



# Youth Policy Plan Saba

# 2006

# Youth Policy Plan Saba

© For a change nv  
PO Box 176, Philipsburg  
Sint Maarten  
Telephone: \*\*599 54 21 216  
Mobile: \*\*599 52 08 392  
info@forachangeunlimited.com  
[www.forachangeunlimited.com](http://www.forachangeunlimited.com)

in collaboration with  
Commissioner of youth: Ms. L. Hassell  
NGO - Platform Saba  
SNAYDP

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## How A Child Learns

*If a child lives with criticism, he learns to condemn.  
If a child lives with hostility, she learns to fight.  
If a child lives with ridicule, he learns to be shy.  
If a child lives with shame, she learns to feel guilty.  
If a child lives with tolerance, he learns to be patient.  
If a child lives with encouragement, she learns confidence.  
If a child lives with praise, he learns to appreciate.  
If a child lives with fairness, she learns justice.  
If a child lives with security, he learns to have faith.  
If a child lives with approval, she learns to like herself.  
If a child lives with acceptance and friendship, he learns to find love in the world.*

*(Dorothy Law Nolte)*

Dear Reader,

You have picked up this document because the young people on our island have touched you in one way or another. It means furthermore that you care for the most precious resource we have. Even though the youth is a primary responsibility of the parent it is a joint responsibility of all. In our case it does not take a village, but an entire island to raise our children with all the support we can obtain from in and out of the island. It requires participation of both Governmental as Non-Governmental Organizations with the support of the Business Community and Donating Organizations.

In order to coordinate efforts by all these different entities it is imperative to have one coherent Policy Plan to avoid duplication and making sure that all areas of youth care and support are covered. It is for this reason that I am proud to have been able to work along with all organizations on Saba and stand at the cradle of this effort which will, I am convinced, enable all of us to effectively deal with the problems we face today in the area of youth. Enabling our youngsters to become the pillars of society we will be investing in Saba in the future and not only in the upcoming generation but in generations to come.

I would like to thank the financing agency SNAYDP and the European Community for their contribution and also For a Change N.V. for the professional work delivered but most importantly I would like to thank all those who have participated positively during the various workshops and meetings we have held to get to this Policy Plan.

It is now our joint responsibility to carry out the recommendations within the parameters indicated in this document.

Lisa Hassell  
Commissioner of Youth Affairs  
Saba, Netherlands Antilles

April 25, 2006

Dear Stakeholders,

NGO Platform Saba is pleased to pledge its support to the first Youth Policy Plan Saba.

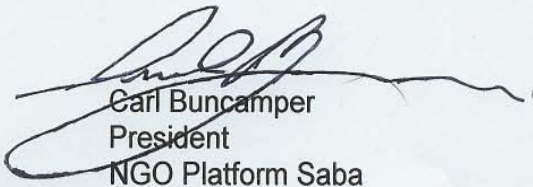
Thus far we have succeeded as stakeholders in achieving a comprehensive Youth Policy Plan by incorporating our collective perspectives into the document, and most importantly the perspectives of our youths.

Now that the Youth Policy Plan has been successfully completed, its execution will require the commitment, cooperation and continuous work of all stakeholders (Youth, GO, NGO and Private Sector) and resources within our community and will certainly test the unity and commitment of all involved.

To our youth we would like to emphasize that your active participation in carrying out this Youth Policy Plan is key, and as such will be the definitive indication of its success.

Therefore let us to work together to make this a Youth Policy Plan one that will truly lead our youth towards a more sustainable future.

Sincerely,



Carl Buncamper  
President  
NGO Platform Saba

# 1. Introduction

This Youth Policy Plan Saba is the result of a joint venture between the Island Territory of Saba, the NGO-platform Saba and the Support to the Netherlands Antilles Youth Development Programme (SNAYDP). Youth are the responsibility of government(al organizations) and non-governmental organizations. Preferably funding agencies and the business-community of Saba will also support this cause. Youth are of course primarily the responsibility of the parents / guardians. In the quote below the importance of youth in our society is described.

