier |
| Arabala Youth Furniture Project | Barnabas Radua |
| Australian Volunteers International | John Cox |
| Bangarasenga Association | Jude Nuasakana |
| Community Based Rehabilitation | Peter Sande |
| Don Bosco | Fr. Ambrose Pereira |
| EU/RTC | Martha Sunaone |
| Family Support Centre | Macson Sake |
| Girl's Brigade | Joy Jina |
| Isabel Council of Chiefs paramount chief | Sir Dudley Tuti |
| Kastom Gaden Association | Tony Jansen |
| Literacy Association Solomon Islands | Jane Baeania |
| Lauru Land Council, Secretary | Luke Pitakoe |
| Makira Community Conservation Project | Victot Kohaia |
| Narasirato Panpipers manager | Matthew Haouaisuta |
| NOCSI Secretary | Martin Alufurai |
| Oxfam SI Community Dev Officer | Val Stanley |
| Paoa FM | Jeff |
| QDA Shipping Makira, advisor | Len Crofskey |
| Red Cross Special Development Centre | Cathy Anifala |
| Rural Training Advisor | Geoff Bamford |
| SI Scout Association | Joe Oge |
| SI Association Rural Training Centres | Peter Hauia |
| SI Chamber of Commerce and Employers | Phil Radford, Hilda |
| SIFF | Eddie Ngava |
| SI Taekwondo Union | John Alick |
| SIPPA | George Pidakoe |
| SCA Pacific Program Manager | Cathy Emery |
| SCA Country Program Manager | Heather Clarke |
| SCA YOP coordinator | Rose Maebiru |
| SCA YOP Isabel coordinator | Silas Sebule |
| SCA YOP Makira coordinator | David Tasia |
| SCA YOP peer coordinator, Makira | Iris Wamela |
| SCA YOP volunteer, Makira | Lario Pwea |
| SIDT | John Roughan, Abraham Baeania |
| SITAG Advisor | Timothy Matzke |
| SWIM Solomon Islands | Kevin Rietveld |
| Tobaita youth development worker | David Suata |
| Youth Alliance | Brian Wanga |
| Projects | |
| CPRF | Judi Pattison |
| CPRF review team | Roland Lubett |
| UNDP Pacific Sustainable Livelihoods Prog | John Taylor |
| UNESCO Education For All | Aseri Ialangono |
| UNFPA/SIDT ARH project | Ken Konare |

ANNEX C

IYA methodology and workplan

Methodology

The IYA Team established an office within the office area of the Ministry of Youth, Sport and Women's Development in Honiara. It had three fulltime staff; the Team Leader, a locally engaged Research/Consultation Coordinator (RCC) and a locally engaged Administration/Logistics Manager (ALM). The IYA established a Reference Group (RG), standing at six members, to advise IYA on its methodology and other issues arising. The reference group was drawn from Solomon Islands citizens and residents who were working with or for youth.

IYA was to develop and document an understanding of issues, needs and priorities for youth from the points of view of youth and their communities. Gender was specifically addressed throughout consultations, and the consultation process was also broken down by age ('young people' and 'older people'). Data was classified by province. While young people and their communities were encouraged to freely express issues that they think were relevant to young people and their needs, the IYA research team also encouraged discussion on six main areas of interest (each with attention to the issues, needs and priorities for assistance):

1. Education and training
2. Employment and livelihoods
3. Participation by young people in valued community roles
4. Community expectations of young people, their roles and behaviour
5. Gender relations as they impact on young people
6. Capacity and constraints to assistance for young people

Two participatory or consultative approaches were used. The first were 'Youth and Community Workshops'. These were conducted from December 2002 to March 2003. Unstructured interviews and discussions with key informants constituted the second approach. All consultations took care to facilitate the expression of marginal community members and women. The Youth and Community Workshops elicited discussion both from the community as a whole, and small work-groups within them. These small groups were divided according to gender and age, so that there were typically four small groups (young women, young men, older women, older men).

Youth and community workshops

IYA used a team of four people to conduct the Youth and Community Workshops: a young male and two young females, and the Team Leader. In each location the IYA Team worked in cooperation with local community, church or youth leaders. The CPRF coordinators were also helpful in this role in a number of places. In each case the Team was introduced to the community by these leaders, who acted as IYA's liaison people. Other than the CPRF coordinators, the liaison people often had an existing role in youth development, and most were contacted through NGO or church networks, or by the CPRF coordinators. The liaison people in every case accompanied the IYA Team.

The one-day youth and community workshops were held in provinces and 22 were held in villages and provincial towns. In many cases it was possible to stay overnight in the village where the consultation was held, allowing time for key informant interviews.

Where this was possible, it assisted in contextualising the information gathered from the workshops. Large amounts of data were gathered from the workshops, both as ‘butcher’s paper’ presentation sheets made during workgroup discussions, and through field diaries kept by all team members which were used to note the conversations held with key informants and other general comments.

The use of four team members allowing a four-way split by gender and age among the participants was very effective. The Team Leader usually sat with the older males who were the most confident in speaking to the ‘foreigner’. This also allowed the other groups to proceed without the domination of these older males. The use of Solomon Islander peer-age same-sex researchers for the young female and young male workgroups was particularly effective, and the Team received excellent outputs from all groups. This disproved initial fears by the reference group members that the young women in particular would be shy and untalkative.

Consultations with Community Based Organisations

IYA constructed a matrix showing the capacities of youth-focussed CBOs (including the churches, NGOs, training organisations and others). The matrix presentation provides an opportunity for development of comparative data across the country. This is designed to identify the extent and nature of civil society involvement in youth-based activities, and to provide baseline data about individual organisations that may be involved in eventual donor programs in the youth sector. To achieve this objective, IYA held interviews with Honiara-based and provincial CBOs. The interviews were based on a set of standard questions, but also provided an opportunity for CBOs to raise other issues relevant to their work with or for young people.

Consultations with Provincial Governments

IYA held interviews with provincial government politicians and/or officials in all provinces except for Temotu. Questions focussed on the priorities and policies of PGs in relation to youth, and the human and financial resources directed by the PGs to assisting youth (e.g. youth programs or support).

ANNEX D

Youth and Community Workshop facilitator's worksheet

These are the questions and activities that the IYA Team used for the youth and community workshops. They evolved through practice and group evaluation of the methodology. This is the re-evaluated worksheet based on experiences from Guadalcanal, Central, Western, Choiseul, Isabel and Makira Provinces, and was the final worksheet the IYA Team members used for workshops toward the end of the project.

The start for many of these activities is for the team members to observe what they can about the youth and other community members. What are they wearing? What are they making? What else are they doing? What about their houses and village infrastructure? We are looking for signs of where their interests actually lie, and what sorts of involvement they have.

When asking questions, we use a semi-structured style. We want people to 'flow' with their comments and stories, so as long as somehow we cover the topics of 'issues and needs for youth', we can let each workgroup find its own style and develop its own pathways to the answers. However, below are the topics and activities we have developed and questions that we tend to ask.

1. ORGANISATIONAL CONTEXT OF YOUTH IN VILLAGE COMMUNITY

- When was this village established? Is it on customary land or other form of tenure?
- Who lives in this village – is it just one tribe, or a number of tribes? Where are these groups from?

Village organisation: How is the village organised, in terms of chiefs, village boss, village committees, weekly village meetings, or what? What are the local language names for these people, meetings or organisations? Is this system actually functioning at the moment? How does the village decide on a community decision? How are the leaders chosen (if chiefs, check if they are chiefs that need to be matrilineal/patrilineal or whether they are 'elected' chiefs. What are their roles? Is there more than one chief?). Do you have a community labour day? Who organises it? What village committees exist? Village fundraising - how?

Church – how is the church organised at the local level? What church committees and activities exist within the village? What are the main geographic regions that the church has here (local area, parish, section, division, etc). Organisational diagram of how it all fits together (now only need SSEC)? Do you get any church funds for any of the church activities or do you have to do your own fundraising for everything?

Government: What changes happened to village governance after the Area Councils disappeared in 1997? Did you have Area Council bye-laws then? Is it a problem that these have gone? What do you do now that these have gone? What have you seen recently of government activity? Ward member, constituency member – doing anything for youth? What about government generally – is it present here?

Chiefs and elders relations with youth: Are elders working with youth or against youth here? Under what conditions could youth group/sports group/youth enterprise/youth training and awareness/ get whole community support, including that of older people? Do you think parents and village leaders need more guidance and discussion of how to respond to youth today?

Dysfunction: Organisational dysfunction – youth not helping community? Post-school education and training? Youth not joining youth group? Sports for both male and female? Drugs, alcohol, sex/STI/pregnancy/incest/forced sex problems?

Community policing: what system of community policing did you have before the Area Councils disappeared? What are the limits for bad behaviour here? Have you heard about or started making any new plans for community policing here? Should you have village constables or something like that? Could being too strict make the boys rebel?

Community food security: how big could this village grow before some people have no land for their food gardens?

Culture loss: is traditional cultural loss fading away? Is this a generational issue? Is this a problem for cultural identity (particularly for youth)? Is it a problem for self-reliance? What about sexual customs (brother-sister respect and marriage customs in particular) – what is happening about these? Where is the community going? Where could it go?

Training centres and their graduates: Any RTCs nearby? Do you have some graduates here from RTCs? Do they use their skills? How? If not, why not? What are their skills mainly good for – starting businesses or being able to make better homes and gardens for yourself and your family? Discussion: What would you think about running village based education here (but remember the government couldn't provide funds, and donors might only help with some of the set-up costs. The community or the church would have to manage it and raise funds for it in the long term. Could community or individuals pay?).

School fees: Reliance on copra – was or is it much used for school fees? What alternatives do you have to copra? Are people doing this? Is it a problem? Is there something else that is 'special' here?

Income generation: By families or by 'youth group' in community? What exists? What is 'special' here by way of crafts or resources? Ideas of youth credit – what is realistic here? Support by community for business (jealousy, wantokism)?

2. ORGANISED YOUTH ACTIVITIES

Church youth group/youth association. Is it church youth? Active now? What are the planned activities that occur? Does the group follow a standard church youth program used by all churches in this denomination? Describe the main features of this. Where does the youth organisation fit into the church structure? How many of the youth here are actually active youth group members? What about those who aren't members – why not? How many are youth, as compared to other community members like older people and children? How is the youth group leader chosen?

Youth rallies. What was the last youth rally the youths here attended? Where? When? Who went (among youth in the village, and what other villages)? Was this some kind of church district event (was it held at local circuit or whole parish or whole diocese level)? What were the programs held in the rally? What were the awareness and training events within the rally? Can you remember one or two other recent youth rallies that the youth here went to? What are the details about them?

Fundraising to attend youth rallies. How is fundraising done for these? Who is involved? When did you do the fundraising? How much did you raise? Was it enough? Did the church help with additional money?

Sporting activities. What sports are played in this village? What are the names of the clubs in this village? Do you have president/secretary/treasurer? Got a coach? What was the last sporting competition that youth here in this village went to? Where? When? Who went (among youth in the village, and what other villages were teams from)? Was this some kind of district or ward or parish event? You organise sports zones along what lines? What programs were held? Was it just soccer or netball too?

Music: do you have any music clubs or activities for youth here? What do you have?

Fundraising for sports activities. How do you raise money for sporting events and equipment? Who was involved? Did the local MP or provincial member sponsor any sporting event or equipment here recently?

3. YOUTH ATTITUDES, ISSUES AND NEEDS

A. Attitudes and Issues

[There are a number of ways to approach attitudes and issues. Since time is limited, usually only one or two approaches can be used].

Activities:

- **Village hotspot map.** Group exercise. Include the village, the sea and the gardens and bush – all the places around that the young people go to. Where are your ‘hotspots’ where you hang out? Why? What do you do there?
- **Life satisfaction scoring.** Are you satisfied with life here? Hold up fingers – one means not satisfied at all, one means a little bit, two means its alright, three means *barava top* (drawn up as a table showing how many of the workgroup returned what score). What are the reasons for your answers?
- **Problem tree.** Draw a problem tree about one issue, showing how it links to other issues for youth. At the bottom of the tree are the causes and at the top are the consequences. What are the solutions to these problems (this can be drawn as another diagram).
- **Activity map:** look at some of your activities, and draw out the issues involved (group diagram).

Questions:

- What do you think is the biggest problem for youth here?
- What are your aspirations for the youth here in the next five years?
- How can we get marginalised youth to join in with existing youth group activities?
- How do we expect young people to behave (a question to ask the older people)?
- What skills do you have?

- What do you value? What do you get income from?

B. Needs

[Again, a number of approaches can be used].

- What are the barriers to solving the youth issues identified?
- What should or could be done to address youth issues identified?
- What are some of the programs and activities for youth that are running here?
How would you want to improve them?
- If you were given financial assistance, what would you do with it?
- How would funding best be directed? What about accountability and reporting?
How could it become sustainable through your management?
- What about limitations or drawbacks that you see if funding was given for this?
- Do you see any need to improve the system of choosing youth leaders here?

ANNEX E

Youth and Community Workshop dates and locations

| Date of workshop | Place | Province | Characteristic |
|------------------|-----------|-------------|------------------------------|
| 05/12/2002 | Belaha | Guadalcanal | Near-urban settlement |
| 10/12/2002 | Haleta | Central | Medium size coastal village |
| 11/12/2002 | Tulagi | Central | Provincial town |
| 12/12/2002 | Tubila | Central | Medium size coastal village |
| 15/01/2003 | Tamalupo | Guadalcanal | Peri-urban settlement |
| 20/01/2003 | Sasamuqa | Choiseul | Large (>500) coastal village |
| 23/01/2003 | Vuraqo | Choiseul | Remote coastal village |
| 27/01/2003 | Gizo | Western | Provincial town |
| 28/01/2003 | Ghatere | Western | Near-urban village |
| 30/01/2003 | Koriovuku | Western | Medium size coastal village |
| 03/02/2003 | Bisuana | Western | Medium size coastal village |
| 08/02/2003 | Sisigha | Isabel | Remote coastal village |
| 11/02/2003 | Buala | Isabel | Provincial town |
| 21/02/2003 | Suena | Makira | Small island community |
| 24/02/2003 | Naghau | Makira | Remote inland village |
| 25/02/2003 | Sughuasi | Makira | Inland village |
| 04/03/2003 | Baighau | RenBel | Near-urban settlement |
| 10/03/2003 | Rohinari | Malaita | Mission station |
| 11/03/2003 | Hauhui | Malaita | Large (>500) coastal village |
| 12/03/2003 | Arabala | Malaita | Large (>500) coastal village |
| 25/03/2003 | Aola | Guadalcanal | Large (>500) coastal village |
| 26/03/2003 | Tangarare | Guadalcanal | Mission station |

ANNEX G

IYA assistance provided to youth sector

National Youth Action Plan

Assistance to the National Youth Action Plan forum was provided. This consisted of assistance with planning, conduct of the forum and work afterwards to prepare the draft National Youth Policy Action Plan.

UNDP State Government constitutional review team

Assistance was provided to the UNDP Constitutional Review Project on how to consult with provincial youth on issues of state government, on the topics of utilising existing networks, logistics considerations and possible consultation techniques.

Solomon Islands Youth Arts Festival

Assistance was provided to develop a workplan, budget and clarify aims and objectives.

National Peace Council

Assistance was provided to hold a youth consultation meeting with the NPC councillors and initiating an NPC youth reference group.

ANNEX H

Church parish maps

In order to visualise the areas pertinent to church governance, IYA mapped some of the church parish districts (or equivalent, in other denomination's terminologies). This was not intended to be a comprehensive exercise. The intention was to obtain an indication of the geography of a church organisation. Indication of denominational populations in each district would make these kinds of maps more useful.

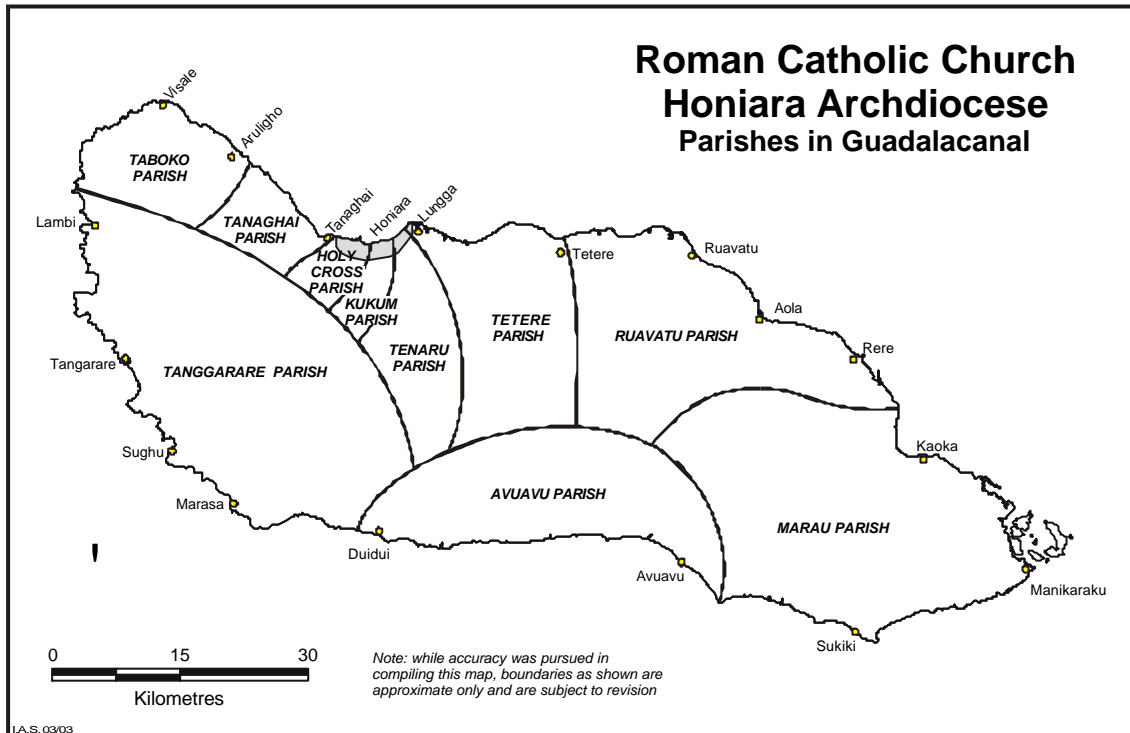


Figure 23. Roman Catholic church parishes, Guadalcanal

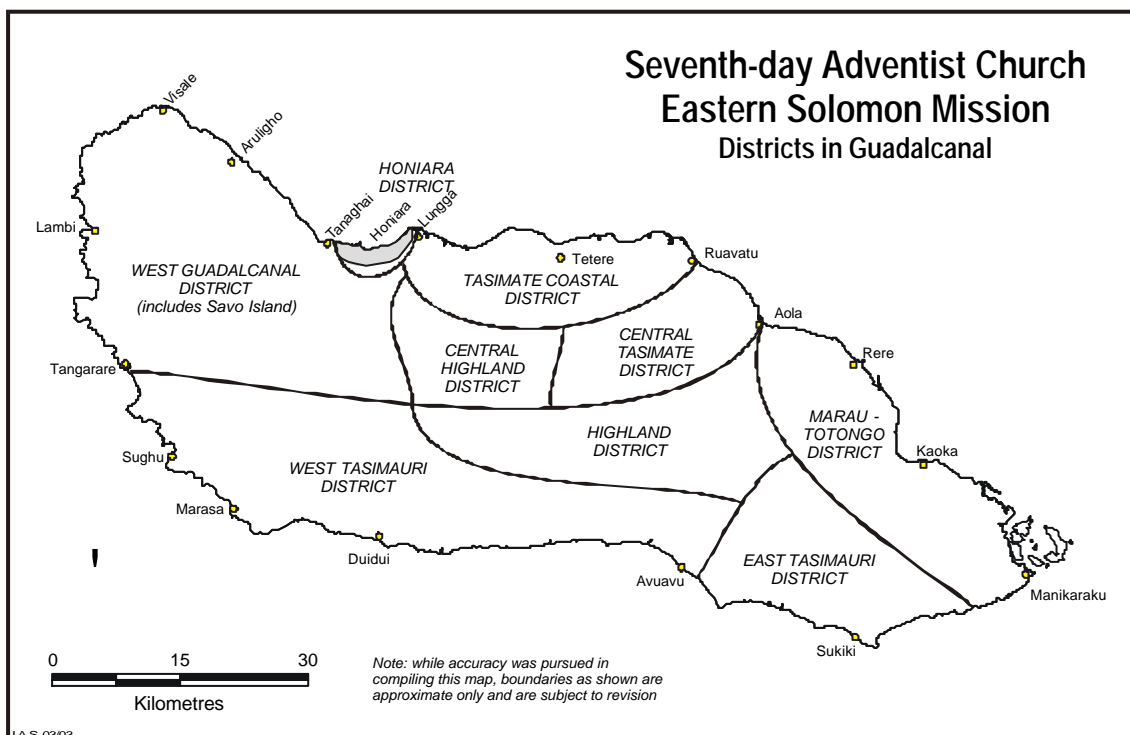


Figure 24. Seventh-day Adventist church districts, Guadalcanal

Each denomination typically has a youth coordinator covering each of their parish-level districts, although the level of activity of these people may vary.