Quote “Young people are the custodians of our society and the trustees of prosperity for future generations. Nowhere is this more apparent than the Caribbean region, where two-thirds of the population is under the age of 30. This “youthful profile” of the Caribbean nations presents both opportunities and challenges in the years ahead as the important role that young people play in national and regional development becomes increasingly apparent.

Experience has taught us that young people can play an important role in national development if provided the right tools, the learning and empowerment to employ those tools and a supportive environment in which to use them. Young people can and should lead the way in economic growth and poverty reduction. By the same token, however, that same energy and vitality, if left unharnessed or if marginalized can have a dramatic negative effect on social and economic stability.

This study, undertaken at the request of our clients, could not be more timely or relevant for our work in the Caribbean Region, where we have witnessed a worrying upward trend in youth associated issues of drug trafficking, HIV/AIDS infection, adolescent pregnancies, and other risky behavior. Set against a backdrop of regional and international instability, the urgency of grappling with this vital component of society has pushed (...) to explore innovative measures to address and include youth as an integral part of our work.

(...) The authors recognize, however, that the area of youth and development is an often complex and uncomfortable one to address, as many of the possible solutions entail behavioral changes that challenge long-established and accepted norms. (...)

Source: Orsalia Kalantzopoulos Director, Caribbean Country Management Unit Latin America and the Caribbean Region

## General information Saba

According to Central Bureau of Statistics ([www.cbs.an](http://www.cbs.an)) the age distribution (total, male, female) of Saba is as follows<sup>1</sup>:

Age Distribution				Males			Females		
	2003	2004	2005	2003	2004	2005	2003	2004	2005
Total									
0-4	81	83	92	40	44	49	41	39	43
5-9	96	98	84	40	43	38	56	55	46
10-14	111	112	110	65	67	60	46	45	50
15-19	60	76	82	34	35	42	26	40	40
20-24	120	117	119	53	55	62	67	62	57
25-29	136	141	141	75	76	71	61	65	70
30-34	123	119	111	64	58	53	59	61	58
35-39	123	128	129	65	72	62	58	56	67
40-44	95	107	106	48	55	63	47	52	43
45-49	94	93	96	44	39	35	50	54	61
50-54	76	79	92	40	42	49	36	37	43
55-59	79	73	63	44	36	28	35	37	35
60-64	52	57	61	24	30	40	28	27	21
65-69	53	45	44	31	24	22	22	21	22
70-74	27	36	44	13	19	22	14	17	22
75-79	24	21	15	9	10	6	15	11	9
80-85	19	21	26	8	7	10	11	14	16
85+	19	19	19	5	6	6	14	13	13
Total	1388	1124	1434	702	718	718	686	706	716
Youth 0-24 years	468	486	487	232	244	251	236	241	236
% of total	34	43	34	33	34	35	34	34	33

<sup>1</sup> The CBS statistics of Saba include the staff of the medical school and the students.

Youth are defined as the population between the ages 0-24. Just over one-third of the total population of Saba is in the age range of 0 – 24 years. These are exactly the youngsters who are the custodians of our society and the trustees of prosperity for future generations. Since there are so many different issues youth are confronted with, a division is made in age groups. These age groups are: 0-4 5-8 9-11 12-14 15-19 20-24. The age groups are based on the differences in needs and level of education at a certain age.

Each of these age groups has its own concerns. Some of the major area's youth are confronted with are mainly economical and social. A few examples of typical youth related problems are: relationship with parents, school environment, unemployment, dropping out of school, prospects on Saba, empowerment and alcohol and drug abuse.

In this 'Youth Policy Plan Saba' two aspects are the central point of departure namely:

- In the approach of developing short-term action plans and a youth policy plan, YOUTH is the central focus point. Youth has an active part in each step to make the implementation and execution a success.
- The Youth Policy Plan Saba exists of two pillars, which are prevention and restoration. The pillar "prevention" focuses on initiatives, which prevent youth to fall into a risk-group; possible projects are baby-think it over<sup>2</sup> and big brother / sister<sup>3</sup>. The pillar "restoration" focuses on restoring the problems youth encounter; possible projects are rehabilitation projects and job-training programs.