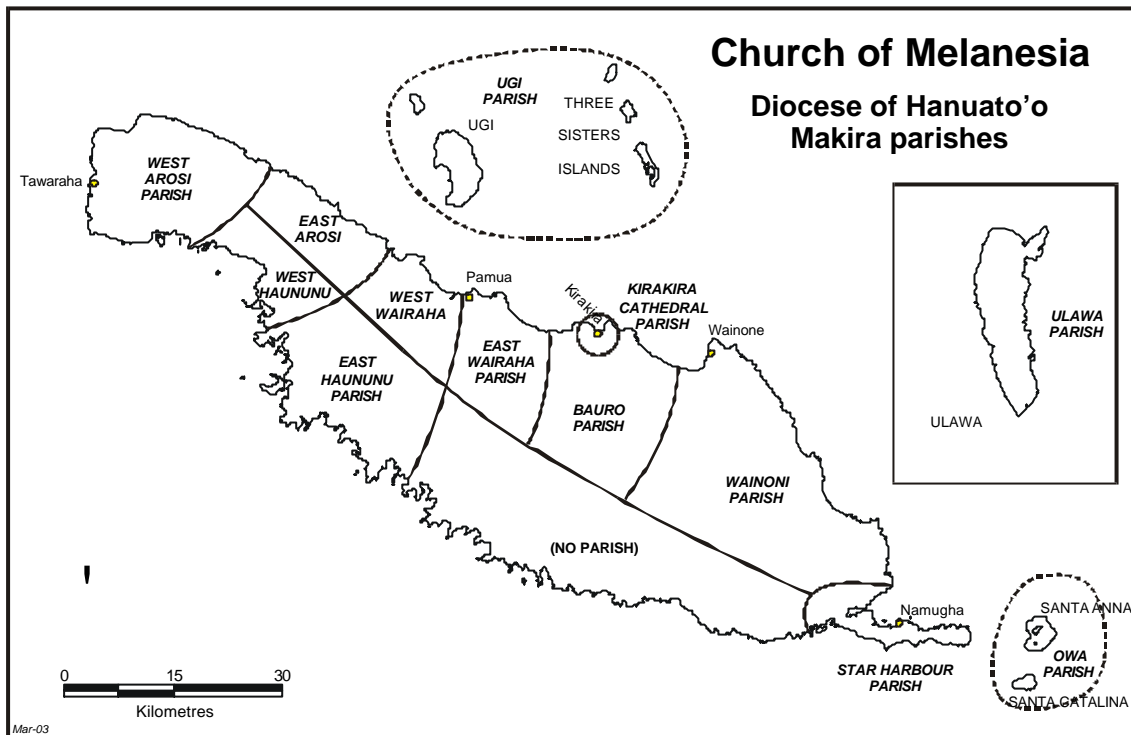


Figure 25. Church of Melanesia parishes, Makira

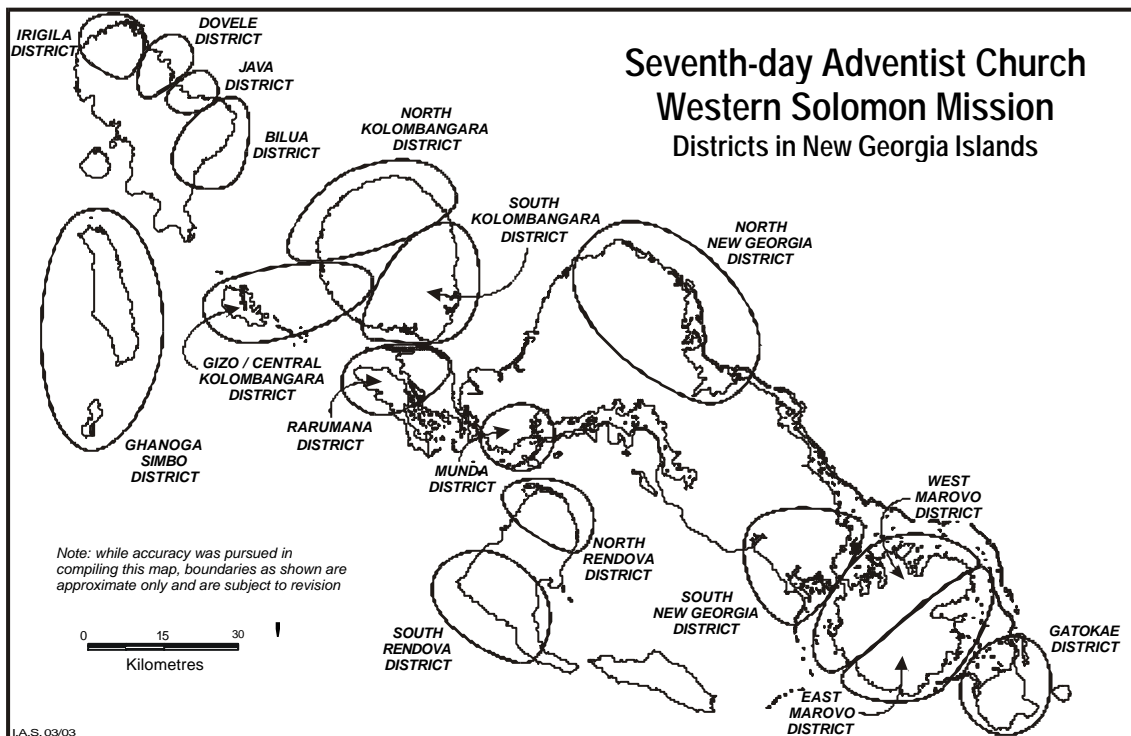


Figure 26. Seventh-day Adventist church districts, Western Solomons

ANNEX I

Youth and Community Stakeholder data matrices

| EDUCATION | | | | | | | | | |
|---|------|----------|--|----------|----------|----------|----------|-----------|------|
| SECTOR SUMMARY EDUCATION (EDU) CONCERNS: 11 | | | | | | | | | |
| TOTAL SCORE | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| EDU-01 DROP-OUTS (DO) | | | | YF | YM | OF | OM | SUM | PROV |
| EDU | | ISSUE | Many school drop-outs | | | | 1 | 1 | CHSL |
| EDU | | ISSUE | Many school drop-outs | | | | | 0 | CTRL |
| EDU | | ISSUE | Many school drop-outs | 1 | 1 | 1 | 1 | 4 | GCAL |
| EDU | | ISSUE | Many school drop-outs | | | | | 0 | ISBL |
| EDU | | ISSUE | Many school drop-outs | | | 1 | 1 | 2 | MKRA |
| EDU | | ISSUE | Many school drop-outs | 1 | | | | 1 | MLTA |
| EDU | | ISSUE | Many school drop-outs | | | 1 | | 1 | RNBL |
| EDU | | ISSUE | Many school drop-outs | | | | 1 | 1 | WEST |
| TL DO-I | | | | 2 | 1 | 3 | 4 | 10 | |
| EDU-02 SCHOOL FEES (SF) | | | | YF | YM | OF | OM | SUM | PROV |
| EDU | | ISSUE | Unable to afford school fees | | 1 | | | 1 | CHSL |
| EDU | | ISSUE | Unable to afford school fees | | | | | 0 | CTRL |
| EDU | | ISSUE | Unable to afford school fees | 1 | 1 | | 1 | 3 | GCAL |
| EDU | | ISSUE | Unable to afford school fees | | | | | 0 | ISBL |
| EDU | | ISSUE | Unable to afford school fees | | 1 | 1 | 1 | 3 | MKRA |
| EDU | | ISSUE | Unable to afford school fees | | 1 | 1 | | 2 | MLTA |
| EDU | | ISSUE | Unable to afford school fees | | | 1 | | 1 | RNBL |
| EDU | | ISSUE | Unable to afford school fees | | | | | 0 | WEST |
| TL SF-I | | | | 1 | 4 | 3 | 2 | 10 | |
| EDU-03 FORMAL EDUCATION (FE) | | | | YW | YM | OW | OM | SUM | PROV |
| EDU | | ISSUE | Poor formal education opportunities/resources/standards | | 1 | | | 1 | CHSL |
| EDU | | ISSUE | Poor formal education opportunities/resources/standards | | | | 1 | 1 | CTRL |
| EDU | | ISSUE | Poor formal education opportunities/resources/standards | 1 | 1 | 1 | 1 | 4 | GCAL |
| EDU | | ISSUE | Poor formal education opportunities/resources/standards | 1 | 1 | | | 2 | ISBL |
| EDU | | ISSUE | Poor formal education opportunities/resources/standards | 1 | | 1 | 1 | 3 | MKRA |
| EDU | | ISSUE | Poor formal education opportunities/resources/standards | | 1 | 1 | | 2 | MLTA |
| EDU | | ISSUE | Poor formal education opportunities/resources/standards | 1 | 1 | 1 | | 3 | RNBL |
| EDU | | ISSUE | Poor formal education opportunities/resources/standards | 1 | 1 | | | 2 | WEST |
| TL FE-I | | | | 5 | 6 | 4 | 3 | 18 | |
| EDU | | NEED | Improve formal education opportunities/resources/standards | | 1 | 1 | | 2 | CHSL |
| EDU | | NEED | Improve formal education opportunities/resources/standards | | | 1 | | 1 | CTRL |

| | | | | | | | | | |
|---|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| EDU | | NEED | Improve formal education opportunities/resources/standards | | | | 1 | 1 | GCAL |
| EDU | | NEED | Improve formal education opportunities/resources/standards | 1 | 1 | | | 2 | ISBL |
| EDU | | NEED | Improve formal education opportunities/resources/standards | 1 | | | | 1 | MKRA |
| EDU | | NEED | Improve formal education opportunities/resources/standards | | | | | 0 | MLTA |
| EDU | | NEED | Improve formal education opportunities/resources/standards | 1 | 1 | | | 2 | RNBL |
| EDU | | NEED | Improve formal education opportunities/resources/standards | | 1 | 1 | | 2 | WEST |
| TL FE-N | | | | 3 | 4 | 3 | 1 | 11 | |
| TL-FE ALL | | | | 8 | 10 | 7 | 4 | 29 | |
| | | | | | | | | | |
| | | | | | | | | | |
| EDU-04 VOCATIONAL EDUCATION (VE) | | | | YW | YM | OW | OM | SUM | PROV |
| EDU | | ISSUE | Poor RTCs/vocational schools | | 1 | | 1 | 2 | CHSL |
| EDU | | ISSUE | Poor RTCs/vocational schools | 1 | | 1 | | 2 | CTRL |
| EDU | | ISSUE | Poor RTCs/vocational schools | | 1 | 1 | 1 | 3 | GCAL |
| EDU | | ISSUE | Poor RTCs/vocational schools | | | | 1 | 1 | ISBL |
| EDU | | ISSUE | Poor RTCs/vocational schools | 1 | 1 | 1 | 1 | 4 | MKRA |
| EDU | | ISSUE | Poor RTCs/vocational schools | | 1 | | | 1 | MLTA |
| EDU | | ISSUE | Poor RTCs/vocational schools | | 1 | | | 1 | RNBL |
| EDU | | ISSUE | Poor RTCs/vocational schools | | 1 | | | 1 | WEST |
| TL VE-I | | | | 2 | 6 | 3 | 4 | 15 | |
| EDU | | NEED | Improve RTCs/vocational schools | | | 1 | 1 | 2 | CHSL |
| EDU | | NEED | Improve RTCs/vocational schools | 1 | 1 | 1 | | 3 | CTRL |
| EDU | | NEED | Improve RTCs/vocational schools | 1 | 1 | 1 | 1 | 4 | GCAL |
| EDU | | NEED | Improve RTCs/vocational schools | 1 | 1 | | | 2 | ISBL |
| EDU | | NEED | Improve RTCs/vocational schools | 1 | | | 1 | 2 | MKRA |
| EDU | | NEED | Improve RTCs/vocational schools | | | 1 | 1 | 2 | MLTA |
| EDU | | NEED | Improve RTCs/vocational schools | 1 | | 1 | | 2 | RNBL |
| EDU | | NEED | Improve RTCs/vocational schools | 1 | 1 | 1 | 1 | 4 | WEST |
| TL VE-N | | | | 6 | 4 | 6 | 5 | 21 | |
| TL VE-ALL | | | | 8 | 10 | 9 | 9 | 36 | |
| | | | | | | | | | |
| | | | | | | | | | |
| EDU-05 VILLAGE BASED LEARNING (VL) | | | | YF | YM | OF | OM | SUM | PROV |
| EDU | | ISSUE | Poor village based training/training centres for YP | | | | | 0 | CHSL |
| EDU | | ISSUE | Poor village based training/training centres for YP | | | | | 0 | CTRL |
| EDU | | ISSUE | Poor village based training/training centres for YP | | | | | 0 | GCAL |
| EDU | | ISSUE | Poor village based training/training centres for YP | | | | 1 | 1 | ISBL |
| EDU | | ISSUE | Poor village based training/training centres for YP | | 1 | 1 | 1 | 3 | MKRA |
| EDU | | ISSUE | Poor village based training/training centres for YP | | | | | 0 | MLTA |
| EDU | | ISSUE | Poor village based training/training centres for YP | | | | | 0 | RNBL |
| EDU | | ISSUE | Poor village based training/training centres for YP | | 1 | | | 1 | WEST |
| TL VL-I | | | | 0 | 2 | 1 | 2 | 5 | |
| EDU | | NEED | Improve village based training/training centres for YP | | | | | 0 | CHSL |
| EDU | | NEED | Improve village based training/training centres for YP | | 1 | | | 1 | CTRL |
| EDU | | NEED | Improve village based training/training centres for YP | 1 | 1 | | 1 | 3 | GCAL |
| EDU | | NEED | Improve village based training/training centres for YP | 1 | 1 | | | 2 | ISBL |
| EDU | | NEED | Improve village based training/training centres for YP | 1 | | 1 | 1 | 3 | MKRA |
| EDU | | NEED | Improve village based training/training centres for YP | 1 | 1 | 1 | | 3 | MLTA |
| EDU | | NEED | Improve village based training/training centres for YP | 1 | 1 | 1 | | 3 | RNBL |

| | | | | | | | | | |
|---|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| EDU | | NEED | Improve village based training/training centres for YP | | 1 | | 1 | 2 | WEST |
| TL VL-N | | | | 5 | 6 | 3 | 3 | 17 | |
| TL VL-ALL | | | | 5 | 8 | 4 | 5 | 22 | |
| | | | | | | | | | |
| | | | | | | | | | |
| EDU-06 LITERACY (LT) | | | | YF | YM | OF | OM | SUM | PROV |
| EDU | | ISSUE | Poor literacy training | | | | | 0 | CHSL |
| EDU | | ISSUE | Poor literacy training | | | | | 0 | CTRL |
| EDU | | ISSUE | Poor literacy training | 1 | | | | 1 | GCAL |
| EDU | | ISSUE | Poor literacy training | | 1 | | | 1 | ISBL |
| EDU | | ISSUE | Poor literacy training | | | | | 0 | MKRA |
| EDU | | ISSUE | Poor literacy training | | | 1 | | 1 | MLTA |
| EDU | | ISSUE | Poor literacy training | | | 1 | | 1 | RNBL |
| EDU | | ISSUE | Poor literacy training | | | | | 0 | WEST |
| TL LT-I | | | | 1 | 1 | 2 | 0 | 4 | |
| EDU | | NEED | Improve literacy training | | | 1 | | 1 | CHSL |
| EDU | | NEED | Improve literacy training | 1 | | 1 | | 2 | CTRL |
| EDU | | NEED | Improve literacy training | 1 | 1 | | | 2 | GCAL |
| EDU | | NEED | Improve literacy training | 1 | 1 | | | 2 | ISBL |
| EDU | | NEED | Improve literacy training | | 1 | | 1 | 2 | MKRA |
| EDU | | NEED | Improve literacy training | 1 | | | 1 | 2 | MLTA |
| EDU | | NEED | Improve literacy training | 1 | | 1 | | 2 | RNBL |
| EDU | | NEED | Improve literacy training | | 1 | 1 | | 2 | WEST |
| TL LT-N | | | | 5 | 4 | 4 | 2 | 15 | |
| TL LT-ALL | | | | 6 | 5 | 6 | 2 | 19 | |
| | | | | | | | | | |
| | | | | | | | | | |
| EDU-07 LIVELIHOODS TRAINING (LV) | | | | YF | YM | OF | OM | SUM | PROV |
| EDU | | ISSUE | Poor livelihoods/practical skills training | | 1 | | | 1 | CHSL |
| EDU | | ISSUE | Poor livelihoods/practical skills training | | | | | 0 | CTRL |
| EDU | | ISSUE | Poor livelihoods/practical skills training | | | | | 0 | GCAL |
| EDU | | ISSUE | Poor livelihoods/practical skills training | | | | 1 | 1 | ISBL |
| EDU | | ISSUE | Poor livelihoods/practical skills training | | | | | 0 | MKRA |
| EDU | | ISSUE | Poor livelihoods/practical skills training | | | | | 0 | MLTA |
| EDU | | ISSUE | Poor livelihoods/practical skills training | | | | | 0 | RNBL |
| EDU | | ISSUE | Poor livelihoods/practical skills training | | | | | 0 | WEST |
| TL LV-I | | | | 0 | 1 | 0 | 1 | 2 | |
| EDU | | NEED | Improve livelihoods/practical skills training | | | 1 | 1 | 2 | CHSL |
| EDU | | NEED | Improve livelihoods/practical skills training | | 1 | | 1 | 2 | CTRL |
| EDU | | NEED | Improve livelihoods/practical skills training | 1 | 1 | | | 2 | GCAL |
| EDU | | NEED | Improve livelihoods/practical skills training | 1 | 1 | | | 2 | ISBL |
| EDU | | NEED | Improve livelihoods/practical skills training | 1 | 1 | 1 | 1 | 4 | MKRA |
| EDU | | NEED | Improve livelihoods/practical skills training | 1 | 1 | 1 | | 3 | MLTA |
| EDU | | NEED | Improve livelihoods/practical skills training | | 1 | | | 1 | RNBL |
| EDU | | NEED | Improve livelihoods/practical skills training | | 1 | | 1 | 2 | WEST |
| TL LV-N | | | | 4 | 7 | 3 | 4 | 18 | |
| TL LV-ALL | | | | 4 | 8 | 3 | 5 | 20 | |
| | | | | | | | | | |
| | | | | | | | | | |

| EDU-08 EDUCATION FOR YOUNG WOMEN (EW) | | | | YF | YM | OF | OM | SUM | PROV |
|--|-----|-------|---|-----------|----------|----------|----------|-----------|------|
| EDU | GDR | ISSUE | Poor education/training/literacy opportunities for girls | 1 | | | | 1 | CHSL |
| EDU | GDR | ISSUE | Poor education/training/literacy opportunities for girls | 1 | | | 1 | 2 | CTRL |
| EDU | GDR | ISSUE | Poor education/training/literacy opportunities for girls | 1 | | | | 1 | GCAL |
| EDU | GDR | ISSUE | Poor education/training/literacy opportunities for girls | 1 | 1 | | | 2 | ISBL |
| EDU | GDR | ISSUE | Poor education/training/literacy opportunities for girls | 1 | | 1 | 1 | 3 | MKRA |
| EDU | GDR | ISSUE | Poor education/training/literacy opportunities for girls | | | | | 0 | MLTA |
| EDU | GDR | ISSUE | Poor education/training/literacy opportunities for girls | | | 1 | | 1 | RNBL |
| EDU | GDR | ISSUE | Poor education/training/literacy opportunities for girls | | | | | 0 | WEST |
| TL EW-I | | | | 5 | 1 | 2 | 2 | 10 | |
| EDU | GDR | NEED | Improve education/training/literacy opportunities for girls | | | | | 0 | CHSL |
| EDU | GDR | NEED | Improve education/training/literacy opportunities for girls | 1 | 1 | | | 2 | CTRL |
| EDU | GDR | NEED | Improve education/training/literacy opportunities for girls | 1 | | | | 1 | GCAL |
| EDU | GDR | NEED | Improve education/training/literacy opportunities for girls | 1 | | | | 1 | ISBL |
| EDU | GDR | NEED | Improve education/training/literacy opportunities for girls | 1 | | 1 | 1 | 3 | MKRA |
| EDU | GDR | NEED | Improve education/training/literacy opportunities for girls | 1 | | 1 | | 2 | MLTA |
| EDU | GDR | NEED | Improve education/training/literacy opportunities for girls | 1 | | 1 | | 2 | RNBL |
| EDU | GDR | NEED | Improve education/training/literacy opportunities for girls | | | | | 0 | WEST |
| TL EW-N | | | | 6 | 1 | 3 | 1 | 11 | |
| TL EW-ALL | | | | 11 | 2 | 5 | 3 | 21 | |
| | | | | | | | | | |
| | | | | | | | | | |
| EDU-09 LEADERSHIP/MANAGEMENT SKILLS (LM) | | | | YF | YM | OF | OM | SUM | PROV |
| EDU | | ISSUE | Poor leadership/management skills & training | | | | | 0 | CHSL |
| EDU | | ISSUE | Poor leadership/management skills & training | | | | | 0 | CTRL |
| EDU | | ISSUE | Poor leadership/management skills & training | 1 | | 1 | 1 | 3 | GCAL |
| EDU | | ISSUE | Poor leadership/management skills & training | | | | | 0 | ISBL |
| EDU | | ISSUE | Poor leadership/management skills & training | | | | 1 | 1 | MKRA |
| EDU | | ISSUE | Poor leadership/management skills & training | 1 | | | | 1 | MLTA |
| EDU | | ISSUE | Poor leadership/management skills & training | | | | | 0 | RNBL |
| EDU | | ISSUE | Poor leadership/management skills & training | | 1 | | | 1 | WEST |
| TL LM-I | | | | 2 | 0 | 1 | 2 | 6 | |
| EDU | | NEED | Improve leadership/management skills training | 1 | | | | 1 | CHSL |
| EDU | | NEED | Improve leadership/management skills training | 1 | 1 | 1 | 1 | 4 | CTRL |
| EDU | | NEED | Improve leadership/management skills training | 1 | 1 | 1 | 1 | 4 | GCAL |
| EDU | | NEED | Improve leadership/management skills training | 1 | 1 | | | 2 | ISBL |
| EDU | | NEED | Improve leadership/management skills training | 1 | 1 | 1 | 1 | 4 | MKRA |
| EDU | | NEED | Improve leadership/management skills training | 1 | | | | 1 | MLTA |
| EDU | | NEED | Improve leadership/management skills training | 1 | | 1 | | 2 | RNBL |
| EDU | | NEED | Improve leadership/management skills training | 1 | 1 | 1 | | 3 | WEST |
| TL LM-N | | | | 8 | 5 | 5 | 3 | 21 | |
| TL LM-ALL | | | | 10 | 5 | 6 | 5 | 27 | |
| | | | | | | | | | |
| | | | | | | | | | |
| EDU-10 LIFESKILLS TRAINING | | | | YF | YM | OF | OM | SUM | PROV |
| EDU | | ISSUE | Poor life skills training | | | | | 0 | CHSL |
| EDU | | ISSUE | Poor life skills training | | | | | 0 | CTRL |
| EDU | | ISSUE | Poor life skills training | | | | | 0 | GCAL |
| EDU | | ISSUE | Poor life skills training | 1 | 1 | | | 2 | ISBL |

| | | | | | | | | | |
|---|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| EDU | | ISSUE | Poor life skills training | | | | | 0 | MKRA |
| EDU | | ISSUE | Poor life skills training | | | | | 0 | MLTA |
| EDU | | ISSUE | Poor life skills training | | | | | 0 | RNBL |
| EDU | | ISSUE | Poor life skills training | | | | | 0 | WEST |
| TL LS-I | | | | 1 | 1 | 0 | 0 | 2 | |
| EDU | | NEED | Improve life skills training | 1 | | | | 1 | CHSL |
| EDU | | NEED | Improve life skills training | 1 | 1 | | | 2 | CTRL |
| EDU | | NEED | Improve life skills training | 1 | 1 | | | 2 | GCAL |
| EDU | | NEED | Improve life skills training | 1 | 1 | | | 2 | ISBL |
| EDU | | NEED | Improve life skills training | 1 | 1 | | 1 | 3 | MKRA |
| EDU | | NEED | Improve life skills training | | 1 | 1 | | 2 | MLTA |
| EDU | | NEED | Improve life skills training | 1 | | | | 1 | RNBL |
| EDU | | NEED | Improve life skills training | | 1 | | | 1 | WEST |
| TL LS-N | | | | 6 | 6 | 1 | 1 | 14 | |
| TL LS-ALL | | | | 7 | 7 | 1 | 1 | 16 | |
| | | | | | | | | | |
| | | | | | | | | | |
| EDU-11 HOME ECONOMICS COURSES (HE) | | | | YF | OF | YM | OM | SUM | PROV |
| EDU | | ISSUE | Poor home economics/home management courses | | | | | 0 | CHSL |
| EDU | | ISSUE | Poor home economics/home management courses | | | | | 0 | CTRL |
| EDU | | ISSUE | Poor home economics/home management courses | | | 1 | 1 | 2 | GCAL |
| EDU | | ISSUE | Poor home economics/home management courses | | | | | 0 | ISBL |
| EDU | | ISSUE | Poor home economics/home management courses | | | | | 0 | MKRA |
| EDU | | ISSUE | Poor home economics/home management courses | | | | | 0 | MLTA |
| EDU | | ISSUE | Poor home economics/home management courses | | | | | 0 | RNBL |
| EDU | | ISSUE | Poor home economics/home management courses | | | | | 0 | WEST |
| TL HE-I | | | | 0 | 0 | 1 | 1 | 2 | |
| EDU | | NEED | Improve home economics/home management courses | | | | | 0 | CHSL |
| EDU | | NEED | Improve home economics/home management courses | 1 | | | | 1 | CTRL |
| EDU | | NEED | Improve home economics/home management courses | 1 | 1 | | | 2 | GCAL |
| EDU | | NEED | Improve home economics/home management courses | 1 | 1 | | | 2 | ISBL |
| EDU | | NEED | Improve home economics/home management courses | | | | | 0 | MKRA |
| EDU | | NEED | Improve home economics/home management courses | | | | | 0 | MLTA |
| EDU | | NEED | Improve home economics/home management courses | 1 | | 1 | | 2 | RNBL |
| EDU | | NEED | Improve home economics/home management courses | | | | | 0 | WEST |
| TL HE-N | | | | 4 | 2 | 1 | 0 | 7 | |
| TL HE-ALL | | | | 4 | 2 | 2 | 1 | 9 | |

| | | | | | | | | | |
|-------------------------------------|-------------|--------------------|----------------------------------|-----------|-----------|-----------|-----------|------------|-------------|
| SPORT | | | | | | | | | |
| | | | | | | | | | |
| SECTOR SUMMARY | | SPORT (SPT) | CONCERNS: 4 | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 19 | 35 | 11 | 8 | 73 | |
| | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| SPT-01 SPORTS EQUIPMENT (SE) | | | | YF | YM | OF | OM | SUM | PROV |
| SPT | | ISSUE | Poor sports equipment/facilities | | 1 | | | 1 | CHSL |
| SPT | | ISSUE | Poor sports equipment/facilities | | | | | 0 | CTRL |
| SPT | | ISSUE | Poor sports equipment/facilities | 1 | 1 | | | 2 | GCAL |

| | | | | | | | | | |
|---|--|-------|-------------------------------------|-----------|-----------|-----------|-----------|------------|-------------|
| SPT | | ISSUE | Poor sports equipment/facilities | | 1 | | | 1 | ISBL |
| SPT | | ISSUE | Poor sports equipment/facilities | | 1 | 1 | 1 | 3 | MKRA |
| SPT | | ISSUE | Poor sports equipment/facilities | | 1 | | | 1 | MLTA |
| SPT | | ISSUE | Poor sports equipment/facilities | | 1 | | | 1 | RNBL |
| SPT | | ISSUE | Poor sports equipment/facilities | 1 | 1 | | | 2 | WEST |
| TL SE-I | | | | 2 | 7 | 1 | 1 | 11 | |
| SPT | | NEED | Improve sports equipment/facilities | 1 | | | | 1 | CHSL |
| SPT | | NEED | Improve sports equipment/facilities | 1 | | | | 1 | CTRL |
| SPT | | NEED | Improve sports equipment/facilities | 1 | 1 | 1 | 1 | 4 | GCAL |
| SPT | | NEED | Improve sports equipment/facilities | 1 | | | | 1 | ISBL |
| SPT | | NEED | Improve sports equipment/facilities | 1 | 1 | 1 | 1 | 4 | MKRA |
| SPT | | NEED | Improve sports equipment/facilities | 1 | 1 | 1 | | 3 | MLTA |
| SPT | | NEED | Improve sports equipment/facilities | 1 | | 1 | | 2 | RNBL |
| SPT | | NEED | Improve sports equipment/facilities | 1 | 1 | | 1 | 3 | WEST |
| TL SE-N | | | | 8 | 4 | 4 | 3 | 19 | |
| TL SE-ALL | | | | 10 | 11 | 5 | 4 | 30 | |
| | | | | | | | | | |
| | | | | | | | | | |
| SPT-02 SPORTS FIELD (SF) | | | | YF | YM | OF | OM | SUM | PROV |
| SPT | | ISSUE | Poor sports field | | 1 | | | 1 | CHSL |
| SPT | | ISSUE | Poor sports field | | | | | 0 | CTRL |
| SPT | | ISSUE | Poor sports field | 1 | 1 | | | 2 | GCAL |
| SPT | | ISSUE | Poor sports field | | | | | 0 | ISBL |
| SPT | | ISSUE | Poor sports field | | 1 | 1 | 1 | 3 | MKRA |
| SPT | | ISSUE | Poor sports field | | 1 | | | 1 | MLTA |
| SPT | | ISSUE | Poor sports field | | | | | 0 | RNBL |
| SPT | | ISSUE | Poor sports field | | 1 | | | 1 | WEST |
| TL SF-I | | | | 1 | 5 | 1 | 1 | 8 | |
| SPT | | NEED | Improve sports field | | 1 | | | 1 | CHSL |
| SPT | | NEED | Improve sports field | | 1 | | | 1 | CTRL |
| SPT | | NEED | Improve sports field | | | | | 0 | GCAL |
| SPT | | NEED | Improve sports field | | | | | 0 | ISBL |
| SPT | | NEED | Improve sports field | 1 | | | | 1 | MKRA |
| SPT | | NEED | Improve sports field | 1 | 1 | 1 | | 3 | MLTA |
| SPT | | NEED | Improve sports field | | | | | 0 | RNBL |
| SPT | | NEED | Improve sports field | | 1 | | 1 | 2 | WEST |
| TL-SF-N | | | | 2 | 4 | 1 | 1 | 8 | |
| TL SF-ALL | | | | 3 | 9 | 2 | 2 | 16 | |
| | | | | | | | | | |
| | | | | | | | | | |
| SPT-03 SPORTS TRAINING/COACHING (ST) | | | | YF | YM | OF | OM | SUM | PROV |
| SPT | | ISSUE | Poor sports training/coaching | | 1 | | | 1 | CHSL |
| SPT | | ISSUE | Poor sports training/coaching | | | | | 0 | CTRL |
| SPT | | ISSUE | Poor sports training/coaching | | 1 | | | 1 | GCAL |
| SPT | | ISSUE | Poor sports training/coaching | | 1 | | | 1 | ISBL |
| SPT | | ISSUE | Poor sports training/coaching | | 1 | | | 1 | MKRA |
| SPT | | ISSUE | Poor sports training/coaching | | 1 | | | 1 | MLTA |
| SPT | | ISSUE | Poor sports training/coaching | | | | | 0 | RNBL |
| SPT | | ISSUE | Poor sports training/coaching | | | | | 0 | WEST |

| TL ST-I | | | | 0 | 5 | 0 | 0 | 5 | |
|--------------------------------------|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| SPT | | NEED | Improve sports training/coaching | | 1 | | | 1 | CHSL |
| SPT | | NEED | Improve sports training/coaching | 1 | | | | 1 | CTRL |
| SPT | | NEED | Improve sports training/coaching | | 1 | | | 1 | GCAL |
| SPT | | NEED | Improve sports training/coaching | 1 | 1 | | | 2 | ISBL |
| SPT | | NEED | Improve sports training/coaching | | 1 | | | 1 | MKRA |
| SPT | | NEED | Improve sports training/coaching | 1 | 1 | 1 | | 3 | MLTA |
| SPT | | NEED | Improve sports training/coaching | 1 | | 1 | | 2 | RNBL |
| SPT | | NEED | Improve sports training/coaching | | 1 | | 1 | 2 | WEST |
| TL ST-N | | | | 4 | 6 | 2 | 1 | 13 | |
| TL ST-ALL | | | | 4 | 11 | 2 | 1 | 18 | |
| | | | | | | | | | |
| | | | | | | | | | |
| SPT-04 SPORTS ACTIVITIES (SA) | | | | YF | YM | OF | OM | SUM | PROV |
| SPT | | ISSUE | Poor sport activities/competitions | | | | | 0 | CHSL |
| SPT | | ISSUE | Poor sport activities/competitions | | | | | 0 | CTRL |
| SPT | | ISSUE | Poor sport activities/competitions | | 1 | | | 1 | GCAL |
| SPT | | ISSUE | Poor sport activities/competitions | | | | | 0 | ISBL |
| SPT | | ISSUE | Poor sport activities/competitions | | | | | 0 | MKRA |
| SPT | | ISSUE | Poor sport activities/competitions | | 1 | | | 1 | MLTA |
| SPT | | ISSUE | Poor sport activities/competitions | | | | | 0 | RNBL |
| SPT | | ISSUE | Poor sport activities/competitions | | | | | 0 | WEST |
| TL SA-I | | | | 0 | 2 | 0 | 0 | 2 | |
| SPT | | NEED | Improve sports activities/competitions | | | 1 | | 1 | CHSL |
| SPT | | NEED | Improve sports activities/competitions | | | | | 0 | CTRL |
| SPT | | NEED | Improve sports activities/competitions | | | 1 | 1 | 2 | GCAL |
| SPT | | NEED | Improve sports activities/competitions | 1 | | | | 1 | ISBL |
| SPT | | NEED | Improve sports activities/competitions | | | | | 0 | MKRA |
| SPT | | NEED | Improve sports activities/competitions | | 1 | | | 1 | MLTA |
| SPT | | NEED | Improve sports activities/competitions | 1 | | | | 1 | RNBL |
| SPT | | NEED | Improve sports activities/competitions | | 1 | | | 1 | WEST |
| TL SA-N | | | | 2 | 2 | 2 | 1 | 7 | |
| TL SA-ALL | | | | 2 | 4 | 2 | 1 | 9 | |

| PARTICIPATION | | | | | | | | | |
|----------------------------------|-------------|--|--|-----------|-----------|-----------|-----------|------------|-------------|
| | | | | | | | | | |
| SECTOR SUMMARY | | PARTICIPATION (PRT) CONCERNS: 6 | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 29 | 36 | 18 | 18 | 101 | |
| | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| PRT-01 LEADERSHIP SUPPORT | | | | YF | YM | OF | OM | SUM | PROV |
| PRT | | ISSUE | Poor community support/ encouragement for YP to participate/lead | | 1 | | | 1 | CHSL |
| PRT | | ISSUE | Poor community support/ encouragement for YP to participate/lead | 1 | 1 | | | 2 | CTRL |
| PRT | | ISSUE | Poor community support/ encouragement for YP to participate/lead | 1 | | | | 1 | GCAL |
| PRT | | ISSUE | Poor community support/ encouragement for YP to participate/lead | 1 | 1 | 1 | 1 | 4 | ISBL |
| PRT | | ISSUE | Poor community support/ encouragement for YP to | 1 | 1 | | | 2 | MKRA |

| | | | | | | | | | | |
|---------------------------------------|-----|-------|---|-----------|-----------|-----------|-----------|------------|-------------|--|
| | | | participate/lead | | | | | | | |
| PRT | | ISSUE | Poor community support/ encouragement for YP to participate/lead | | 1 | | | 1 | MLTA | |
| PRT | | ISSUE | Poor community support/ encouragement for YP to participate/lead | | | | | 0 | RNBL | |
| PRT | | ISSUE | Poor community support/ encouragement for YP to participate/lead | 1 | 1 | 1 | | 3 | WEST | |
| TL CO-N | | | | 5 | 6 | 2 | 1 | 14 | | |
| PRT | | NEED | Community support/ encouragement for YP to participate/lead | 1 | 1 | 1 | | 3 | CTRL | |
| PRT | | NEED | Community support/ encouragement for YP to participate/lead | 1 | | | | 1 | GCAL | |
| PRT | | NEED | Community support/ encouragement for YP to participate/lead | | | | | 0 | ISBL | |
| PRT | | NEED | Community support/ encouragement for YP to participate/lead | | | 1 | 1 | 2 | MKRA | |
| PRT | | NEED | Community support/ encouragement for YP to participate/lead | | 1 | | | 1 | MLTA | |
| PRT | | NEED | Community support/ encouragement for YP to participate/lead | | | | | 0 | RNBL | |
| PRT | | NEED | Community support/ encouragement for YP to participate/lead | 1 | 1 | | 1 | 3 | WEST | |
| PRT | | NEED | Community support/ encouragement for YP to participate/lead | 1 | 1 | 1 | 1 | 4 | CHSL | |
| TL CO-I | | | | 4 | 4 | 3 | 3 | 14 | | |
| TL CO-ALL | | | | 9 | 10 | 5 | 4 | 28 | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| PRT-02 COMMUNITY INTEREST (IN) | | | | YF | YM | OF | OM | SUM | PROV | |
| PRT | COM | ISSUE | Poor cooperation/ support/ interest from OP/community for YP activities | 1 | 1 | 1 | 1 | 4 | CHSL | |
| PRT | COM | ISSUE | Poor cooperation/ support/ interest from OP/community for YP activities | | | | | 0 | CTRL | |
| PRT | COM | ISSUE | Poor cooperation/ support/ interest from OP/community for YP activities | 1 | 1 | 1 | 1 | 4 | GCAL | |
| PRT | COM | ISSUE | Poor cooperation/ support/ interest from OP/community for YP activities | 1 | 1 | 1 | 1 | 4 | ISBL | |
| PRT | COM | ISSUE | Poor cooperation/ support/ interest from OP/community for YP activities | | 1 | | | 1 | MKRA | |
| PRT | COM | ISSUE | Poor cooperation/ support/ interest from OP/community for YP activities | | 1 | | | 1 | MLTA | |
| PRT | COM | ISSUE | Poor cooperation/ support/ interest from OP/community for YP activities | | | | | 0 | RNBL | |
| PRT | COM | ISSUE | Poor cooperation/ support/ interest from OP/community for YP activities | | 1 | | | 1 | WEST | |
| TL IN-I | | | | 3 | 6 | 3 | 3 | 15 | | |
| PRT | COM | NEED | Improve cooperation/ support/interest from OP/community for YP activities | | 1 | 1 | | 2 | CHSL | |
| PRT | COM | NEED | Improve cooperation/ support/interest from OP/community for YP activities | 1 | | | | 1 | CTRL | |
| PRT | COM | NEED | Improve cooperation/ support/interest from OP/community for YP activities | 1 | | | 1 | 2 | GCAL | |
| PRT | COM | NEED | Improve cooperation/ support/interest from OP/community for YP activities | | | | | 0 | ISBL | |
| PRT | COM | NEED | Improve cooperation/ support/interest from OP/community for YP activities | | | 1 | 1 | 2 | MKRA | |
| PRT | COM | NEED | Improve cooperation/ support/interest from OP/community for YP activities | | 1 | | | 1 | MLTA | |
| PRT | COM | NEED | Improve cooperation/ support/interest from OP/community for YP activities | 1 | | | | 1 | RNBL | |
| PRT | COM | NEED | Improve cooperation/ support/interest from OP/community for YP activities | | | 1 | 1 | 2 | WEST | |
| TL IN-N | | | | 3 | 2 | 3 | 3 | 11 | | |
| TL IN-ALL | | | | 6 | 8 | 6 | 6 | 26 | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

| PRT-03 LISTENING TO YP (LS) | | | | YF | YM | OF | OM | SUM | PROV |
|--|-----|-------|--|----------|-----------|----------|----------|-----------|------|
| PRT | | ISSUE | OP don't listen/ignore/exclude YP from decision making | | 1 | | 1 | 2 | CHSL |
| PRT | | ISSUE | OP don't listen/ignore/exclude YP from decision making | 1 | | | | 1 | CTRL |
| PRT | | ISSUE | OP don't listen/ignore/exclude YP from decision making | | 1 | | 1 | 2 | GCAL |
| PRT | | ISSUE | OP don't listen/ignore/exclude YP from decision making | 1 | 1 | | | 2 | ISBL |
| PRT | | ISSUE | OP don't listen/ignore/exclude YP from decision making | 1 | 1 | 1 | 1 | 4 | MKRA |
| PRT | | ISSUE | OP don't listen/ignore/exclude YP from decision making | | 1 | | | 1 | MLTA |
| PRT | | ISSUE | OP don't listen/ignore/exclude YP from decision making | | 1 | | | 1 | RNBL |
| PRT | | ISSUE | OP don't listen/ignore/exclude YP from decision making | 1 | 1 | 1 | | 3 | WEST |
| TL LS-I | | | | 4 | 7 | 2 | 3 | 16 | |
| PRT | | NEED | Listen/include YP in decision making/meetings | | 1 | 1 | 1 | 3 | CHSL |
| PRT | | NEED | Listen/include YP in decision making/meetings | 1 | 1 | 1 | | 3 | CTRL |
| PRT | | NEED | Listen/include YP in decision making/meetings | 1 | | | 1 | 2 | GCAL |
| PRT | | NEED | Listen/include YP in decision making/meetings | | | | | 0 | ISBL |
| PRT | | NEED | Listen/include YP in decision making/meetings | | 1 | 1 | 1 | 3 | MKRA |
| PRT | | NEED | Listen/include YP in decision making/meetings | | 1 | 1 | | 2 | MLTA |
| PRT | | NEED | Listen/include YP in decision making/meetings | | | | | 0 | RNBL |
| PRT | | NEED | Listen/include YP in decision making/meetings | | 1 | | 1 | 2 | WEST |
| TL LS-N | | | | 2 | 4 | 3 | 3 | 12 | |
| TL LS-ALL | | | | 6 | 11 | 5 | 6 | 28 | |
| | | | | | | | | | |
| | | | | | | | | | |
| PRT-04 LEADERSHIP FOR YOUNG WOMEN (LW) | | | | YF | YM | OF | OM | SUM | PROV |
| PRT | GDR | ISSUE | Poor opportunities for girls to lead | | | | | 0 | CHSL |
| PRT | GDR | ISSUE | Poor opportunities for girls to lead | | | | | 0 | CTRL |
| PRT | GDR | ISSUE | Poor opportunities for girls to lead | | | | | 0 | GCAL |
| PRT | GDR | ISSUE | Poor opportunities for girls to lead | 1 | 1 | | | 2 | ISBL |
| PRT | GDR | ISSUE | Poor opportunities for girls to lead | | | | | 0 | MKRA |
| PRT | GDR | ISSUE | Poor opportunities for girls to lead | | | | | 0 | MLTA |
| PRT | GDR | ISSUE | Poor opportunities for girls to lead | | | | | 0 | RNBL |
| PRT | GDR | ISSUE | Poor opportunities for girls to lead | | | | | 0 | WEST |
| TL LW-I | | | | 1 | 1 | 0 | 0 | 2 | |
| PRT | GDR | NEED | Improve opportunities for girls to lead | | | | | 0 | CHSL |
| PRT | GDR | NEED | Improve opportunities for girls to lead | 1 | | | | 1 | CTRL |
| PRT | GDR | NEED | Improve opportunities for girls to lead | | | | | 0 | GCAL |
| PRT | GDR | NEED | Improve opportunities for girls to lead | | | | | 0 | ISBL |
| PRT | GDR | NEED | Improve opportunities for girls to lead | | | | | 0 | MKRA |
| PRT | GDR | NEED | Improve opportunities for girls to lead | | | | | 0 | MLTA |
| PRT | GDR | NEED | Improve opportunities for girls to lead | | | | | 0 | RNBL |
| PRT | GDR | NEED | Improve opportunities for girls to lead | | | | | 0 | WEST |
| TL LW-N | | | | 1 | 0 | 0 | 0 | 1 | |
| TL LW-ALL | | | | 2 | 1 | 0 | 0 | 3 | |
| | | | | | | | | | |
| | | | | | | | | | |
| PRT-05 PARENTS AND NEEDS (PN) | | | | YF | YM | OF | OM | SUM | PROV |
| PRT | | ISSUE | OP/parents don't recognise YP needs | | | | | 0 | CHSL |
| PRT | | ISSUE | OP/parents don't recognise YP needs | | | | | 0 | CTRL |
| PRT | | ISSUE | OP/parents don't recognise YP needs | | 1 | | | 1 | GCAL |
| PRT | | ISSUE | OP/parents don't recognise YP needs | 1 | 1 | | | 2 | ISBL |