The source for the Youth Policy Plan Saba is two folded: The information in chapter 2 is gathered out of existing documentation such as the results of the SNAYDP workshop, Youth Summit documents and internet. The information in chapter 3 and 4 is mainly based on key-stakeholders interviews and existing documentation (e.g. SNAYDP workshop, Youth Summit documents).

The policy plan is written in such a way that it also appeals to youth and is accessible for them by using different formats to communicate the information. For the same reason some basic principles for project development are added in the appendixes.

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<sup>2</sup> The 'Baby Think It Over' project is based on the principle that youngsters get a true life experience with having a baby. The 'Baby Think It Over' doll was invented by a father who felt that teaching tools at the time did not give teens a real enough picture about the responsibilities a baby can bring. The doll he created looks, cries, and has the correct weight of a real infant. Students get a true taste of what parenthood is all about when a crying baby awakens them at 2:00 a.m. The 'Baby Think It Over' dolls come complete with a computer pack that is programmed to make the baby cry randomly every two to four hours. The teen carries a tending probe that must be inserted into the baby and time of care will vary from five minutes to thirty-five minutes. The computer has a lighting system that registers neglect and abuse events along with total minutes of crying time. It is recommended that the teens keep the infant simulator for at least two days and nights (over a weekend). This allows for sleep deprivation to occur. (For more information search the Internet on: 'Baby think it over').

<sup>3</sup> The 'Big-Brother Big-Sister' project is based on building a one-on-one supportive relationship between a youngster and a (n) (adult) mentor. The carefully screened (adult) volunteer meets with his/her "Little" brother or sister on a regular basis, either in a community-wide or school-based setting. The (adult) volunteer helps the youngster and is a role model towards the youngster. (For more information search the Internet on: 'Big-Brother Big-Sister').



## 2. Policy framework

### ***Vision***

“The Youth Policy Plan Saba is anchored on the positive development of the youth of Saba and guarantees these youngsters all rights that are applicable to them in accordance with the Convention on the Rights of the Child”.

### ***Goals***

The policy aims to create a social and physical environment for the youth which stimulates the use of their fullest potentials, be competitive nationally and globally, and to contribute as good, responsible citizens to the development of their society.

### ***Objectives***

To develop a “Youth Policy Plan Saba” including short-term actions plans existing of initiatives in the field of prevention and restoration for identified focus areas (see next paragraph).

To stimulate positive youth development the emphasis will be on providing services and opportunities to support all young people based on the following:

- non-discriminatory, e.g. without distinction of any kind such as race, color, sex, language, religion, political or other opinion, national or social origin, birth or other status;
- devoted to the best interests of the youngster;
- focused on the right to live, survival and development;
- and respect for the views of the youngster.

### ***Identified focus area’s and key-stakeholders***

The youth of Saba are in a state where there are increasing effects of the home and school environment, drug & alcohol use and the negative perspective of a future on the island. Therefore serious measures have to be taken in fields that directly target the youth. During the Logical Frame workshop on Integrated Youth Policy held 22-24 February 2006 on Saba, the Island Territory of Saba, the NGO’s and SNAYDP identified several problem areas. Categorizations regarding this were discussed namely:

- ☞ Education;
- ☞ Employment;
- ☞ Health;
- ☞ Community.

During the workshop meeting the above – mentioned problem areas were further detailed into seven focus area’s for the youth, which were recognized to be used in the youth policy plan, namely:

- Education;
- Addiction;
- Health;
- Mental and physical well-being;
- Social & physical environmental surrounding;
- Crime;
- Recreation.