| | | | | | | | | | |
|-------------------------------|-----|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| PRT | | ISSUE | OP/parents don't recognise YP needs | | 1 | | | 1 | MKRA |
| PRT | | ISSUE | OP/parents don't recognise YP needs | | | | | 0 | MLTA |
| PRT | | ISSUE | OP/parents don't recognise YP needs | | | | | 0 | RNBL |
| PRT | | ISSUE | OP/parents don't recognise YP needs | 1 | 1 | | | 2 | WEST |
| TL PN-I | | | | 2 | 4 | 0 | 0 | 6 | |
| PRT | | NEED | OP/ parents recognise YP needs | | | | | 0 | CHSL |
| PRT | | NEED | OP/ parents recognise YP needs | | | | | 0 | CTRL |
| PRT | | NEED | OP/ parents recognise YP needs | 1 | 1 | | | 2 | GCAL |
| PRT | | NEED | OP/ parents recognise YP needs | | | | | 0 | ISBL |
| PRT | | NEED | OP/ parents recognise YP needs | | | | | 0 | MKRA |
| PRT | | NEED | OP/ parents recognise YP needs | | | | | 0 | MLTA |
| PRT | | NEED | OP/ parents recognise YP needs | | | | | 0 | RNBL |
| PRT | | NEED | OP/ parents recognise YP needs | | | | | 0 | WEST |
| TL PN-N | | | | 1 | 1 | 0 | 0 | 2 | |
| TL PN-ALL | | | | 3 | 5 | 0 | 0 | 8 | |
| | | | | | | | | | |
| | | | | | | | | | |
| PRT-06 HARSH TALK (HT) | | | | YF | YM | OF | OM | SUM | PROV |
| PRT | COM | ISSUE | OP talk harshly to/don't praise YP | | | | | 0 | CHSL |
| PRT | COM | ISSUE | OP talk harshly to/don't praise YP | 1 | | | | 1 | CTRL |
| PRT | COM | ISSUE | OP talk harshly to/don't praise YP | | | 1 | 1 | 2 | GCAL |
| PRT | COM | ISSUE | OP talk harshly to/don't praise YP | | | | | 0 | ISBL |
| PRT | COM | ISSUE | OP talk harshly to/don't praise YP | | | | | 0 | MKRA |
| PRT | COM | ISSUE | OP talk harshly to/don't praise YP | | | | | 0 | MLTA |
| PRT | COM | ISSUE | OP talk harshly to/don't praise YP | | | | | 0 | RNBL |
| PRT | COM | ISSUE | OP talk harshly to/don't praise YP | 1 | 1 | | | 2 | WEST |
| TL HT-I | | | | 2 | 1 | 1 | 1 | 5 | |
| PRT | COM | NEED | OP should talk easy to YP/praise YP more | | | 1 | | 1 | CHSL |
| PRT | COM | NEED | OP should talk easy to YP/praise YP more | | | | | 0 | CTRL |
| PRT | COM | NEED | OP should talk easy to YP/praise YP more | 1 | | | | 1 | GCAL |
| PRT | COM | NEED | OP should talk easy to YP/praise YP more | | | | | 0 | ISBL |
| PRT | COM | NEED | OP should talk easy to YP/praise YP more | | | | | 0 | MKRA |
| PRT | COM | NEED | OP should talk easy to YP/praise YP more | | | | | 0 | MLTA |
| PRT | COM | NEED | OP should talk easy to YP/praise YP more | | | | | 0 | RNBL |
| PRT | COM | NEED | OP should talk easy to YP/praise YP more | | | | 1 | 1 | WEST |
| TL HT-N | | | | 1 | 0 | 1 | 1 | 3 | |
| TL HT-ALL | | | | 3 | 1 | 2 | 2 | 8 | |

| | | | | | | | | | |
|----------------------------------|-------------|--|--|-----------|-----------|-----------|-----------|------------|-------------|
| FAMILY/COMMUNITY/SOCIAL | | | | | | | | | |
| | | | | | | | | | |
| SECTOR SUMMARY | | FAMILY/COMMUNITY/SOCIAL (COM) ITEMS: 13 | | | YF | YM | OF | OM | SUM |
| TOTAL SCORE | | | | | 33 | 29 | 22 | 21 | 105 |
| | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| COM-01 UNDERSTANDING (US) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | Lack of understanding about YP from parents/OP | 1 | 1 | | | 2 | CHSL |
| COM | | ISSUE | Lack of understanding about YP from parents/OP | | | | | 0 | CTRL |
| COM | | ISSUE | Lack of understanding about YP from parents/OP | 1 | 1 | | | 2 | GCAL |

| | | | | | | | | | |
|--|-----|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| COM | | ISSUE | Lack of understanding about YP from parents/OP | 1 | 1 | | | 2 | ISBL |
| COM | | ISSUE | Lack of understanding about YP from parents/OP | | | | | 0 | MKRA |
| COM | | ISSUE | Lack of understanding about YP from parents/OP | | | | 1 | 1 | MLTA |
| COM | | ISSUE | Lack of understanding about YP from parents/OP | | | | | 0 | RNBL |
| COM | | ISSUE | Lack of understanding about YP from parents/OP | 1 | 1 | | | 2 | WEST |
| TL US-I | | | | 4 | 4 | 0 | 1 | 9 | |
| COM | EDU | NEED | Awareness course about YP issues for OP | 1 | | | | 1 | CHSL |
| COM | EDU | NEED | Awareness course about YP issues for OP | | | | | 0 | CTRL |
| COM | EDU | NEED | Awareness course about YP issues for OP | 1 | | | | 1 | GCAL |
| COM | EDU | NEED | Awareness course about YP issues for OP | | | | | 0 | ISBL |
| COM | EDU | NEED | Awareness course about YP issues for OP | | | 1 | 1 | 2 | MKRA |
| COM | EDU | NEED | Awareness course about YP issues for OP | | | 1 | 1 | 2 | MLTA |
| COM | EDU | NEED | Awareness course about YP issues for OP | | | | | 0 | RNBL |
| COM | EDU | NEED | Awareness course about YP issues for OP | | 1 | 1 | | 2 | WEST |
| TL US-N | | | | 2 | 1 | 3 | 2 | 8 | |
| TL US-ALL | | | | 6 | 5 | 3 | 3 | 17 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-02 PARENTS GUIDANCE (PG) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | Parents not teaching/guiding their YP | | | | | 0 | CHSL |
| COM | | ISSUE | Parents not teaching/guiding their YP | | | | | 0 | CTRL |
| COM | | ISSUE | Parents not teaching/guiding their YP | 1 | | | | 1 | GCAL |
| COM | | ISSUE | Parents not teaching/guiding their YP | 1 | 1 | 1 | | 3 | ISBL |
| COM | | ISSUE | Parents not teaching/guiding their YP | 1 | | 1 | | 2 | MKRA |
| COM | | ISSUE | Parents not teaching/guiding their YP | | | | | 0 | MLTA |
| COM | | ISSUE | Parents not teaching/guiding their YP | | 1 | | | 1 | RNBL |
| COM | | ISSUE | Parents not teaching/guiding their YP | 1 | 1 | 1 | | 3 | WEST |
| TL PG-I | | | | 4 | 3 | 3 | 0 | 10 | |
| COM | SEX | NEED | Parents teach/ guide YP about life/ boundaries/ sex/ relationships | 1 | | | | 1 | CHSL |
| COM | SEX | NEED | Parents teach/ guide YP about life/ boundaries/ sex/ relationships | | | 1 | | 1 | CTRL |
| COM | SEX | NEED | Parents teach/ guide YP about life/ boundaries/ sex/ relationships | | | | | 0 | GCAL |
| COM | SEX | NEED | Parents teach/ guide YP about life/ boundaries/ sex/ relationships | | | | | 0 | ISBL |
| COM | SEX | NEED | Parents teach/ guide YP about life/ boundaries/ sex/ relationships | | | | | 0 | MKRA |
| COM | SEX | NEED | Parents teach/ guide YP about life/ boundaries/ sex/ relationships | | 1 | 1 | | 2 | MLTA |
| COM | SEX | NEED | Parents teach/ guide YP about life/ boundaries/ sex/ relationships | | | | | 0 | RNBL |
| COM | SEX | NEED | Parents teach/ guide YP about life/ boundaries/ sex/ relationships | 1 | | 1 | | 2 | WEST |
| TL PG-N | | | | 2 | 1 | 3 | 0 | 6 | |
| TL PG-ALL | | | | 6 | 4 | 6 | 0 | 16 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-03 RESPECT FOR COMMUNITY (RC) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | YP don't respect/ listen to/ cooperate with OP/community/family | | 1 | 1 | 1 | 3 | CHSL |
| COM | | ISSUE | YP don't respect/ listen to/ cooperate with OP/community/family | 1 | | | | 1 | CTRL |
| COM | | ISSUE | YP don't respect/ listen to/ cooperate with OP/community/family | | 1 | | 1 | 2 | GCAL |
| COM | | ISSUE | YP don't respect/ listen to/ cooperate with OP/community/family | 1 | 1 | | | 2 | ISBL |
| COM | | ISSUE | YP don't respect/ listen to/ cooperate with OP/community/family | | | | | 0 | MKRA |
| COM | | ISSUE | YP don't respect/ listen to/ cooperate with OP/community/family | | 1 | 1 | 1 | 3 | MLTA |
| COM | | ISSUE | YP don't respect/ listen to/ cooperate with OP/community/family | 1 | | | | 1 | RNBL |
| COM | | ISSUE | YP don't respect/ listen to/ cooperate with OP/community/family | 1 | 1 | 1 | | 3 | WEST |

| TL RC-I | | | | 4 | 5 | 3 | 3 | 15 | |
|-----------------------------------|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| COM | | NEED | YP to respect/listen to/cooperate with OP/community/family | | 1 | | | 1 | CHSL |
| COM | | NEED | YP to respect/listen to/cooperate with OP/community/family | | | | | 0 | CTRL |
| COM | | NEED | YP to respect/listen to/cooperate with OP/community/family | | | | 1 | 1 | GCAL |
| COM | | NEED | YP to respect/listen to/cooperate with OP/community/family | | | | | 0 | ISBL |
| COM | | NEED | YP to respect/listen to/cooperate with OP/community/family | | | | | 0 | MKRA |
| COM | | NEED | YP to respect/listen to/cooperate with OP/community/family | | | | | 0 | MLTA |
| COM | | NEED | YP to respect/listen to/cooperate with OP/community/family | | | | | 0 | RNBL |
| COM | | NEED | YP to respect/listen to/cooperate with OP/community/family | | | | 1 | 1 | WEST |
| TL RC-N | | | | 0 | 1 | 0 | 2 | 3 | |
| TL RC-ALL | | | | 4 | 6 | 3 | 5 | 18 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-04 LAZINESS (LZ) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | Boys (some) lazy in community work | | | 1 | 1 | 2 | CHSL |
| COM | | ISSUE | Boys (some) lazy in community work | | | | | 0 | CTRL |
| COM | | ISSUE | Boys (some) lazy in community work | | | | | 0 | GCAL |
| COM | | ISSUE | Boys (some) lazy in community work | 1 | 1 | 1 | | 3 | ISBL |
| COM | | ISSUE | Boys (some) lazy in community work | | | | | 0 | MKRA |
| COM | | ISSUE | Boys (some) lazy in community work | | | | 1 | 1 | MLTA |
| COM | | ISSUE | Boys (some) lazy in community work | | | | | 0 | RNBL |
| COM | | ISSUE | Boys (some) lazy in community work | | | | 1 | 1 | WEST |
| TL LZ-I | | | | 1 | 1 | 2 | 3 | 7 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-05 GAMBLING (GB) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | Gambling/gambling problems | | 1 | | 1 | 2 | CHSL |
| COM | | ISSUE | Gambling/gambling problems | | | | | 0 | CTRL |
| COM | | ISSUE | Gambling/gambling problems | 1 | 1 | | | 2 | GCAL |
| COM | | ISSUE | Gambling/gambling problems | | | | | 0 | ISBL |
| COM | | ISSUE | Gambling/gambling problems | | | | | 0 | MKRA |
| COM | | ISSUE | Gambling/gambling problems | | | | 1 | 1 | MLTA |
| COM | | ISSUE | Gambling/gambling problems | | | | | 0 | RNBL |
| COM | | ISSUE | Gambling/gambling problems | | | | | 0 | WEST |
| TL GB-I | | | | 1 | 2 | 0 | 2 | 5 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-06 GENERATION GAP (GG) | | | | | | | | | |
| COM | | ISSUE | Generation gap | | 1 | 1 | | 2 | CHSL |
| COM | | ISSUE | Generation gap | | | | | 0 | CTRL |
| COM | | ISSUE | Generation gap | | | | | 0 | GCAL |
| COM | | ISSUE | Generation gap | | | | | 0 | ISBL |
| COM | | ISSUE | Generation gap | 1 | | 1 | | 2 | MKRA |
| COM | | ISSUE | Generation gap | | | | | 0 | MLTA |
| COM | | ISSUE | Generation gap | | | | | 0 | RNBL |
| COM | | ISSUE | Generation gap | | | | | 0 | WEST |
| TL GG-I | | | | 1 | 1 | 2 | 0 | 4 | |
| | | | | | | | | | |
| | | | | | | | | | |

| COM-07 GOSSIPING/JEALOUSY (GJ) | | | | YF | YM | OF | OM | SUM | PROV |
|----------------------------------|--|-------|--|----------|----------|----------|----------|----------|------|
| COM | | ISSUE | Gossiping/backbiting/jealousy | 1 | 1 | | | 2 | CHSL |
| COM | | ISSUE | Gossiping/backbiting/jealousy | | | | | 0 | CTRL |
| COM | | ISSUE | Gossiping/backbiting/jealousy | | | | | 0 | GCAL |
| COM | | ISSUE | Gossiping/backbiting/jealousy | | | | | 0 | ISBL |
| COM | | ISSUE | Gossiping/backbiting/jealousy | | | | | 0 | MKRA |
| COM | | ISSUE | Gossiping/backbiting/jealousy | | | | 1 | 1 | MLTA |
| COM | | ISSUE | Gossiping/backbiting/jealousy | | | | | 0 | RNBL |
| COM | | ISSUE | Gossiping/backbiting/jealousy | 1 | | | 1 | 2 | WEST |
| TL GJ-I | | | | 2 | 1 | 0 | 2 | 5 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-08 COMMUNITY LEADERSHIP (CL) | | | | | | | | | |
| COM | | ISSUE | Lack of leadership in community, esp. vis-à-vis YP | | | | | 0 | CHSL |
| COM | | ISSUE | Lack of leadership in community, esp. vis-à-vis YP | | | | | 0 | CTRL |
| COM | | ISSUE | Lack of leadership in community, esp. vis-à-vis YP | | | | | 0 | GCAL |
| COM | | ISSUE | Lack of leadership in community, esp. vis-à-vis YP | 1 | 1 | | | 2 | ISBL |
| COM | | ISSUE | Lack of leadership in community, esp. vis-à-vis YP | 1 | | | | 1 | MKRA |
| COM | | ISSUE | Lack of leadership in community, esp. vis-à-vis YP | 1 | | | 1 | 2 | MLTA |
| COM | | ISSUE | Lack of leadership in community, esp. vis-à-vis YP | | | | | 0 | RNBL |
| COM | | ISSUE | Lack of leadership in community, esp. vis-à-vis YP | 1 | 1 | | | 2 | WEST |
| TL CL-I | | | | 4 | 2 | 0 | 1 | 7 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-09 LAND DISPUTES (LD) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | Land disputes/ownership /availability | | 1 | | 1 | 2 | CHSL |
| COM | | ISSUE | Land disputes/ownership /availability | | | | | 0 | CTRL |
| COM | | ISSUE | Land disputes/ownership /availability | | | 1 | | 1 | GCAL |
| COM | | ISSUE | Land disputes/ownership /availability | 1 | 1 | | 1 | 3 | ISBL |
| COM | | ISSUE | Land disputes/ownership /availability | | 1 | | | 1 | MKRA |
| COM | | ISSUE | Land disputes/ownership /availability | | | | 1 | 1 | MLTA |
| COM | | ISSUE | Land disputes/ownership /availability | | | | | 0 | RNBL |
| COM | | ISSUE | Land disputes/ownership /availability | | | | | 0 | WEST |
| TL LD-I | | | | 1 | 3 | 1 | 3 | 8 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-10 PEER PRESSURE (PP) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | Peer pressure | | 1 | 1 | | 2 | CHSL |
| COM | | ISSUE | Peer pressure | | | | | 0 | CTRL |
| COM | | ISSUE | Peer pressure | 1 | 1 | | | 2 | GCAL |
| COM | | ISSUE | Peer pressure | 1 | 1 | | | 2 | ISBL |
| COM | | ISSUE | Peer pressure | | | | | 0 | MKRA |
| COM | | ISSUE | Peer pressure | | | | | 0 | MLTA |
| COM | | ISSUE | Peer pressure | | | | | 0 | RNBL |
| COM | | ISSUE | Peer pressure | | | | | 0 | WEST |
| TL PP-I | | | | 2 | 3 | 1 | 0 | 6 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-11 RELATIONSHIP ISSUES (RI) | | | | YF | YM | OF | OM | SUM | PROV |

| | | | | | | | | | |
|------------------------------------|-----|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| SEX | CNS | ISSUE | Boy -girl relationship problems | 1 | | | | 1 | CHSL |
| SEX | CNS | ISSUE | Boy -girl relationship problems | | 1 | | | 1 | CTRL |
| SEX | CNS | ISSUE | Boy -girl relationship problems | | | | | 0 | GCAL |
| SEX | CNS | ISSUE | Boy -girl relationship problems | 1 | | | | 1 | ISBL |
| SEX | CNS | ISSUE | Boy -girl relationship problems | | | | | 0 | MKRA |
| SEX | CNS | ISSUE | Boy -girl relationship problems | | | | | 0 | MLTA |
| SEX | CNS | ISSUE | Boy -girl relationship problems | | | | | 0 | RNBL |
| SEX | CNS | ISSUE | Boy -girl relationship problems | 1 | | | | 1 | WEST |
| TL RI-I | | | | 3 | 1 | 0 | 0 | 4 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-12 SUICIDE (SU) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | Suicide due to community pressures/relationships/pregnancy | 1 | | 1 | | 2 | CHSL |
| COM | | ISSUE | Suicide due to community pressures/relationships/pregnancy | | | | | 0 | CTRL |
| COM | | ISSUE | Suicide due to community pressures/relationships/pregnancy | | | 1 | 1 | 2 | GCAL |
| COM | | ISSUE | Suicide due to community pressures/relationships/pregnancy | | | | | 0 | ISBL |
| COM | | ISSUE | Suicide due to community pressures/relationships/pregnancy | | | | | 0 | MKRA |
| COM | | ISSUE | Suicide due to community pressures/relationships/pregnancy | | | | | 0 | MLTA |
| COM | | ISSUE | Suicide due to community pressures/relationships/pregnancy | | | | | 0 | RNBL |
| COM | | ISSUE | Suicide due to community pressures/relationships/pregnancy | | | 1 | | 1 | WEST |
| TL SU-I | | | | 1 | 0 | 3 | 1 | 5 | |
| | | | | | | | | | |
| | | | | | | | | | |
| COM-13 DOMESTIC CHORES (DC) | | | | YF | YM | OF | OM | SUM | PROV |
| COM | | ISSUE | Girls expected to do all domestic duties | | | | | 0 | CHSL |
| COM | | ISSUE | Girls expected to do all domestic duties | | | | | 0 | CTRL |
| COM | | ISSUE | Girls expected to do all domestic duties | 1 | | 1 | 1 | 3 | GCAL |
| COM | | ISSUE | Girls expected to do all domestic duties | | | | | 0 | ISBL |
| COM | | ISSUE | Girls expected to do all domestic duties | | | | | 0 | MKRA |
| COM | | ISSUE | Girls expected to do all domestic duties | | | | | 0 | MLTA |
| COM | | ISSUE | Girls expected to do all domestic duties | | | | | 0 | RNBL |
| COM | | ISSUE | Girls expected to do all domestic duties | | | | | 0 | WEST |
| TL DC-I | | | | 1 | 0 | 1 | 1 | 3 | |

| | | | | | | | | | |
|---|-------------|---|---|-----------|-----------|-----------|-----------|------------|-------------|
| ECONOMY AND INFRASTRUCTURE | | | | | | | | | |
| | | | | | | | | | |
| SECTOR SUMMARY | | ECONOMY AND INFRASTRUCTURE (ECN) CONCERNS: 6 | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 26 | 48 | 18 | 30 | 122 | |
| | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| ECN-01 INCOME GENERATING PROJECTS (IG) | | | | YF | YM | OF | OM | SUM | PROV |
| ECN | | ISSUE | Poor income generating project opportunities for YP | | 1 | | | 1 | CHSL |
| ECN | | ISSUE | Poor income generating project opportunities for YP | | | | | 0 | CTRL |
| ECN | | ISSUE | Poor income generating project opportunities for YP | | | | 1 | 1 | GCAL |
| ECN | | ISSUE | Poor income generating project opportunities for YP | 1 | 1 | | 1 | 3 | ISBL |
| ECN | | ISSUE | Poor income generating project opportunities for YP | | 1 | | | 1 | MKRA |
| ECN | | ISSUE | Poor income generating project opportunities for YP | 1 | 1 | | | 2 | MLTA |
| ECN | | ISSUE | Poor income generating project opportunities for YP | | 1 | | | 1 | RNBL |

| | | | | | | | | | |
|---|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| ECN | | ISSUE | Poor income generating project opportunities for YP | 1 | 1 | | 1 | 3 | WEST |
| TL IG-I | | | | 3 | 6 | 0 | 3 | 12 | |
| ECN | | NEED | Improve income generating project opportunities for YP | 1 | 1 | 1 | 1 | 4 | CHSL |
| ECN | | NEED | Improve income generating project opportunities for YP | 1 | 1 | 1 | 1 | 4 | CTRL |
| ECN | | NEED | Improve income generating project opportunities for YP | 1 | 1 | 1 | 1 | 4 | GCAL |
| ECN | | NEED | Improve income generating project opportunities for YP | 1 | 1 | | | 2 | ISBL |
| ECN | | NEED | Improve income generating project opportunities for YP | | 1 | 1 | 1 | 3 | MKRA |
| ECN | | NEED | Improve income generating project opportunities for YP | 1 | 1 | 1 | | 3 | MLTA |
| ECN | | NEED | Improve income generating project opportunities for YP | | | | | 0 | RNBL |
| ECN | | NEED | Improve income generating project opportunities for YP | 1 | 1 | | 1 | 3 | WEST |
| TL IG-N | | | | 6 | 7 | 5 | 5 | 23 | |
| TL IG-ALL | | | | 9 | 13 | 5 | 8 | 35 | |
| | | | | | | | | | |
| | | | | | | | | | |
| ECN-02 FORMAL SECTOR EMPLOYMENT (FS) | | | | YF | YM | OF | OM | SUM | PROV |
| ECN | | ISSUE | Poor formal employment sector opportunities for YP | | 1 | | 1 | 2 | CHSL |
| ECN | | ISSUE | Poor formal employment sector opportunities for YP | | | | 1 | 1 | CTRL |
| ECN | | ISSUE | Poor formal employment sector opportunities for YP | | 1 | | | 1 | GCAL |
| ECN | | ISSUE | Poor formal employment sector opportunities for YP | | | | | 0 | ISBL |
| ECN | | ISSUE | Poor formal employment sector opportunities for YP | | | | | 0 | MKRA |
| ECN | | ISSUE | Poor formal employment sector opportunities for YP | | | 1 | | 1 | MLTA |
| ECN | | ISSUE | Poor formal employment sector opportunities for YP | | | | | 0 | RNBL |
| ECN | | ISSUE | Poor formal employment sector opportunities for YP | 1 | 1 | | 1 | 3 | WEST |
| TL FS-I | | | | 1 | 3 | 1 | 3 | 8 | |
| ECN | | NEED | Improve formal employment sector opportunities for YP | | | | | 0 | CHSL |
| ECN | | NEED | Improve formal employment sector opportunities for YP | 1 | | | | 1 | CTRL |
| ECN | | NEED | Improve formal employment sector opportunities for YP | | | | | 0 | GCAL |
| ECN | | NEED | Improve formal employment sector opportunities for YP | | | | | 0 | ISBL |
| ECN | | NEED | Improve formal employment sector opportunities for YP | | | | | 0 | MKRA |
| ECN | | NEED | Improve formal employment sector opportunities for YP | | 1 | | | 1 | MLTA |
| ECN | | NEED | Improve formal employment sector opportunities for YP | | | | | 0 | RNBL |
| ECN | | NEED | Improve formal employment sector opportunities for YP | | | | | 0 | WEST |
| TL FS-N | | | | 1 | 1 | 0 | 0 | 2 | |
| TL FS-ALL | | | | 2 | 4 | 1 | 3 | 10 | |
| | | | | | | | | | |
| | | | | | | | | | |
| ECN-03 COMMUNITY DEVELOPMENT FUNDING | | | | YF | YM | OF | OM | SUM | PROV |
| ECN | | ISSUE | Poor access to community development funding | | 1 | 1 | 1 | 3 | CHSL |
| ECN | | ISSUE | Poor access to community development funding | | | | | 0 | CTRL |
| ECN | | ISSUE | Poor access to community development funding | 1 | 1 | | 1 | 3 | GCAL |
| ECN | | ISSUE | Poor access to community development funding | 1 | 1 | | 1 | 3 | ISBL |
| ECN | | ISSUE | Poor access to community development funding | 1 | 1 | 1 | | 3 | MKRA |
| ECN | | ISSUE | Poor access to community development funding | | 1 | 1 | 1 | 3 | MLTA |
| ECN | | ISSUE | Poor access to community development funding | | 1 | | | 1 | RNBL |
| ECN | | ISSUE | Poor access to community development funding | | | | 1 | 1 | WEST |
| TL DF-I | | | | 3 | 6 | 3 | 5 | 17 | |
| ECN | | NEED | Improve access to community development funding | | 1 | | | 1 | CHSL |
| ECN | | NEED | Improve access to community development funding | | | | 1 | 1 | CTRL |
| ECN | | NEED | Improve access to community development funding | | | 1 | 1 | 2 | GCAL |

| | | | | | | | | | |
|--|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| ECN | | NEED | Improve access to community development funding | 1 | 1 | | | 2 | ISBL |
| ECN | | NEED | Improve access to community development funding | | 1 | | 1 | 2 | MKRA |
| ECN | | NEED | Improve access to community development funding | | | 1 | 1 | 2 | MLTA |
| ECN | | NEED | Improve access to community development funding | | 1 | | | 1 | RNBL |
| ECN | | NEED | Improve access to community development funding | | 1 | | | 1 | WEST |
| TL DF-N | | | | 1 | 5 | 2 | 4 | 12 | |
| TL DF-ALL | | | | 4 | 11 | 5 | 9 | 29 | |
| | | | | | | | | | |
| | | | | | | | | | |
| ECN-04 EQUIPMENT AND TOOLS (ET) | | | | YF | YM | OF | OM | SUM | PROV |
| ECN | | ISSUE | Poor equipment/tools for income generating projects | | 1 | | | 1 | CHSL |
| ECN | | ISSUE | Poor equipment/tools for income generating projects | | | | | 0 | CTRL |
| ECN | | ISSUE | Poor equipment/tools for income generating projects | | 1 | | | 1 | GCAL |
| ECN | | ISSUE | Poor equipment/tools for income generating projects | | 1 | | | 1 | ISBL |
| ECN | | ISSUE | Poor equipment/tools for income generating projects | | | | | 0 | MKRA |
| ECN | | ISSUE | Poor equipment/tools for income generating projects | | 1 | | | 1 | MLTA |
| ECN | | ISSUE | Poor equipment/tools for income generating projects | | | | | 0 | RNBL |
| ECN | | ISSUE | Poor equipment/tools for income generating projects | | 1 | | 1 | 2 | WEST |
| TL ET-I | | | | 0 | 5 | 0 | 1 | 6 | |
| ECN | | NEED | Improve equipment/tools for income generating projects | | | | | 0 | CHSL |
| ECN | | NEED | Improve equipment/tools for income generating projects | | | | 1 | 1 | CTRL |
| ECN | | NEED | Improve equipment/tools for income generating projects | 1 | | | | 1 | GCAL |
| ECN | | NEED | Improve equipment/tools for income generating projects | | | | | 0 | ISBL |
| ECN | | NEED | Improve equipment/tools for income generating projects | | | | | 0 | MKRA |
| ECN | | NEED | Improve equipment/tools for income generating projects | 1 | | 1 | | 2 | MLTA |
| ECN | | NEED | Improve equipment/tools for income generating projects | | | | | 0 | RNBL |
| ECN | | NEED | Improve equipment/tools for income generating projects | | | | | 0 | WEST |
| TL ET-N | | | | 2 | 0 | 1 | 1 | 4 | |
| TL ET-ALL | | | | 2 | 5 | 1 | 2 | 10 | |
| | | | | | | | | | |
| | | | | | | | | | |
| ECN-05 MARKETS (MR) | | | | YF | YM | OF | OM | SUM | PROV |
| ECN | | ISSUE | Poor markets for selling produce | | 1 | | 1 | 2 | CHSL |
| ECN | | ISSUE | Poor markets for selling produce | | | | | 0 | CTRL |
| ECN | | ISSUE | Poor markets for selling produce | 1 | | | | 1 | GCAL |
| ECN | | ISSUE | Poor markets for selling produce | 1 | 1 | | | 2 | ISBL |
| ECN | | ISSUE | Poor markets for selling produce | | 1 | | 1 | 2 | MKRA |
| ECN | | ISSUE | Poor markets for selling produce | 1 | 1 | | | 2 | MLTA |
| ECN | | ISSUE | Poor markets for selling produce | | | 1 | | 1 | RNBL |
| ECN | | ISSUE | Poor markets for selling produce | | 1 | | | 1 | WEST |
| TL MR-I | | | | 3 | 5 | 1 | 2 | 11 | |
| ECN | | NEED | Improve markets for selling produce | | | | | 0 | CHSL |
| ECN | | NEED | Improve markets for selling produce | | | | 1 | 1 | CTRL |
| ECN | | NEED | Improve markets for selling produce | 1 | | | | 1 | GCAL |
| ECN | | NEED | Improve markets for selling produce | 1 | 1 | | 1 | 3 | ISBL |
| ECN | | NEED | Improve markets for selling produce | 1 | 1 | | | 2 | MKRA |
| ECN | | NEED | Improve markets for selling produce | | 1 | 1 | | 2 | MLTA |
| ECN | | NEED | Improve markets for selling produce | | 1 | 1 | | 2 | RNBL |
| ECN | | NEED | Improve markets for selling produce | | | | | 0 | WEST |

| | | | | | | | | | |
|-------------------------------------|--|-------|------------------------------|----|----|----|----|-----|------|
| TL MR-N | | | | 3 | 4 | 2 | 2 | 11 | |
| TL MR-ALL | | | | 6 | 9 | 3 | 4 | 22 | |
| | | | | | | | | | |
| | | | | | | | | | |
| ECN-06 MARKET TRANSPORT (MT) | | | | YF | YM | OF | OM | SUM | PROV |
| ECN | | ISSUE | Poor transport to markets | | 1 | | | 1 | CHSL |
| ECN | | ISSUE | Poor transport to markets | | | | | 0 | CTRL |
| ECN | | ISSUE | Poor transport to markets | | | | | 0 | GCAL |
| ECN | | ISSUE | Poor transport to markets | 1 | 1 | | | 2 | ISBL |
| ECN | | ISSUE | Poor transport to markets | | 1 | 1 | 1 | 3 | MKRA |
| ECN | | ISSUE | Poor transport to markets | 1 | | | | 1 | MLTA |
| ECN | | ISSUE | Poor transport to markets | | | | | 0 | RNBL |
| ECN | | ISSUE | Poor transport to markets | | | | | 0 | WEST |
| TL MT-I | | | | 2 | 3 | 1 | 1 | 7 | |
| ECN | | NEED | Improve transport to markets | | 1 | | 1 | 2 | CHSL |
| ECN | | NEED | Improve transport to markets | | 1 | | | 1 | CTRL |
| ECN | | NEED | Improve transport to markets | 1 | | | | 1 | GCAL |
| ECN | | NEED | Improve transport to markets | | | 1 | 1 | 2 | ISBL |
| ECN | | NEED | Improve transport to markets | | 1 | 1 | 1 | 3 | MKRA |
| ECN | | NEED | Improve transport to markets | | | | | 0 | MLTA |
| ECN | | NEED | Improve transport to markets | | | | | 0 | RNBL |
| ECN | | NEED | Improve transport to markets | | | | | 0 | WEST |
| TL MT-N | | | | 1 | 3 | 2 | 3 | 9 | |
| TL MT-ALL | | | | 3 | 6 | 3 | 4 | 16 | |

| | | | | | | | | | |
|---|-------------|-----------------|--------------------------|-----------|-----------|-----------|-----------|------------|-------------|
| DRUGS AND ALCOHOL | | | | | | | | | |
| | | | | | | | | | |
| SECTOR SUMMARY DRUGS AND ALCOHOL (DAL) CONCERNS: 5 | | | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 21 | 19 | 15 | 8 | 63 | |
| | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| DAL-01 ALCOHOL ABUSE (AA) | | | | YF | YM | OF | OM | SUM | PROV |
| DAL | | ISSUE | Alcohol/ kuaso use/abuse | 1 | 1 | 1 | 1 | 4 | CHSL |
| DAL | | ISSUE | Alcohol/ kuaso use/abuse | | | | | 0 | CTRL |
| DAL | | ISSUE | Alcohol/ kuaso use/abuse | 1 | 1 | 1 | 1 | 4 | GCAL |
| DAL | | ISSUE | Alcohol/ kuaso use/abuse | 1 | 1 | | | 2 | ISBL |
| DAL | | ISSUE | Alcohol/ kuaso use/abuse | 1 | | 1 | 1 | 3 | MKRA |
| DAL | | ISSUE | Alcohol/ kuaso use/abuse | 1 | 1 | 1 | | 3 | MLTA |
| DAL | | ISSUE | Alcohol/ kuaso use/abuse | 1 | 1 | | | 2 | RNBL |
| DAL | | ISSUE | Alcohol/ kuaso use/abuse | 1 | 1 | | | 2 | WEST |
| TL AA-I | | | | 7 | 6 | 4 | 3 | 20 | |
| | | | | | | | | | |
| DAL-02 MARIJUANA ABUSE (MA) | | | | YF | YM | OF | OM | SUM | PROV |
| DAL | | ISSUE | Marijuana use/abuse | 1 | | | 1 | 2 | CHSL |
| DAL | | ISSUE | Marijuana use/abuse | | | | | 0 | CTRL |
| DAL | | ISSUE | Marijuana use/abuse | 1 | 1 | 1 | 1 | 4 | GCAL |
| DAL | | ISSUE | Marijuana use/abuse | 1 | 1 | | | 2 | ISBL |

| | | | | | | | | | |
|---|-----|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| DAL | | ISSUE | Marijuana use/abuse | 1 | | 1 | 1 | 3 | MKRA |
| DAL | | ISSUE | Marijuana use/abuse | 1 | 1 | 1 | 1 | 4 | MLTA |
| DAL | | ISSUE | Marijuana use/abuse | 1 | 1 | 1 | | 3 | RNBL |
| DAL | | ISSUE | Marijuana use/abuse | 1 | 1 | | | 2 | WEST |
| TL MA-I | | | | 7 | 5 | 4 | 4 | 20 | |
| | | | | | | | | | |
| | | | | | | | | | |
| DAL-03 MARIJUANA MENTAL ILLNESS (MM) | | | | YF | YM | OF | OM | SUM | PROV |
| DAL | HLT | ISSUE | Marijuana related mental illness | | | | | 0 | CHSL |
| DAL | HLT | ISSUE | Marijuana related mental illness | | | | | 0 | CTRL |
| DAL | HLT | ISSUE | Marijuana related mental illness | | 1 | | | 1 | GCAL |
| DAL | HLT | ISSUE | Marijuana related mental illness | | | | | 0 | ISBL |
| DAL | HLT | ISSUE | Marijuana related mental illness | | | | | 0 | MKRA |
| DAL | HLT | ISSUE | Marijuana related mental illness | | 1 | | | 1 | MLTA |
| DAL | HLT | ISSUE | Marijuana related mental illness | | 1 | | | 1 | RNBL |
| DAL | HLT | ISSUE | Marijuana related mental illness | 1 | 1 | 1 | | 3 | WEST |
| TL MM-I | | | | 1 | 4 | 1 | 0 | 6 | |
| | | | | | | | | | |
| | | | | | | | | | |
| DAL-04 POLICE/COMMUNITY ACTION ON D/A (PA) | | | | YF | YM | OF | OM | SUM | PROV |
| DAL | LAW | NEED | Police/community law action on marijuana/kuaso | | | 1 | | 1 | CHSL |
| DAL | LAW | NEED | Police/community law action on marijuana/kuaso | | | | | 0 | CTRL |
| DAL | LAW | NEED | Police/community law action on marijuana/kuaso | | | | | 0 | GCAL |
| DAL | LAW | NEED | Police/community law action on marijuana/kuaso | 1 | 1 | | | 2 | ISBL |
| DAL | LAW | NEED | Police/community law action on marijuana/kuaso | | | | | 0 | MKRA |
| DAL | LAW | NEED | Police/community law action on marijuana/kuaso | | | 1 | | 1 | MLTA |
| DAL | LAW | NEED | Police/community law action on marijuana/kuaso | | | | | 0 | RNBL |
| DAL | LAW | NEED | Police/community law action on marijuana/kuaso | | | 1 | | 1 | WEST |
| TL PA-N | | | | 1 | 1 | 3 | 0 | 5 | |
| | | | | | | | | | |
| | | | | | | | | | |
| DAL-05 DRUGS/ALCOHOL AWARENESS (DA) | | | | YF | YM | OF | OM | SUM | PROV |
| DAL | EDU | NEED | Awareness course on drugs/alcohol effects | 1 | | | | 1 | CHSL |
| DAL | EDU | NEED | Awareness course on drugs/alcohol effects | 1 | 1 | 1 | | 3 | CTRL |
| DAL | EDU | NEED | Awareness course on drugs/alcohol effects | | | 1 | 1 | 2 | GCAL |
| DAL | EDU | NEED | Awareness course on drugs/alcohol effects | 1 | 1 | | | 2 | ISBL |
| DAL | EDU | NEED | Awareness course on drugs/alcohol effects | | | | | 0 | MKRA |
| DAL | EDU | NEED | Awareness course on drugs/alcohol effects | 1 | 1 | | | 2 | MLTA |
| DAL | EDU | NEED | Awareness course on drugs/alcohol effects | | | | | 0 | RNBL |
| DAL | EDU | NEED | Awareness course on drugs/alcohol effects | 1 | | 1 | | 2 | WEST |
| TL DA-N | | | | 5 | 3 | 3 | 1 | 12 | |
| | | | | | | | | | |

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|--|-------------|-----------------|---|------------------|--------------------|--|-----------|-----------|-----------|-----------|------------|-------------|--|
| SEX | | | | | | | | | | | | | |
| SECTOR SUMMARY | | | | SEX (SEX) | CONCERNS: 7 | | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | | | | 22 | 13 | 12 | 6 | 53 | | |
| | | | | | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | | | | YF | YM | OF | OM | SUM | PROV | |
| | | | | | | | | | | | | | |
| SEX-01 TEENAGE PREGNANCY (TP) | | | | | | | YF | YM | OF | OM | SUM | PROV | |
| SEX | | ISSUE | Teenage pregnancy | | | | 1 | | | | 1 | CHSL | |
| SEX | | ISSUE | Teenage pregnancy | | | | | | | | 0 | CTRL | |
| SEX | | ISSUE | Teenage pregnancy | | | | 1 | | 1 | 1 | 3 | GCAL | |
| SEX | | ISSUE | Teenage pregnancy | | | | 1 | 1 | | | 2 | ISBL | |
| SEX | | ISSUE | Teenage pregnancy | | | | 1 | | 1 | 1 | 3 | MKRA | |
| SEX | | ISSUE | Teenage pregnancy | | | | 1 | 1 | 1 | 1 | 4 | MLTA | |
| SEX | | ISSUE | Teenage pregnancy | | | | 1 | | 1 | | 2 | RNBL | |
| SEX | | ISSUE | Teenage pregnancy | | | | 1 | 1 | | | 2 | WEST | |
| TL TP-I | | | | | | | 7 | 3 | 4 | 3 | 17 | | |
| | | | | | | | | | | | | | |
| SEX-02 SEXUAL HEALTH AWARENESS (SA) | | | | | | | YF | YM | OF | OM | SUM | PROV | |
| SEX | | ISSUE | Poor awareness of sexual health/issues | | | | | 1 | | | 1 | CHSL | |
| SEX | | ISSUE | Poor awareness of sexual health/issues | | | | | | | | 0 | CTRL | |
| SEX | | ISSUE | Poor awareness of sexual health/issues | | | | 1 | | | | 1 | GCAL | |
| SEX | | ISSUE | Poor awareness of sexual health/issues | | | | 1 | 1 | | | 2 | ISBL | |
| SEX | | ISSUE | Poor awareness of sexual health/issues | | | | | | | | 0 | MKRA | |
| SEX | | ISSUE | Poor awareness of sexual health/issues | | | | | | | | 0 | MLTA | |
| SEX | | ISSUE | Poor awareness of sexual health/issues | | | | | | | | 0 | RNBL | |
| SEX | | ISSUE | Poor awareness of sexual health/issues | | | | | | | | 0 | WEST | |
| TL SA-I | | | | | | | 2 | 2 | 0 | 0 | 4 | | |
| SEX | EDU | NEED | ARH/family planning/sexual health awareness courses | | | | 1 | | 1 | | 2 | CHSL | |
| SEX | EDU | NEED | ARH/family planning/sexual health awareness courses | | | | 1 | 1 | | | 2 | CTRL | |
| SEX | EDU | NEED | ARH/family planning/sexual health awareness courses | | | | 1 | 1 | 1 | 1 | 4 | GCAL | |
| SEX | EDU | NEED | ARH/family planning/sexual health awareness courses | | | | 1 | 1 | | | 2 | ISBL | |
| SEX | EDU | NEED | ARH/family planning/sexual health awareness courses | | | | 1 | 1 | 1 | 1 | 4 | MKRA | |
| SEX | EDU | NEED | ARH/family planning/sexual health awareness courses | | | | | 1 | 1 | | 2 | MLTA | |
| SEX | EDU | NEED | ARH/family planning/sexual health awareness courses | | | | | | | | 0 | RNBL | |
| SEX | EDU | NEED | ARH/family planning/sexual health awareness courses | | | | 1 | 1 | | | 2 | WEST | |
| TL SA-N | | | | | | | 6 | 6 | 4 | 2 | 18 | | |
| TL SA-ALL | | | | | | | 8 | 8 | 4 | 2 | 22 | | |
| | | | | | | | | | | | | | |
| SEX-03 SEX FOR MONEY | | | | | | | YF | YM | OF | OM | SUM | PROV | |
| SEX | | ISSUE | Sex for money | | | | 1 | | 1 | | 2 | CHSL | |
| SEX | | ISSUE | Sex for money | | | | | | | | 0 | CTRL | |
| SEX | | ISSUE | Sex for money | | | | 1 | | | | 1 | GCAL | |
| SEX | | ISSUE | Sex for money | | | | | | | | 0 | ISBL | |
| SEX | | ISSUE | Sex for money | | | | | | | | 0 | MKRA | |
| SEX | | ISSUE | Sex for money | | | | | | | | 0 | MLTA | |