Based on international literature study and key-stakeholders interviews (conducted by the consultant on Saba) two focus areas are selected to give main priority namely: ‘social & physical environmental surrounding’ & ‘education’. These two focus areas are given priority since the behavior and believes of the youth are developed and influenced mostly in and around their home environment and at school. It is also believed that if the basic surrounding is up-to-par the youth has less likelihood to encounter other problems and / or concerns.

## ***Definition of youth, youth organizations and youth service agencies***

### **Definition Youth**

As mentioned in the introduction, youth are defined as the population between the ages 0-24. Just over one-third of the population of Saba is in the age range of 0 – 24 years<sup>4</sup>. These are exactly the youngsters who are the custodians of our society and the trustees of prosperity for future generations. Since there are so many different issues youth are confronted with, a division is made in age groups. These age groups are: 0-4 5-8 9-11 12-14 15-19 20-24. Each of these age groups has their own concerns; in the next chapter a detailed description is presented.

### **Definition youth organizations**

A youth organization is any organization established and managed by individuals in the age range of 10-24 years, with a common developmental objective geared towards social/economic development. Depending on the kind of legal status of the youth organization the board members have to be 18 years or older e.g. foundation.

### **Definition youth service agencies / Youth-NGO's**

A youth service agency / youth-ngo is an outfit managed by adults or co-managed by youth and adults that provides services for the development of young people or is specialized in activities that focus on youth.

### ***Rights and Responsibilities***

In this paragraph the rights and responsibilities of the different involved parties are described. These rights and responsibilities are of a general nature, however to create a safe, stimulating environment for the youth, all involved parties should adhere to these guidelines.

### **Rights of a child / youth**

On January 16th, 1998, the Treaty with regard to the Rights of the Child became effective for the Kingdom of the Netherlands on behalf of the Netherlands Antilles. That means that the Netherlands Antilles has agreed to the legal stipulations enclosed in the Treaty of the United Nations with regard to the Rights of the Child. The rights of children should therefore be included in the regulations of the Netherlands Antilles as well as on island level. The Island Territory has to take their own responsibility regarding the rights of a child / youth, independent of other stakeholders' activities.

Every child has the right to:

- survival and development;
- name and nationality;
- good care and education, even when family is missing;
- not be unnecessarily separated from family;
- protection against all kinds of discrimination, cruelty, torture, extortion and exploitation;

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<sup>4</sup> Persons 25 and older are not defined as belonging to the youth. On Saba the age-group 24- 30 years experience problems such as alcohol abuse, unemployment, no goals / perspectives for the future. The youth policy plan aims to prevent the current youngsters to experience the same problems in the future. The age-group 24-30 years has specific characteristics and therefore a specific tailor made policy plan for this group should be developed.

- schooling;
- rest, leisure time and recreation;
- freedom of opinion as well as freedom of religious expression;
- privacy;
- access to information (aimed at the promotion of the general welfare of the child);
- a considerable degree of health and provisions for the treatment of diseases and the recovery of health;
- social security provisions;
- protection against the illegal use of narcotics;
- protection during armed conflicts;
- an adequate treatment, that is, taking into consideration the age of the child, when the child has been suspected of, has been prosecuted and convicted for a punishable act;
- appropriate measures towards the full recuperation of a child who has been a victim of neglect, cruelty, extortion, abuse, torture and armed conflicts.

In addition, attention is being given to the right of the physically and mentally disabled children to a full and satisfactory life.

### **Responsibility of the youth**

The responsibilities of the youth are not legally established, however below a listing is provided of responsibilities of the youth:

- They should strive to meaningfully contribute to the social, cultural, economic and political development of Saba.
- They should respect and maintain the laws.
- They should refrain from all forms of violence, substance drugs, and practice safe sex habits.
- They should promote peace, security and development.
- They should respect and protect public property.
- They should promote gender equality and respect for the rights and dignity of girls and women.
- They should discourage acts of violence, crime, exploitation and oppression of vulnerable groups.
- They should actively participate in the fight against STI's and the spread of HIV/AIDS.
- They should honor and respect Saba's heritage.
- They should promote and defend democracy through active participation in the democratic process at all levels.