| | | | | | | | | | |
|---|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| SEX | | ISSUE | Sex for money | | | | | 0 | RNBL |
| SEX | | ISSUE | Sex for money | 1 | | | | 1 | WEST |
| TL SM-I | | | | 3 | 0 | 1 | 0 | 4 | |
| | | | | | | | | | |
| | | | | | | | | | |
| SEX-04 SEXUAL ABUSE (SB) | | | | YF | YM | OF | OM | SUM | PROV |
| SEX | | ISSUE | Sexual harassment, sex abuse/ assault | | | 1 | | 1 | CHSL |
| SEX | | ISSUE | Sexual harassment, sex abuse/ assault | | | | | 0 | CTRL |
| SEX | | ISSUE | Sexual harassment, sex abuse/ assault | 1 | | | | 1 | GCAL |
| SEX | | ISSUE | Sexual harassment, sex abuse/ assault | | | | | 0 | ISBL |
| SEX | | ISSUE | Sexual harassment, sex abuse/ assault | | | | | 0 | MKRA |
| SEX | | ISSUE | Sexual harassment, sex abuse/ assault | | | | 1 | 1 | MLTA |
| SEX | | ISSUE | Sexual harassment, sex abuse/ assault | 1 | | | | 1 | RNBL |
| SEX | | ISSUE | Sexual harassment, sex abuse/ assault | | | | | 0 | WEST |
| TL SB-I | | | | 2 | 0 | 1 | 1 | 4 | |
| | | | | | | | | | |
| | | | | | | | | | |
| SEX-05 STI/HIV/AIDS (HV) | | | | YF | YM | OF | OM | SUM | PROV |
| SEX | | ISSUE | STI/HIV/AIDS | | | | | 0 | CHSL |
| SEX | | ISSUE | STI/HIV/AIDS | | | | | 0 | CTRL |
| SEX | | ISSUE | STI/HIV/AIDS | | | | | 0 | GCAL |
| SEX | | ISSUE | STI/HIV/AIDS | | | | | 0 | ISBL |
| SEX | | ISSUE | STI/HIV/AIDS | | | | | 0 | MKRA |
| SEX | | ISSUE | STI/HIV/AIDS | | 1 | | | 1 | MLTA |
| SEX | | ISSUE | STI/HIV/AIDS | | | 1 | | 1 | RNBL |
| SEX | | ISSUE | STI/HIV/AIDS | | | | | 0 | WEST |
| TL HV-I | | | | 0 | 1 | 1 | 0 | 2 | |
| | | | | | | | | | |
| | | | | | | | | | |
| SEX-06 CONTRACEPTION (CN) | | | | YF | YM | OF | OM | SUM | PROV |
| SEX | | NEED | Contraception | 1 | | | | 1 | CHSL |
| SEX | | NEED | Contraception | | | | | 0 | CTRL |
| SEX | | NEED | Contraception | | | | | 0 | GCAL |
| SEX | | NEED | Contraception | | | | | 0 | ISBL |
| SEX | | NEED | Contraception | | | | | 0 | MKRA |
| SEX | | NEED | Contraception | | | | | 0 | MLTA |
| SEX | | NEED | Contraception | | | | | 0 | RNBL |
| SEX | | NEED | Contraception | | | | | 0 | WEST |
| TL CN-N | | | | 1 | 0 | 0 | 0 | 1 | |
| | | | | | | | | | |
| | | | | | | | | | |
| SEX-07 INSTITUTIONAL CONTROLS ON SEX | | | | YF | YM | OF | OM | SUM | PROV |
| SEX | | NEED | Customary/religious social/moral controls on sexual activity | 1 | | | | 1 | CHSL |
| SEX | | NEED | Customary/religious social/moral controls on sexual activity | | | | | 0 | CTRL |
| SEX | | NEED | Customary/religious social/moral controls on sexual activity | | | | | 0 | GCAL |
| SEX | | NEED | Customary/religious social/moral controls on sexual activity | | 1 | | | 1 | ISBL |
| SEX | | NEED | Customary/religious social/moral controls on sexual activity | | | | | 0 | MKRA |
| SEX | | NEED | Customary/religious social/moral controls on sexual activity | | | 1 | | 1 | MLTA |
| SEX | | NEED | Customary/religious social/moral controls on sexual activity | | | | | 0 | RNBL |

| | | | | | | | | | |
|---|------|----------|--|----|----|----|----|-----|------|
| SEX | | NEED | Customary/religious social/moral controls on sexual activity | | | | | 0 | WEST |
| TL CT-N | | | | 1 | 1 | 1 | 0 | 3 | |
| LAW AND ORDER | | | | | | | | | |
| SECTOR SUMMARY LAW AND ORDER (LAW) CONCERNS: 5 | | | | | | | | | |
| TOTAL SCORE | | | | 14 | 14 | 13 | 14 | 55 | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| LAW-01 POOR LAW AND ORDER (LO) | | | | YF | YM | OF | OM | SUM | PROV |
| LAW | | ISSUE | Poor law and order | | | | 1 | 1 | CHSL |
| LAW | | ISSUE | Poor law and order | | | | | 0 | CTRL |
| LAW | | ISSUE | Poor law and order | | 1 | | | 1 | GCAL |
| LAW | | ISSUE | Poor law and order | 1 | 1 | | | 2 | ISBL |
| LAW | | ISSUE | Poor law and order | | | | | 0 | MKRA |
| LAW | | ISSUE | Poor law and order | | | 1 | 1 | 2 | MLTA |
| LAW | | ISSUE | Poor law and order | | | | | 0 | RNBL |
| LAW | | ISSUE | Poor law and order | | | 1 | | 1 | WEST |
| TL LO-I | | | | 1 | 2 | 2 | 2 | 7 | |
| LAW-02 STEALING BY YOUTH (YS) | | | | | | | | | |
| LAW | | ISSUE | YP stealing | 1 | 1 | | 1 | 3 | CHSL |
| LAW | | ISSUE | YP stealing | | | | | 0 | CTRL |
| LAW | | ISSUE | YP stealing | 1 | 1 | | 1 | 3 | GCAL |
| LAW | | ISSUE | YP stealing | | | | | 0 | ISBL |
| LAW | | ISSUE | YP stealing | | | | | 0 | MKRA |
| LAW | | ISSUE | YP stealing | | 1 | 1 | 1 | 3 | MLTA |
| LAW | | ISSUE | YP stealing | 1 | 1 | 1 | | 3 | RNBL |
| LAW | | ISSUE | YP stealing | 1 | 1 | | 1 | 3 | WEST |
| TL YS-I | | | | 4 | 5 | 2 | 4 | 15 | |
| LAW-03 VIOLENCE/AGGRESSION (VA) | | | | | | | | | |
| LAW | DAL | ISSUE | YP violence/ aggression (incl. alcohol related) | 1 | 1 | | 1 | 3 | CHSL |
| LAW | DAL | ISSUE | YP violence/ aggression (incl. alcohol related) | | | | | 0 | CTRL |
| LAW | DAL | ISSUE | YP violence/ aggression (incl. alcohol related) | 1 | 1 | | 1 | 3 | GCAL |
| LAW | DAL | ISSUE | YP violence/ aggression (incl. alcohol related) | 1 | 1 | | | 2 | ISBL |
| LAW | DAL | ISSUE | YP violence/ aggression (incl. alcohol related) | 1 | | | | 1 | MKRA |
| LAW | DAL | ISSUE | YP violence/ aggression (incl. alcohol related) | | 1 | 1 | 1 | 3 | MLTA |
| LAW | DAL | ISSUE | YP violence/ aggression (incl. alcohol related) | 1 | | | | 1 | RNBL |
| LAW | DAL | ISSUE | YP violence/ aggression (incl. alcohol related) | 1 | 1 | 1 | 1 | 4 | WEST |
| TL VA-I | | | | 6 | 5 | 2 | 4 | 17 | |
| LAW-04 COMMUNITY POLICING | | | | | | | | | |
| LAW | | NEED | Improve community law/community policing | 1 | | | 1 | 2 | CHSL |
| LAW | | NEED | Improve community law/community policing | | | | | 0 | CTRL |

| | | | | | | | | | |
|---------------------------------|--|------|--|-----------|-----------|-----------|-----------|------------|-------------|
| LAW | | NEED | Improve community law/community policing | | | | | 0 | GCAL |
| LAW | | NEED | Improve community law/community policing | | | 1 | | 1 | ISBL |
| LAW | | NEED | Improve community law/community policing | | | | | 0 | MKRA |
| LAW | | NEED | Improve community law/community policing | 1 | 1 | 1 | 1 | 4 | MLTA |
| LAW | | NEED | Improve community law/community policing | | | | | 0 | RNBL |
| LAW | | NEED | Improve community law/community policing | | 1 | 1 | 1 | 3 | WEST |
| TL CP-N | | | | 2 | 2 | 3 | 3 | 10 | |
| | | | | | | | | | |
| | | | | | | | | | |
| LAW-05 POLICE FORCE (PF) | | | | YF | YM | OF | OM | SUM | PROV |
| LAW | | NEED | Improve police force | | | 1 | | 1 | CHSL |
| LAW | | NEED | Improve police force | | | | | 0 | CTRL |
| LAW | | NEED | Improve police force | | | 1 | 1 | 2 | GCAL |
| LAW | | NEED | Improve police force | | | | | 0 | ISBL |
| LAW | | NEED | Improve police force | | | | | 0 | MKRA |
| LAW | | NEED | Improve police force | | | 1 | | 1 | MLTA |
| LAW | | NEED | Improve police force | | | | | 0 | RNBL |
| LAW | | NEED | Improve police force | 1 | | 1 | | 2 | WEST |
| TL PF-N | | | | 1 | 0 | 4 | 1 | 6 | |

| | | | | | | | | | |
|--|--------------------|--------------------|-----------------------------|-----------|-----------|-----------|-----------|------------|-------------|
| MUSIC | | | | | | | | | |
| | | | | | | | | | |
| SECTOR SUMMARY | MUSIC (MUS) | CONCERNS: 2 | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 7 | 15 | 4 | 4 | 30 | |
| | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| MUS-01 MUSICAL INSTRUMENTS (MI) | | | | YF | YM | OF | OM | SUM | PROV |
| MUS | | ISSUE | Poor musical instruments | | | | | 0 | CHSL |
| MUS | | ISSUE | Poor musical instruments | | | | | 0 | CTRL |
| MUS | | ISSUE | Poor musical instruments | | | | | 0 | GCAL |
| MUS | | ISSUE | Poor musical instruments | | | | | 0 | ISBL |
| MUS | | ISSUE | Poor musical instruments | | 1 | | | 1 | MKRA |
| MUS | | ISSUE | Poor musical instruments | | 1 | | | 1 | MLTA |
| MUS | | ISSUE | Poor musical instruments | | | | | 0 | RNBL |
| MUS | | ISSUE | Poor musical instruments | | 1 | | | 1 | WEST |
| TL MI-I | | | | 0 | 3 | 0 | 0 | 3 | |
| MUS | | NEED | Improve musical instruments | | | | 1 | 1 | CHSL |
| MUS | | NEED | Improve musical instruments | | 1 | | | 1 | CTRL |
| MUS | | NEED | Improve musical instruments | | 1 | | | 1 | GCAL |
| MUS | | NEED | Improve musical instruments | | | | | 0 | ISBL |
| MUS | | NEED | Improve musical instruments | 1 | 1 | 1 | 1 | 4 | MKRA |
| MUS | | NEED | Improve musical instruments | 1 | | | | 1 | MLTA |
| MUS | | NEED | Improve musical instruments | 1 | 1 | 1 | | 3 | RNBL |
| MUS | | NEED | Improve musical instruments | 1 | 1 | | 1 | 3 | WEST |
| TL MI-N | | | | 4 | 5 | 2 | 3 | 14 | |
| TL MI-ALL | | | | 4 | 8 | 2 | 3 | 17 | |
| | | | | | | | | | |
| | | | | | | | | | |

| MUS-02 MUSICAL ACTIVITIES (MA) | | | | YF | YM | OF | OM | SUM | PROV |
|--------------------------------|--|-------|----------------------------|----------|----------|----------|----------|-----------|------|
| MUS | | ISSUE | Poor musical activities | | | | 1 | 1 | CHSL |
| MUS | | ISSUE | Poor musical activities | | | | | 0 | CTRL |
| MUS | | ISSUE | Poor musical activities | | | | | 0 | GCAL |
| MUS | | ISSUE | Poor musical activities | | | | | 0 | ISBL |
| MUS | | ISSUE | Poor musical activities | | | | | 0 | MKRA |
| MUS | | ISSUE | Poor musical activities | | 1 | | | 1 | MLTA |
| MUS | | ISSUE | Poor musical activities | | | | | 0 | RNBL |
| MUS | | ISSUE | Poor musical activities | 1 | 1 | | | 2 | WEST |
| TL MA-I | | | | 1 | 2 | 0 | 1 | 4 | |
| MUS | | NEED | Improve musical activities | | | 1 | | 1 | CHSL |
| MUS | | NEED | Improve musical activities | | | | | 0 | CTRL |
| MUS | | NEED | Improve musical activities | | 1 | | | 1 | GCAL |
| MUS | | NEED | Improve musical activities | 1 | 1 | | | 2 | ISBL |
| MUS | | NEED | Improve musical activities | | 1 | | | 1 | MKRA |
| MUS | | NEED | Improve musical activities | 1 | 1 | | | 2 | MLTA |
| MUS | | NEED | Improve musical activities | | | | | 0 | RNBL |
| MUS | | NEED | Improve musical activities | | 1 | 1 | | 2 | WEST |
| TL MA-N | | | | 2 | 5 | 2 | 0 | 9 | |
| TL MA-ALL | | | | 3 | 7 | 2 | 1 | 13 | |

| CULTURE | | | | | | | | | |
|----------------------------|------|---------------------------|---|-----------|-----------|-----------|----------|-----------|------|
| | | | | | | | | | |
| SECTOR SUMMARY | | CULTURE (CUL) CONCERNS: 3 | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 11 | 12 | 11 | 8 | 42 | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| CUL-01 CULTURE CHANGE (WI) | | | | YF | YM | OF | OM | SUM | PROV |
| CUL | | ISSUE | Culture change/Western influence | | | 1 | 1 | 2 | CHSL |
| CUL | | ISSUE | Culture change/Western influence | | | | | 0 | CTRL |
| CUL | | ISSUE | Culture change/Western influence | | 1 | | | 1 | GCAL |
| CUL | | ISSUE | Culture change/Western influence | 1 | | 1 | | 2 | ISBL |
| CUL | | ISSUE | Culture change/Western influence | | | 1 | 1 | 2 | MKRA |
| CUL | | ISSUE | Culture change/Western influence | | | 1 | 1 | 2 | MLTA |
| CUL | | ISSUE | Culture change/Western influence | | | | | 0 | RNBL |
| CUL | | ISSUE | Culture change/Western influence | 1 | | 1 | | 2 | WEST |
| TL WI-I | | | | 2 | 1 | 5 | 3 | 11 | |
| CUL | | NEED | Respect custom/discourage Western influence | | | 1 | | 1 | CHSL |
| CUL | | NEED | Respect custom/discourage Western influence | 1 | 1 | 1 | | 3 | CTRL |
| CUL | | NEED | Respect custom/discourage Western influence | | | | | 0 | GCAL |
| CUL | | NEED | Respect custom/discourage Western influence | | 1 | | | 1 | ISBL |
| CUL | | NEED | Respect custom/discourage Western influence | | | | | 0 | MKRA |
| CUL | | NEED | Respect custom/discourage Western influence | | | | | 0 | MLTA |
| CUL | | NEED | Respect custom/discourage Western influence | | | | | 0 | RNBL |
| CUL | | NEED | Respect custom/discourage Western influence | | | | | 0 | WEST |
| TL WI-N | | | | 1 | 2 | 2 | 0 | 5 | |
| TL WI-ALL | | | | 3 | 3 | 7 | 3 | 16 | |
| | | | | | | | | | |

| | | | | YF | YM | OF | OM | SUM | PROV |
|--|-----|-------|--|----------|----------|----------|----------|-----------|------|
| CUL-02 CUSTOM LOSS (CL) | | | | | | | | | |
| CUL | | ISSUE | Cultural values/moral identity loss, 'custom' loss | | 1 | 1 | 1 | 3 | CHSL |
| CUL | | ISSUE | Cultural values/moral identity loss, 'custom' loss | | | | | 0 | CTRL |
| CUL | | ISSUE | Cultural values/moral identity loss, 'custom' loss | 1 | 1 | | | 2 | GCAL |
| CUL | | ISSUE | Cultural values/moral identity loss, 'custom' loss | 1 | 1 | | | 2 | ISBL |
| CUL | | ISSUE | Cultural values/moral identity loss, 'custom' loss | | 1 | | | 1 | MKRA |
| CUL | | ISSUE | Cultural values/moral identity loss, 'custom' loss | | 1 | | 1 | 2 | MLTA |
| CUL | | ISSUE | Cultural values/moral identity loss, 'custom' loss | | | | | 0 | RNBL |
| CUL | | ISSUE | Cultural values/moral identity loss, 'custom' loss | | | 1 | | 1 | WEST |
| TL CL-I | | | | 2 | 5 | 2 | 2 | 11 | |
| CUL | EDU | NEED | Teach custom values/moral identity to YP | 1 | | | | 1 | CHSL |
| CUL | EDU | NEED | Teach custom values/moral identity to YP | | 1 | 1 | | 2 | CTRL |
| CUL | EDU | NEED | Teach custom values/moral identity to YP | | | | | 0 | GCAL |
| CUL | EDU | NEED | Teach custom values/moral identity to YP | | | | | 0 | ISBL |
| CUL | EDU | NEED | Teach custom values/moral identity to YP | 1 | | | | 1 | MKRA |
| CUL | EDU | NEED | Teach custom values/moral identity to YP | | | | | 0 | MLTA |
| CUL | EDU | NEED | Teach custom values/moral identity to YP | 1 | | | | 1 | RNBL |
| CUL | EDU | NEED | Teach custom values/moral identity to YP | | | | | 0 | WEST |
| TL CL-N | | | | 3 | 1 | 1 | 0 | 5 | |
| TL CL-ALL | | | | 5 | 6 | 3 | 2 | 16 | |
| | | | | | | | | | |
| | | | | | | | | | |
| CUL-03 TRADITIONAL SKILLS TRAINING (TS) | | | | | | | | | |
| CUL | EDU | ISSUE | Poor traditional skills /custom crafts training/craft loss | | | | 1 | 1 | CHSL |
| CUL | EDU | ISSUE | Poor traditional skills /custom crafts training/craft loss | | | | | 0 | CTRL |
| CUL | EDU | ISSUE | Poor traditional skills /custom crafts training/craft loss | | | | | 0 | GCAL |
| CUL | EDU | ISSUE | Poor traditional skills /custom crafts training/craft loss | | | | | 0 | ISBL |
| CUL | EDU | ISSUE | Poor traditional skills /custom crafts training/craft loss | | | | 1 | 1 | MKRA |
| CUL | EDU | ISSUE | Poor traditional skills /custom crafts training/craft loss | | | | | 0 | MLTA |
| CUL | EDU | ISSUE | Poor traditional skills /custom crafts training/craft loss | | | | | 0 | RNBL |
| CUL | EDU | ISSUE | Poor traditional skills /custom crafts training/craft loss | | | | | 0 | WEST |
| TL TS-I | | | | 0 | 0 | 0 | 2 | 2 | |
| CUL | EDU | NEED | Improve traditional skills /custom crafts training | | | | 1 | 1 | CHSL |
| CUL | EDU | NEED | Improve traditional skills /custom crafts training | | | | | 0 | CTRL |
| CUL | EDU | NEED | Improve traditional skills /custom crafts training | 1 | 1 | | | 2 | GCAL |
| CUL | EDU | NEED | Improve traditional skills /custom crafts training | | | | | 0 | ISBL |
| CUL | EDU | NEED | Improve traditional skills /custom crafts training | 1 | | | | 1 | MKRA |
| CUL | EDU | NEED | Improve traditional skills /custom crafts training | | | | | 0 | MLTA |
| CUL | EDU | NEED | Improve traditional skills /custom crafts training | 1 | 1 | 1 | | 3 | RNBL |
| CUL | EDU | NEED | Improve traditional skills /custom crafts training | | 1 | | | 1 | WEST |
| TL TS-N | | | | 3 | 3 | 1 | 1 | 8 | |
| TL TS-ALL | | | | 3 | 3 | 1 | 3 | 10 | |

| DISSATISFACTION | | | | | | | | | |
|--|-----------------------|-------------|--|-----------|-----------|-----------|-----------|-----------|------|
| SECTOR SUMMARY | DISSATISFACTION (DIS) | CONCERNS: 7 | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 19 | 19 | 10 | 10 | 58 | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YF | YM | OF | OM | SUM | PROV |
| DIS-01 BOREDOM (BR) | | | | YF | YM | OF | OM | SUM | PROV |
| DIS | | ISSUE | Boredom/lack of direction or aimlessness | | | | 1 | 1 | CHSL |
| DIS | | ISSUE | Boredom/lack of direction or aimlessness | | | | | 0 | CTRL |
| DIS | | ISSUE | Boredom/lack of direction or aimlessness | 1 | 1 | 1 | 1 | 4 | GCAL |
| DIS | | ISSUE | Boredom/lack of direction or aimlessness | 1 | 1 | | | 2 | ISBL |
| DIS | | ISSUE | Boredom/lack of direction or aimlessness | | | 1 | 1 | 2 | MKRA |
| DIS | | ISSUE | Boredom/lack of direction or aimlessness | 1 | | 1 | | 2 | MLTA |
| DIS | | ISSUE | Boredom/lack of direction or aimlessness | | | | | 0 | RNBL |
| DIS | | ISSUE | Boredom/lack of direction or aimlessness | 1 | | 1 | | 2 | WEST |
| TL BR-I | | | | 4 | 2 | 4 | 3 | 13 | |
| DIS-02 SELF-ESTEEM (SE) | | | | YF | YM | OF | OM | SUM | PROV |
| DIS | | ISSUE | Low self-esteem | 1 | 1 | | | 2 | CHSL |
| DIS | | ISSUE | Low self-esteem | | | | | 0 | CTRL |
| DIS | | ISSUE | Low self-esteem | | 1 | | 1 | 2 | GCAL |
| DIS | | ISSUE | Low self-esteem | | | | | 0 | ISBL |
| DIS | | ISSUE | Low self-esteem | | | | | 0 | MKRA |
| DIS | | ISSUE | Low self-esteem | 1 | | | | 1 | MLTA |
| DIS | | ISSUE | Low self-esteem | | | | | 0 | RNBL |
| DIS | | ISSUE | Low self-esteem | 1 | 1 | | | 2 | WEST |
| TL SE-I | | | | 3 | 3 | 0 | 1 | 7 | |
| DIS-03 NO INTERESTING ACTIVITIES (IA) | | | | YF | YM | OF | OM | SUM | PROV |
| DIS | | ISSUE | No activities interesting to YP | | | | | 0 | CHSL |
| DIS | | ISSUE | No activities interesting to YP | | | | | 0 | CTRL |
| DIS | | ISSUE | No activities interesting to YP | 1 | 1 | | | 2 | GCAL |
| DIS | | ISSUE | No activities interesting to YP | 1 | 1 | | | 2 | ISBL |
| DIS | | ISSUE | No activities interesting to YP | | | 1 | 1 | 2 | MKRA |
| DIS | | ISSUE | No activities interesting to YP | 1 | | | | 1 | MLTA |
| DIS | | ISSUE | No activities interesting to YP | | | | | 0 | RNBL |
| DIS | | ISSUE | No activities interesting to YP | 1 | | | | 1 | WEST |
| TL IA-I | | | | 4 | 2 | 1 | 1 | 8 | |
| DIS-04 NO MONEY (NM) | | | | YF | YM | OF | OM | SUM | PROV |
| DIS | | ISSUE | No money/financial support for YP | | 1 | 1 | 1 | 3 | CHSL |
| DIS | | ISSUE | No money/financial support for YP | | | | | 0 | CTRL |
| DIS | | ISSUE | No money/financial support for YP | | | | | 0 | GCAL |
| DIS | | ISSUE | No money/financial support for YP | 1 | 1 | | | 2 | ISBL |

| | | | | | | | | | |
|------------------------------------|--|-------|-------------------------------------|-----------|-----------|-----------|-----------|------------|-------------|
| DIS | | ISSUE | No money/financial support for YP | 1 | | | | 1 | MKRA |
| DIS | | ISSUE | No money/financial support for YP | | 1 | 1 | | 2 | MLTA |
| DIS | | ISSUE | No money/financial support for YP | 1 | | | | 1 | RNBL |
| DIS | | ISSUE | No money/financial support for YP | 1 | 1 | | 1 | 3 | WEST |
| TL NM-I | | | | 4 | 4 | 2 | 2 | 12 | |
| | | | | | | | | | |
| | | | | | | | | | |
| DIS-05 ISOLATION (IS) | | | | YF | YM | OF | OM | SUM | PROV |
| DIS | | ISSUE | Isolation/ poor freedom of movement | | 1 | | 1 | 2 | CHSL |
| DIS | | ISSUE | Isolation/ poor freedom of movement | | | | | 0 | CTRL |
| DIS | | ISSUE | Isolation/ poor freedom of movement | 1 | 1 | | | 2 | GCAL |
| DIS | | ISSUE | Isolation/ poor freedom of movement | | 1 | 1 | | 2 | ISBL |
| DIS | | ISSUE | Isolation/ poor freedom of movement | | 1 | | | 1 | MKRA |
| DIS | | ISSUE | Isolation/ poor freedom of movement | | | | | 0 | MLTA |
| DIS | | ISSUE | Isolation/ poor freedom of movement | 1 | | | | 1 | RNBL |
| DIS | | ISSUE | Isolation/ poor freedom of movement | | | | | 0 | WEST |
| TL IS-I | | | | 2 | 4 | 1 | 1 | 8 | PROV |
| | | | | | | | | | |
| | | | | | | | | | |
| DIS-06 MARGINALISATION (MG) | | | | YF | YM | OF | OM | SUM | PROV |
| DIS | | ISSUE | Marginalised by OP/community | | | | | 0 | CHSL |
| DIS | | ISSUE | Marginalised by OP/community | | | | | 0 | CTRL |
| DIS | | ISSUE | Marginalised by OP/community | | 1 | | | 1 | GCAL |
| DIS | | ISSUE | Marginalised by OP/community | | | | | 0 | ISBL |
| DIS | | ISSUE | Marginalised by OP/community | | 1 | | | 1 | MKRA |
| DIS | | ISSUE | Marginalised by OP/community | | | | | 0 | MLTA |
| DIS | | ISSUE | Marginalised by OP/community | | | | | 0 | RNBL |
| DIS | | ISSUE | Marginalised by OP/community | 1 | 1 | 1 | | 3 | WEST |
| TL MG-I | | | | 1 | 3 | 1 | 0 | 5 | |
| | | | | | | | | | |
| | | | | | | | | | |
| DIS-07 URBAN DRIFT (UD) | | | | YF | YM | OF | OM | SUM | PROV |
| DIS | | ISSUE | Urban drift | 1 | | | | 1 | CHSL |
| DIS | | ISSUE | Urban drift | | | | | 0 | CTRL |
| DIS | | ISSUE | Urban drift | | | | 1 | 1 | GCAL |
| DIS | | ISSUE | Urban drift | | | | | 0 | ISBL |
| DIS | | ISSUE | Urban drift | | | | | 0 | MKRA |
| DIS | | ISSUE | Urban drift | | | | | 0 | MLTA |
| DIS | | ISSUE | Urban drift | | | 1 | | 1 | RNBL |
| DIS | | ISSUE | Urban drift | | 1 | | 1 | 2 | WEST |
| TL UD-I | | | | 1 | 1 | 1 | 2 | 5 | |

| | | | | | | | | | | |
|-------------------------------------|-------------|-------------------------------------|-------------------|--|-----------|-----------|-----------|-----------|------------|-------------|
| YOUTH ACTIVITIES/YOUTH GROUP | | | | | | | | | | |
| | | | | | | | | | | |
| SECTOR SUMMARY | | YOUTH ACTIVITIES CONCERNS: 6 | | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | | 32 | 35 | 18 | 18 | 103 | |
| | | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | | YW | YM | OF | OM | SUM | PROV |
| | | | | | | | | | | |

| YGR-01 YOUTH ACTIVITIES | | | | YF | YM | OF | OM | SUM | PROV |
|------------------------------------|-----|-------|---|-----------|----------|----------|----------|-----------|------|
| YGR | | ISSUE | Poor youth activities/groups/forums/rallies/programs | | 1 | 1 | 1 | 3 | CHSL |
| YGR | | ISSUE | Poor youth activities/groups/forums/rallies/programs | | | | | 0 | CTRL |
| YGR | | ISSUE | Poor youth activities/groups/forums/rallies/programs | 1 | 1 | | | 2 | GCAL |
| YGR | | ISSUE | Poor youth activities/groups/forums/rallies/programs | | | 1 | | 1 | ISBL |
| YGR | | ISSUE | Poor youth activities/groups/forums/rallies/programs | 1 | | 1 | 1 | 3 | MKRA |
| YGR | | ISSUE | Poor youth activities/groups/forums/rallies/programs | 1 | | | | 1 | MLTA |
| YGR | | ISSUE | Poor youth activities/groups/forums/rallies/programs | 1 | | | | 1 | RNBL |
| YGR | | ISSUE | Poor youth activities/groups/forums/rallies/programs | 1 | 1 | | | 2 | WEST |
| TL YA-I | | | | 5 | 3 | 3 | 2 | 13 | |
| YGR | | NEED | Improve youth activities/groups/forums/rallies/programs | 1 | | 1 | 1 | 3 | CHSL |
| YGR | | NEED | Improve youth activities/groups/forums/rallies/programs | | | | | 0 | CTRL |
| YGR | | NEED | Improve youth activities/groups/forums/rallies/programs | | 1 | 1 | 1 | 3 | GCAL |
| YGR | | NEED | Improve youth activities/groups/forums/rallies/programs | 1 | 1 | 1 | 1 | 4 | ISBL |
| YGR | | NEED | Improve youth activities/groups/forums/rallies/programs | 1 | 1 | 1 | 1 | 4 | MKRA |
| YGR | | NEED | Improve youth activities/groups/forums/rallies/programs | 1 | 1 | | | 2 | MLTA |
| YGR | | NEED | Improve youth activities/groups/forums/rallies/programs | 1 | 1 | | | 2 | RNBL |
| YGR | | NEED | Improve youth activities/groups/forums/rallies/programs | 1 | 1 | 1 | 1 | 4 | WEST |
| TL YA-N | | | | 6 | 6 | 5 | 5 | 22 | |
| TL YA-ALL | | | | 11 | 9 | 8 | 7 | 35 | |
| | | | | | | | | | |
| | | | | | | | | | |
| YGR-02 YOUTH ACTIVITY LEADERSHIP | | | | YF | YM | OF | OM | SUM | PROV |
| YGR | | ISSUE | Leadership/coordination problems affecting youth group/activities | 1 | 1 | | | 2 | CHSL |
| YGR | | ISSUE | Leadership/coordination problems affecting youth group/activities | | | | | 0 | CTRL |
| YGR | | ISSUE | Leadership/coordination problems affecting youth group/activities | 1 | | 1 | 1 | 3 | GCAL |
| YGR | | ISSUE | Leadership/coordination problems affecting youth group/activities | 1 | 1 | | | 2 | ISBL |
| YGR | | ISSUE | Leadership/coordination problems affecting youth group/activities | 1 | 1 | | | 2 | MKRA |
| YGR | | ISSUE | Leadership/coordination problems affecting youth group/activities | 1 | 1 | | 1 | 3 | MLTA |
| YGR | | ISSUE | Leadership/coordination problems affecting youth group/activities | | | | | 0 | RNBL |
| YGR | | ISSUE | Leadership/coordination problems affecting youth group/activities | 1 | 1 | | | 2 | WEST |
| TL YP-I | | | | 6 | 5 | 1 | 2 | 14 | |
| YGR | EDU | NEED | Improve youth leadership training courses | 1 | | | | 1 | CHSL |
| YGR | EDU | NEED | Improve youth leadership training courses | 1 | 1 | | | 2 | CTRL |
| YGR | EDU | NEED | Improve youth leadership training courses | 1 | | 1 | 1 | 3 | GCAL |
| YGR | EDU | NEED | Improve youth leadership training courses | 1 | 1 | | | 2 | ISBL |
| YGR | EDU | NEED | Improve youth leadership training courses | 1 | 1 | 1 | 1 | 4 | MKRA |
| YGR | EDU | NEED | Improve youth leadership training courses | 1 | | | | 1 | MLTA |
| YGR | EDU | NEED | Improve youth leadership training courses | | | | | 0 | RNBL |
| YGR | EDU | NEED | Improve youth leadership training courses | 1 | 1 | | | 2 | WEST |
| TL YP-N | | | | 7 | 4 | 2 | 2 | 15 | |
| TL YP-ALL | | | | 13 | 9 | 3 | 4 | 29 | |
| | | | | | | | | | |
| | | | | | | | | | |
| YGR-03 YOUTH GROUP DOMINATED BY OP | | | | YF | YM | OF | OM | SUM | PROV |
| YGR | PRT | ISSUE | OP dominate youth group | | | | | 0 | CHSL |
| YGR | PRT | ISSUE | OP dominate youth group | 1 | 1 | | | 2 | CTRL |
| YGR | PRT | ISSUE | OP dominate youth group | | 1 | | | 1 | GCAL |
| YGR | PRT | ISSUE | OP dominate youth group | | | | | 0 | ISBL |

| | | | | | | | | | |
|------------------------------------|-----|-------|---|-----------|-----------|-----------|-----------|------------|-------------|
| YGR | PRT | ISSUE | OP dominate youth group | | 1 | | | 1 | MKRA |
| YGR | PRT | ISSUE | OP dominate youth group | | | | | 0 | MLTA |
| YGR | PRT | ISSUE | OP dominate youth group | | | | | 0 | RNBL |
| YGR | PRT | ISSUE | OP dominate youth group | | 1 | | | 1 | WEST |
| TL YD-I | | | | 1 | 4 | 0 | 0 | 5 | |
| YGR | PRT | NEED | YP run own youth group, not OP | | 1 | | | 1 | CHSL |
| YGR | PRT | NEED | YP run own youth group, not OP | | | | | 0 | CTRL |
| YGR | PRT | NEED | YP run own youth group, not OP | | | | | 0 | GCAL |
| YGR | PRT | NEED | YP run own youth group, not OP | | | | | 0 | ISBL |
| YGR | PRT | NEED | YP run own youth group, not OP | 1 | | | | 1 | MKRA |
| YGR | PRT | NEED | YP run own youth group, not OP | | | | | 0 | MLTA |
| YGR | PRT | NEED | YP run own youth group, not OP | | | | | 0 | RNBL |
| YGR | PRT | NEED | YP run own youth group, not OP | | | | | 0 | WEST |
| TL YD-N | | | | 1 | 1 | 0 | 0 | 2 | |
| TL YD-ALL | | | | 2 | 5 | 0 | 0 | 7 | |
| | | | | | | | | | |
| | | | | | | | | | |
| YGR-04 YOUTH CENTRE | | | | YF | YM | OF | OM | SUM | PROV |
| YGR | | NEED | Youth centre | | 1 | | | 1 | CHSL |
| YGR | | NEED | Youth centre | | | | | 0 | CTRL |
| YGR | | NEED | Youth centre | | | 1 | 1 | 2 | GCAL |
| YGR | | NEED | Youth centre | | | | | 0 | ISBL |
| YGR | | NEED | Youth centre | | | | | 0 | MKRA |
| YGR | | NEED | Youth centre | | 1 | 1 | 1 | 3 | MLTA |
| YGR | | NEED | Youth centre | | | | | 0 | RNBL |
| YGR | | NEED | Youth centre | | | | 1 | 1 | WEST |
| TL YC-I | | | | 0 | 2 | 2 | 3 | 7 | |
| | | | | | | | | | |
| | | | | | | | | | |
| YGR-05 YOUTH RADIO | | | | YF | YM | OF | OM | SUM | PROV |
| YGR | | NEED | Youth radio | | | | | 0 | CHSL |
| YGR | | NEED | Youth radio | | | | | 0 | CTRL |
| YGR | | NEED | Youth radio | 1 | | | | 1 | GCAL |
| YGR | | NEED | Youth radio | 1 | 1 | 1 | | 3 | ISBL |
| YGR | | NEED | Youth radio | | | | | 0 | MKRA |
| YGR | | NEED | Youth radio | 1 | | | | 1 | MLTA |
| YGR | | NEED | Youth radio | | | | | 0 | RNBL |
| YGR | | NEED | Youth radio | | 1 | | | 1 | WEST |
| TL YR-I | | | | 3 | 2 | 1 | 0 | 6 | |
| | | | | | | | | | |
| | | | | | | | | | |
| YGR-06 RELIGIOUS ACTIVITIES | | | | YF | YM | OF | OM | SUM | PROV |
| RLG | | ISSUE | Church/spiritual activities not attracting/involving YP | | 1 | | 1 | 2 | CHSL |
| RLG | | ISSUE | Church/spiritual activities not attracting/involving YP | | | | | 0 | CTRL |
| RLG | | ISSUE | Church/spiritual activities not attracting/involving YP | | 1 | 1 | 1 | 3 | GCAL |
| RLG | | ISSUE | Church/spiritual activities not attracting/involving YP | | | | | 0 | ISBL |
| RLG | | ISSUE | Church/spiritual activities not attracting/involving YP | | 1 | | | 1 | MKRA |
| RLG | | ISSUE | Church/spiritual activities not attracting/involving YP | | | | | 0 | MLTA |
| RLG | | ISSUE | Church/spiritual activities not attracting/involving YP | | | | | 0 | RNBL |

| | | | | | | | | | |
|-----------|--|-------|---|---|---|---|---|----|------|
| RLG | | ISSUE | Church/spiritual activities not attracting/involving YP | 1 | 1 | 1 | | 3 | WEST |
| TL RA-I | | | | 1 | 4 | 2 | 2 | 9 | |
| RLG | | NEED | Attract/involve more YP to church/spiritual programs | | 1 | 1 | | 2 | CHSL |
| RLG | | NEED | Attract/involve more YP to church/spiritual programs | | | | | 0 | CTRL |
| RLG | | NEED | Attract/involve more YP to church/spiritual programs | | 1 | 1 | 1 | 3 | GCAL |
| RLG | | NEED | Attract/involve more YP to church/spiritual programs | 1 | 1 | | 1 | 3 | ISBL |
| RLG | | NEED | Attract/involve more YP to church/spiritual programs | | | | | 0 | MKRA |
| RLG | | NEED | Attract/involve more YP to church/spiritual programs | 1 | 1 | | | 2 | MLTA |
| RLG | | NEED | Attract/involve more YP to church/spiritual programs | | | | | 0 | RNBL |
| RLG | | NEED | Attract/involve more YP to church/spiritual programs | | | | | 0 | WEST |
| TL RA-N | | | | 2 | 4 | 2 | 2 | 10 | |
| TL RA-ALL | | | | 3 | 8 | 4 | 4 | 19 | |

| HEALTH | | | | | | | | | | |
|----------------|------------------|-------------|--|----|----|----|----|-----|------|--|
| SECTOR SUMMARY | HEALTH | CONCERNS: 3 | | YF | YM | OF | OM | SUM | | |
| TOTAL SCORE | | | | 10 | 13 | 4 | 2 | 20 | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YW | YM | OF | OM | SUM | PROV | |
| HLT-01 | HEALTH SERVICES | | | YF | YM | OF | OM | SUM | PROV | |
| HLT | | ISSUE | Poor/expensive medical services | | | | | 0 | CHSL | |
| HLT | | ISSUE | Poor/expensive medical services | | | | | 0 | CTRL | |
| HLT | | ISSUE | Poor/expensive medical services | | | | | 0 | GCAL | |
| HLT | | ISSUE | Poor/expensive medical services | | | | | 0 | ISBL | |
| HLT | | ISSUE | Poor/expensive medical services | 1 | 1 | | | 2 | MKRA | |
| HLT | | ISSUE | Poor/expensive medical services | | 1 | 1 | 1 | 3 | MLTA | |
| HLT | | ISSUE | Poor/expensive medical services | | 1 | 1 | | 2 | RNBL | |
| HLT | | ISSUE | Poor/expensive medical services | 1 | | | | 1 | WEST | |
| TL HS-I | | | | 2 | 3 | 2 | 1 | | | |
| HLT | | NEED | Improve medical services | | | | | 0 | CHSL | |
| HLT | | NEED | Improve medical services | | 1 | | | 1 | CTRL | |
| HLT | | NEED | Improve medical services | | | | | 0 | GCAL | |
| HLT | | NEED | Improve medical services | | | | | 0 | ISBL | |
| HLT | | NEED | Improve medical services | | | | | 0 | MKRA | |
| HLT | | NEED | Improve medical services | | | | | 0 | MLTA | |
| HLT | | NEED | Improve medical services | | | | | 0 | RNBL | |
| HLT | | NEED | Improve medical services | | | | | 0 | WEST | |
| TL HS-N | | | | 0 | 1 | 0 | 0 | | | |
| TL HS-ALL | | | | 2 | 4 | 2 | 1 | | | |
| HLT-02 | COUNSELLING (CN) | | | YF | YM | OF | OM | SUM | PROV | |
| CNS | | ISSUE | Trauma/stress/emotional or life troubles | | | | | 0 | CHSL | |
| CNS | | ISSUE | Trauma/stress/emotional or life troubles | 1 | | | | 1 | CTRL | |
| CNS | | ISSUE | Trauma/stress/emotional or life troubles | 1 | 1 | | | 2 | GCAL | |
| CNS | | ISSUE | Trauma/stress/emotional or life troubles | 1 | 1 | | | 2 | ISBL | |
| CNS | | ISSUE | Trauma/stress/emotional or life troubles | | | | | 0 | MKRA | |
| CNS | | ISSUE | Trauma/stress/emotional or life troubles | | | | | 0 | MLTA | |