### **Collective responsibility**

The Youth Policy Plan Saba recognizes that young women and men should be assisted to enjoy their rights and meet their responsibilities through the support of parents/adults and the society. Authority figures in society must take their responsibility seriously as key role models for personality development of youth, and the shaping of the island. The public and private sector must also be cognizant of their responsibilities.

### **Responsibilities of parents/adults**

- It is the responsibility of parents/guardians to ensure that youngsters within the age bracket of 0-24 grow up in an environment of warmth, affection, security and stability.
- It is the responsibility of parents/guardians to enhance the physical and psychological, sociological and economic development of youngsters.
- It is the responsibility of parents/guardians and relevant authorities in society to ensure protection to youngsters without overpowering them.
- It is the responsibility of parents/guardians and relevant authorities to recognize the potentials of young persons and guide them to develop their abilities and talents.
- It is the responsibility of parents/guardians and relevant authorities to educate youngsters about human rights, and to ensure that the human rights of youngsters are not violated.

### **Responsibilities of the Island Territory Saba**

- It is the responsibility of the Island Territory Saba to ensure that youth enjoy their constitutional and social rights.

- It is the responsibility of the Island Territory Saba to provide an enabling environment complete with the necessary resources to realize and actualize youth potential.
- It is the responsibility of the Island Territory Saba to install a committee which has as tasks to design, co-coordinate, evaluate, and monitor all youth-related activities/all stakeholders in youth affairs of the youth policy plan.

### **Responsibilities of the schools**

- It is the responsibility of schools to provide all children with an effective educational opportunity and supporting the growth and development of every child.
- It is the responsibility of schools to seek to enhance student learning by addressing the intellectual, emotional and physical safety needs of students and staff.
- It is the responsibility of schools to incorporate the teaching of respect for others and self, integrity, citizenship and sense of commitment and obligation to the school and community.
- It is the responsibility of the schools to help all students understand the necessity of ethical and legal conduct and balancing individual rights with the common good.
- It is the responsibility of schools to provide the students with a motivational learning environment and to ensure the staff functions as role models.

### **Responsibilities of youth service agencies / Youth-NGO's**

- It is the responsibility of these organizations to develop and provide services focused on the development of the youth.
- It is the responsibility of these organizations to develop and organize activities that focus on the youth
- It is the responsibility of these organizations to respect the rights of the youth.
- It is the responsibility of these organizations to incorporate the wishes and needs of the youth in the services provided and activities executed.

### **Responsibilities of the private sector**

This Youth Policy Plan Saba seeks to encourage private sector initiatives. The private sector should contribute with financial contribution, employment creation, and skills training.

### **Key target groups and stakeholders**

The Youth Policy Plan Saba is sensitive to multiple stakeholders that need to collaborate to attain the successful implementation of the policy. Though the policy is specifically intended to meet the interests, needs and concerns of all youngsters on Saba certain marginal youth groups are of primary concern because of the peculiar problems. These are:

- School expelled students & students at risk
- Unemployed young people
- Drug / alcohol abusers
- Teenage mothers / parents
- Youth living with STI's - HIV/AIDS
- Youth under peer pressure / being bullied
- Youth with eating disorders
- Victims of violence, crime, (sexual) abuse

The various stakeholders in Youth development are primarily:

Kingdom and Federal Government:

- Dutch Kingdom
- Directorate of Youth and Youth Development
- Support to the Netherlands Antilles Youth Development Programme (SNAYDP)

Island Government:

- Island Territory Saba
- Department of Education

- Department of Health
- Department of Labor
- Department of Social Welfare
- Government Information System (GIS)
- Department of Tourism and Culture
- Housing Foundation

International Organizations:

- European Union (EU)
- UNDP – United Nations Development Program
- UNICEF - United Nations Children's Fund
- World Health Organization (WHO)

Other Organizations:

- All Registered Community Based Organization (CB's)
- All registered Youth Organizations
- All registered youth service agencies (NGOs)

To achieve the various goals it is necessary to have clear short-term actions plans (see chapter 4) involving all relevant stakeholders.