| | | | | | | | | | |
|---------------------------------|--|-------|--|-----------|-----------|-----------|-----------|------------|-------------|
| CNS | | ISSUE | Trauma/stress/emotional or life troubles | | | | | 0 | RNBL |
| CNS | | ISSUE | Trauma/stress/emotional or life troubles | 1 | | 1 | | 2 | WEST |
| TL CN-I | | | | 4 | 2 | 1 | 0 | 7 | |
| CNS | | NEED | Counselling | | | | | 0 | CHSL |
| CNS | | NEED | Counselling | | | | | 0 | CTRL |
| CNS | | NEED | Counselling | 1 | | | | 1 | GCAL |
| CNS | | NEED | Counselling | 1 | 1 | | | 2 | ISBL |
| CNS | | NEED | Counselling | | | | | 0 | MKRA |
| CNS | | NEED | Counselling | | | | | 0 | MLTA |
| CNS | | NEED | Counselling | | | | | 0 | RNBL |
| CNS | | NEED | Counselling | | 1 | | | 1 | WEST |
| TL CN-N | | | | 2 | 2 | 0 | 0 | 4 | |
| TL CN-ALL | | | | 6 | 4 | 1 | 0 | 11 | |
| | | | | | | | | | |
| | | | | | | | | | |
| HLT-03 WATER SUPPLY (WS) | | | | YF | YM | OF | OM | SUM | PROV |
| HLT | | ISSUE | Poor water supply and sanitation | | 1 | | | 1 | CHSL |
| HLT | | ISSUE | Poor water supply and sanitation | | | | | 0 | CTRL |
| HLT | | ISSUE | Poor water supply and sanitation | | | | | 0 | GCAL |
| HLT | | ISSUE | Poor water supply and sanitation | | | | | 0 | ISBL |
| HLT | | ISSUE | Poor water supply and sanitation | 1 | 1 | | | 2 | MKRA |
| HLT | | ISSUE | Poor water supply and sanitation | | | | | 0 | MLTA |
| HLT | | ISSUE | Poor water supply and sanitation | | | | | 0 | RNBL |
| HLT | | ISSUE | Poor water supply and sanitation | | | | | 0 | WEST |
| TL WS-I | | | | 1 | 2 | 0 | 0 | 3 | |
| HLT | | NEED | Improve water supply/sanitation | | 1 | | | 1 | CHSL |
| HLT | | NEED | Improve water supply/sanitation | | 1 | | | 1 | CTRL |
| HLT | | NEED | Improve water supply/sanitation | 1 | | | | 1 | GCAL |
| HLT | | NEED | Improve water supply/sanitation | | | | | 0 | ISBL |
| HLT | | NEED | Improve water supply/sanitation | | 1 | 1 | 1 | 3 | MKRA |
| HLT | | NEED | Improve water supply/sanitation | | | | | 0 | MLTA |
| HLT | | NEED | Improve water supply/sanitation | | | | | 0 | RNBL |
| HLT | | NEED | Improve water supply/sanitation | | | | | 0 | WEST |
| TL WS-N | | | | 1 | 3 | 1 | 1 | 6 | |
| TL WS-ALL | | | | 2 | 5 | 1 | 1 | 9 | |

| | | | | | | | | | |
|-----------------------------------|--------------------|--------------------|---|-----------|-----------|-----------|-----------|------------|-------------|
| ENVIRONMENT | | | | | | | | | |
| | | | | | | | | | |
| SECTOR SUMMARY | ENVIRONMENT | CONCERNS: 1 | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 3 | 3 | 6 | 5 | 17 | |
| | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YW | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| ENV-01 SUSTAINABILITY (ST) | | | | YF | YM | OF | OM | SUM | PROV |
| ENV | | ISSUE | Poor sustainable resource usage/food security | | | | 1 | 1 | CHSL |
| ENV | | ISSUE | Poor sustainable resource usage/food security | | | | | 0 | CTRL |
| ENV | | ISSUE | Poor sustainable resource usage/food security | | | | | 0 | GCAL |
| ENV | | ISSUE | Poor sustainable resource usage/food security | 1 | 1 | 1 | | 3 | ISBL |
| ENV | | ISSUE | Poor sustainable resource usage/food security | 1 | 1 | 1 | 1 | 4 | MKRA |

| | | | | | | | | | |
|------------------|-----|-------|---|----------|----------|----------|----------|-----------|------|
| ENV | | ISSUE | Poor sustainable resource usage/food security | | | | 1 | 1 | MLTA |
| ENV | | ISSUE | Poor sustainable resource usage/food security | | | | | 0 | RNBL |
| ENV | | ISSUE | Poor sustainable resource usage/food security | | | 1 | | 1 | WEST |
| TL ST-I | | | | 2 | 2 | 3 | 3 | 10 | |
| ENV | EDU | NEED | Awareness courses on sustainable resource use/agriculture | | | | 1 | 1 | CHSL |
| ENV | EDU | NEED | Awareness courses on sustainable resource use/agriculture | | | 1 | | 1 | CTRL |
| ENV | EDU | NEED | Awareness courses on sustainable resource use/agriculture | | | | | 0 | GCAL |
| ENV | EDU | NEED | Awareness courses on sustainable resource use/agriculture | 1 | 1 | | | 2 | ISBL |
| ENV | EDU | NEED | Awareness courses on sustainable resource use/agriculture | | | 1 | 1 | 2 | MKRA |
| ENV | EDU | NEED | Awareness courses on sustainable resource use/agriculture | | | | | 0 | MLTA |
| ENV | EDU | NEED | Awareness courses on sustainable resource use/agriculture | | | | | 0 | RNBL |
| ENV | EDU | NEED | Awareness courses on sustainable resource use/agriculture | | | 1 | | 1 | WEST |
| TL ST-N | | | | 1 | 1 | 3 | 2 | 7 | |
| TL ST-ALL | | | | 3 | 3 | 6 | 5 | 17 | |

| | | | | | | | | | |
|--|-------------|-----------------|---|-----------|-----------|-----------|-----------|------------|-------------|
| GOVERNMENT | | | | | | | | | |
| | | | | | | | | | |
| SECTOR SUMMARY GOVERNMENT CONCERNS: 1 | | | | YF | YM | OF | OM | SUM | |
| TOTAL SCORE | | | | 2 | 4 | 5 | 5 | 16 | |
| | | | | | | | | | |
| SECTOR | SEC2 | ISS/NEED | DESCRIPTOR | YW | YM | OF | OM | SUM | PROV |
| | | | | | | | | | |
| GOV-01 GOVERNMENT INTEREST (GI) | | | | YF | YM | OF | OM | SUM | PROV |
| GOV | | ISSUE | Poor government interest/services for YP | 1 | | | 1 | 2 | CHSL |
| GOV | | ISSUE | Poor government interest/services for YP | | | | | 0 | CTRL |
| GOV | | ISSUE | Poor government interest/services for YP | 1 | | | | 1 | GCAL |
| GOV | | ISSUE | Poor government interest/services for YP | | | | 1 | 1 | ISBL |
| GOV | | ISSUE | Poor government interest/services for YP | | 1 | 1 | 1 | 3 | MKRA |
| GOV | | ISSUE | Poor government interest/services for YP | | 1 | | | 1 | MLTA |
| GOV | | ISSUE | Poor government interest/services for YP | | 1 | | | 1 | RNBL |
| GOV | | ISSUE | Poor government interest/services for YP | | 1 | 1 | | 2 | WEST |
| TL GI-I | | | | 2 | 4 | 2 | 3 | 11 | |
| GOV | | NEED | Improve government interest/services for YP | | | | | 0 | CHSL |
| GOV | | NEED | Improve government interest/services for YP | | | | | 0 | CTRL |
| GOV | | NEED | Improve government interest/services for YP | | | | | 0 | GCAL |
| GOV | | NEED | Improve government interest/services for YP | | | | 1 | 1 | ISBL |
| GOV | | NEED | Improve government interest/services for YP | | | 1 | 1 | 2 | MKRA |
| GOV | | NEED | Improve government interest/services for YP | | | 1 | | 1 | MLTA |
| GOV | | NEED | Improve government interest/services for YP | | | | | 0 | RNBL |
| GOV | | NEED | Improve government interest/services for YP | | | 1 | | 1 | WEST |
| TL GI-N | | | | 0 | 0 | 3 | 2 | 5 | |
| TL GI-ALL | | | | 2 | 4 | 5 | 5 | 16 | |

ANNEX J

Number of provinces identifying a concern

By issue, need, gender age and total

Sorted by: TL-T

| SECTOR | NR | DESCRIPTOR | YF-I | YF-N | YF-T | YM-I | YM-N | YM-T | OF-I | OF-N | OF-T | OM-I | OM-N | OM-T | TL-I | TL-N | TL-T |
|--------|----|---------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| EDU | 4 | Vocational education | 2 | 6 | 8 | 6 | 4 | 10 | 3 | 6 | 9 | 4 | 5 | 9 | 15 | 21 | 36 |
| ECN | 1 | Income generating projects | 3 | 6 | 9 | 6 | 7 | 13 | 0 | 5 | 5 | 3 | 5 | 8 | 12 | 23 | 35 |
| YGR | 1 | Youth activities | 5 | 6 | 11 | 3 | 6 | 9 | 3 | 5 | 8 | 2 | 5 | 7 | 13 | 22 | 35 |
| SPT | 1 | Sports equipment | 2 | 8 | 10 | 7 | 4 | 11 | 1 | 4 | 5 | 1 | 3 | 4 | 11 | 19 | 30 |
| ECN | 3 | Community development funding | 3 | 1 | 4 | 6 | 5 | 11 | 3 | 2 | 5 | 5 | 4 | 9 | 17 | 12 | 29 |
| EDU | 3 | Formal education | 5 | 3 | 8 | 6 | 4 | 10 | 4 | 3 | 7 | 3 | 1 | 4 | 18 | 11 | 29 |
| YGR | 2 | Youth activity leadership | 6 | 7 | 13 | 5 | 4 | 9 | 1 | 2 | 3 | 2 | 2 | 4 | 14 | 15 | 29 |
| PRT | 3 | Listening | 4 | 2 | 6 | 7 | 4 | 11 | 2 | 3 | 5 | 3 | 3 | 6 | 16 | 12 | 28 |
| PRT | 1 | Leadership support | 5 | 4 | 9 | 6 | 4 | 10 | 2 | 3 | 5 | 1 | 3 | 4 | 14 | 14 | 28 |
| EDU | 9 | Leadership/ management training | 2 | 8 | 10 | 0 | 5 | 5 | 1 | 5 | 6 | 2 | 3 | 5 | 5 | 21 | 26 |
| PRT | 2 | Community interest | 3 | 3 | 6 | 6 | 2 | 8 | 3 | 3 | 6 | 3 | 3 | 6 | 15 | 11 | 26 |
| ECN | 5 | Markets | 3 | 3 | 6 | 5 | 4 | 9 | 1 | 2 | 3 | 2 | 2 | 4 | 11 | 11 | 22 |
| EDU | 5 | Village based learning | 0 | 5 | 5 | 2 | 6 | 8 | 1 | 3 | 4 | 2 | 3 | 5 | 5 | 17 | 22 |
| SEX | 2 | Sexual health awareness | 2 | 6 | 8 | 2 | 6 | 8 | 0 | 4 | 4 | 0 | 2 | 2 | 4 | 18 | 22 |
| EDU | 8 | Education for YW | 5 | 6 | 11 | 1 | 1 | 2 | 2 | 3 | 5 | 2 | 1 | 3 | 10 | 11 | 21 |
| DAL | 2 | Marijuana abuse | 7 | 0 | 7 | 5 | 0 | 5 | 4 | 0 | 4 | 4 | 0 | 4 | 20 | 0 | 20 |
| DAL | 1 | Alcohol abuse | 7 | 0 | 7 | 6 | 0 | 6 | 4 | 0 | 4 | 3 | 0 | 3 | 20 | 0 | 20 |
| EDU | 7 | Livelihoods training | 0 | 4 | 4 | 1 | 7 | 8 | 0 | 3 | 3 | 1 | 4 | 5 | 2 | 18 | 20 |
| EDU | 6 | Literacy | 1 | 5 | 6 | 1 | 4 | 5 | 2 | 4 | 6 | 0 | 2 | 2 | 4 | 15 | 19 |
| YGR | 6 | Religious activities | 1 | 2 | 3 | 4 | 4 | 8 | 2 | 2 | 4 | 2 | 2 | 4 | 9 | 10 | 19 |
| COM | 3 | Respect for community | 4 | 0 | 4 | 5 | 1 | 6 | 3 | 0 | 3 | 3 | 2 | 5 | 15 | 3 | 18 |
| SPT | 3 | Sports training | 0 | 4 | 4 | 5 | 6 | 11 | 0 | 2 | 2 | 0 | 1 | 1 | 5 | 13 | 18 |
| COM | 1 | Understanding | 4 | 2 | 6 | 4 | 1 | 5 | 0 | 3 | 3 | 1 | 2 | 3 | 9 | 8 | 17 |
| ENV | 1 | Sustainability | 2 | 1 | 3 | 2 | 1 | 3 | 3 | 3 | 6 | 3 | 2 | 5 | 10 | 7 | 17 |
| LAW | 3 | Violence/aggression | 6 | 0 | 6 | 5 | 0 | 5 | 2 | 0 | 2 | 4 | 0 | 4 | 17 | 0 | 17 |
| MUS | 1 | Musical instruments | 0 | 4 | 4 | 3 | 5 | 8 | 0 | 2 | 2 | 0 | 3 | 3 | 3 | 14 | 17 |
| SEX | 1 | Teenage pregnancy | 7 | 0 | 7 | 3 | 0 | 3 | 4 | 0 | 4 | 3 | 0 | 3 | 17 | 0 | 17 |
| COM | 2 | Parents guidance | 4 | 2 | 6 | 3 | 1 | 4 | 3 | 3 | 6 | 0 | 0 | 0 | 10 | 6 | 16 |
| CUL | 1 | Culture change | 2 | 1 | 3 | 1 | 2 | 3 | 5 | 2 | 7 | 3 | 0 | 3 | 11 | 5 | 16 |
| CUL | 2 | Custom loss | 2 | 3 | 5 | 5 | 1 | 6 | 2 | 1 | 3 | 2 | 0 | 2 | 11 | 5 | 16 |
| ECN | 6 | Market transport | 2 | 1 | 3 | 3 | 3 | 6 | 1 | 2 | 3 | 1 | 3 | 4 | 7 | 9 | 16 |
| EDU | 10 | Life skills training | 1 | 6 | 7 | 1 | 6 | 7 | 0 | 1 | 1 | 0 | 1 | 1 | 2 | 14 | 16 |
| GOV | 1 | Government interest | 2 | 0 | 2 | 4 | 0 | 4 | 2 | 3 | 5 | 3 | 2 | 5 | 11 | 5 | 16 |
| SPT | 2 | Sports field | 1 | 2 | 3 | 5 | 4 | 9 | 1 | 1 | 2 | 1 | 1 | 2 | 8 | 8 | 16 |
| LAW | 2 | Stealing by youth | 4 | 0 | 4 | 5 | 0 | 5 | 2 | 0 | 2 | 4 | 0 | 4 | 15 | 0 | 15 |
| DIS | 1 | Boredom | 4 | 0 | 4 | 2 | 0 | 2 | 4 | 0 | 4 | 3 | 0 | 3 | 13 | 0 | 13 |
| MUS | 2 | Musical activities | 1 | 2 | 3 | 2 | 5 | 7 | 0 | 2 | 2 | 1 | 0 | 1 | 4 | 9 | 13 |
| DAL | 5 | Drugs/alcohol awareness | 0 | 5 | 5 | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 1 | 1 | 0 | 12 | 12 |
| DIS | 4 | No money | 4 | 0 | 4 | 4 | 0 | 4 | 2 | 0 | 2 | 2 | 0 | 2 | 12 | 0 | 12 |
| HLT | 2 | Counselling | 4 | 2 | 6 | 2 | 2 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 7 | 4 | 11 |
| CUL | 3 | Traditional skills | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 1 | 1 | 2 | 1 | 3 | 2 | 8 | 10 |

| SECTOR | NR | DESCRIPTOR | YF-I | YF-N | YF-T | YM-I | YM-N | YM-T | OF-I | OF-N | OF-T | OM-I | OM-N | OM-T | TL-I | TL-N | TL-T |
|--------------|----|---------------------------------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|------|
| ECN | 2 | Formal sector employment | 1 | 1 | 2 | 3 | 1 | 4 | 1 | 0 | 1 | 3 | 0 | 3 | 8 | 2 | 10 |
| ECN | 4 | Equipment and tools | 0 | 2 | 2 | 5 | 0 | 5 | 0 | 1 | 1 | 1 | 1 | 2 | 6 | 4 | 10 |
| EDU | 1 | Drop outs | 2 | 0 | 2 | 1 | 0 | 1 | 3 | 0 | 3 | 4 | 0 | 4 | 10 | 0 | 10 |
| EDU | 2 | School fees | 1 | 0 | 1 | 4 | 0 | 4 | 3 | 0 | 3 | 2 | 0 | 2 | 10 | 0 | 10 |
| LAW | 4 | Community policing | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 3 | 3 | 0 | 3 | 3 | 0 | 10 | 10 |
| EDU | 11 | Home economics courses | 0 | 4 | 4 | 0 | 2 | 2 | 1 | 1 | 2 | 1 | 0 | 1 | 2 | 7 | 9 |
| HLT | 3 | Water Supply | 1 | 1 | 2 | 2 | 3 | 5 | 0 | 1 | 1 | 0 | 1 | 1 | 3 | 6 | 9 |
| HLT | 1 | Health services | 2 | 0 | 2 | 3 | 1 | 4 | 2 | 0 | 2 | 1 | 0 | 1 | 8 | 1 | 9 |
| SPT | 4 | Sports activities | 0 | 2 | 2 | 2 | 2 | 4 | 0 | 2 | 2 | 0 | 1 | 1 | 2 | 7 | 9 |
| COM | 9 | Land disputes | 1 | 0 | 1 | 3 | 0 | 3 | 1 | 0 | 1 | 3 | 0 | 3 | 8 | 0 | 8 |
| DIS | 5 | Isolation | 2 | 0 | 2 | 4 | 0 | 4 | 1 | 0 | 1 | 1 | 0 | 1 | 8 | 0 | 8 |
| DIS | 3 | No interesting activities | 4 | 0 | 4 | 2 | 0 | 2 | 1 | 0 | 1 | 1 | 0 | 1 | 8 | 0 | 8 |
| PRT | 6 | Harsh talk | 2 | 1 | 3 | 1 | 0 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 5 | 3 | 8 |
| PRT | 5 | Parents and needs | 2 | 1 | 3 | 4 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 6 | 2 | 8 |
| COM | 4 | Laziness | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 2 | 3 | 0 | 3 | 7 | 0 | 7 |
| COM | 8 | Community Leadership | 4 | 0 | 4 | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 7 | 0 | 7 |
| DIS | 2 | Self-esteem | 3 | 0 | 3 | 3 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 1 | 7 | 0 | 7 |
| LAW | 1 | Poor law and order | 1 | 0 | 1 | 2 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 2 | 7 | 0 | 7 |
| YGR | 4 | Youth centre | 0 | 0 | 0 | 0 | 2 | 2 | 0 | 2 | 2 | 0 | 3 | 3 | 0 | 7 | 7 |
| YGR | 3 | Youth group dominated | 1 | 1 | 2 | 4 | 1 | 5 | 0 | 0 | 0 | 0 | 0 | 0 | 5 | 2 | 7 |
| COM | 10 | Peer pressure | 2 | 0 | 2 | 3 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 6 |
| DAL | 3 | Marijuana mental illness | 1 | 0 | 1 | 4 | 0 | 4 | 1 | 0 | 1 | 0 | 0 | 0 | 6 | 0 | 6 |
| LAW | 5 | Police force | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 4 | 4 | 0 | 1 | 1 | 0 | 6 | 6 |
| YGR | 5 | Youth radio | 0 | 3 | 3 | 0 | 2 | 2 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 6 | 6 |
| COM | 5 | Gambling | 1 | 0 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 2 | 0 | 2 | 5 | 0 | 5 |
| COM | 7 | Gossiping/jealousy | 2 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 | 5 | 0 | 5 |
| COM | 12 | Suicide | 1 | 0 | 1 | 0 | 0 | 0 | 3 | 0 | 3 | 1 | 0 | 1 | 5 | 0 | 5 |
| DAL | 4 | Police/ community action on d/a | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 3 | 3 | 0 | 0 | 0 | 0 | 5 | 5 |
| DIS | 7 | Urban drift | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 2 | 5 | 0 | 5 |
| DIS | 6 | Marginalisation | 1 | 0 | 1 | 3 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 5 | 0 | 5 |
| COM | 6 | Generation gap | 1 | 0 | 1 | 1 | 0 | 1 | 2 | 0 | 2 | 0 | 0 | 0 | 4 | 0 | 4 |
| COM | 11 | Relationship issues | 3 | 0 | 3 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| SEX | 4 | Sexual abuse | 2 | 0 | 2 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 4 | 0 | 4 |
| SEX | 3 | Sex for money | 3 | 0 | 3 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 0 | 4 | 0 | 4 |
| COM | 13 | Domestic chores | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 3 | 0 | 3 |
| PRT | 4 | Leadership for young women | 1 | 1 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 3 |
| SEX | 7 | Institutional controls on sex | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 3 | 3 |
| SEX | 5 | STI/HIV/AIDS | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 2 | 0 | 2 |
| SEX | 6 | Contraception | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 |
| | | | | | | | | | | | | | | | | | |
| TOTAL | | | 168 | 146 | 314 | 213 | 144 | 357 | 105 | 111 | 216 | 115 | 83 | 198 | 601 | 484 | 1085 |
| AVG | | | 2.1 | 1.8 | 3.9 | 2.7 | 1.8 | 4.5 | 1.3 | 1.4 | 2.7 | 1.4 | 1.0 | 2.5 | 7.5 | 6.1 | 13.6 |
| MODE | | | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 5 | 0 | 16 |
| MAX | | | 7 | 8 | 13 | 7 | 7 | 13 | 5 | 6 | 9 | 5 | 5 | 9 | 20 | 23 | 36 |