### 3. Description focus area's

#### ***Introduction focus areas***

In this chapter the seven previously mentioned focus areas are described. The information presented, is a composition of the research report<sup>5</sup> among the youth between 12 – 24 years old (main source), participants -mainly NGO representatives- of the above mentioned workshop and key-stakeholders interviews with GO - NGO – Private Sector and youth. Since the information is mainly based on a selection of the results of the research among the youth, it represents the perspective of the youth. This means the research results are not necessarily commonly recognized (e.g. perspective youth versus adults).

The target group of the “Youth Policy Plan Saba” are youngsters between the age range of 0 -24. The point of departure is the voice of the YOUTH of Saba. The statistical information refers to the youth of 12 years and older. Therefore, the statistical information below is based on this age group. Based on interviews conducted with younger children the conclusion is made that most of the information is applicable for the younger age group. The statistical data was collected in 2002-2003, therefore the information presented below could be outdated for certain topics since activities have already been executed, such as recruiting a school – psychologist. Known up-dates are mentioned in footnotes.

In addition examples are presented which express why these focus areas are important for the youth.

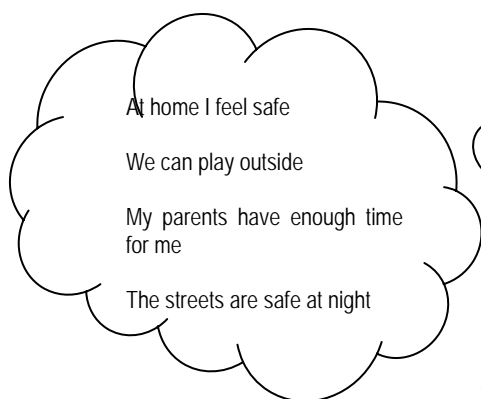
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<sup>5</sup> Two reports namely “Jeugdmonitor Nederland's Antillen 2002-2003 Saba” and “Indicatoren voor probleemgedrag bij jongeren in Saba, Jeugdmonitor 2002/2003. A research conducted by 'Directie Jeugd- en Jongerenontwikkeling.

**Description focus area's**

**Social & physical environmental surrounding**

<p>Social &amp; physical environmental surrounding:</p> <ul style="list-style-type: none"> <li>o Parents and/or caretakers</li> <li>o Home situation</li> <li>o Living conditions</li> <li>o Violence</li> </ul>	<p>Parents and / or caretakers:</p> <ul style="list-style-type: none"> <li>☞ 37% lives with both their parents.</li> <li>☞ In general the youngsters do not have a very good relationship with their parents. The youngsters also lack control and rules at home and sometimes get heavy punishment if they do something wrong.</li> <li>☞ The youngsters (12-24 yrs) indicate that 7% of their parent(s) drinks more than 5 drinks a day, 4% use drugs and/or gamble</li> <li>☞ 38% percent of the youngsters (12-24 yrs) go to their parents / guardians if they have problems – worries.</li> </ul> <p>Home situation:</p> <ul style="list-style-type: none"> <li>☞ One-third of the youngsters do not like to be at home. More than forty percent of the parents do not notice if there is something wrong with the youngster, does not inquire about the activities of the child and / or tries to help when the youngster does not feel o.k.</li> <li>☞ More than 60% of the age group 12 – 24 years is at home alone without supervision of an adult for 4 or more hours a week.</li> <li>☞ Twenty-seven percent indicates that the household income is just enough.</li> </ul> <p>Violence:</p> <ul style="list-style-type: none"> <li>☞ One-fifth of the youth (12-24 yrs) feel unsafe in the nightlife</li> <li>☞ One-third of the youngsters (12-24 yrs) indicate to have the wrong friends – acquaintances</li> </ul>
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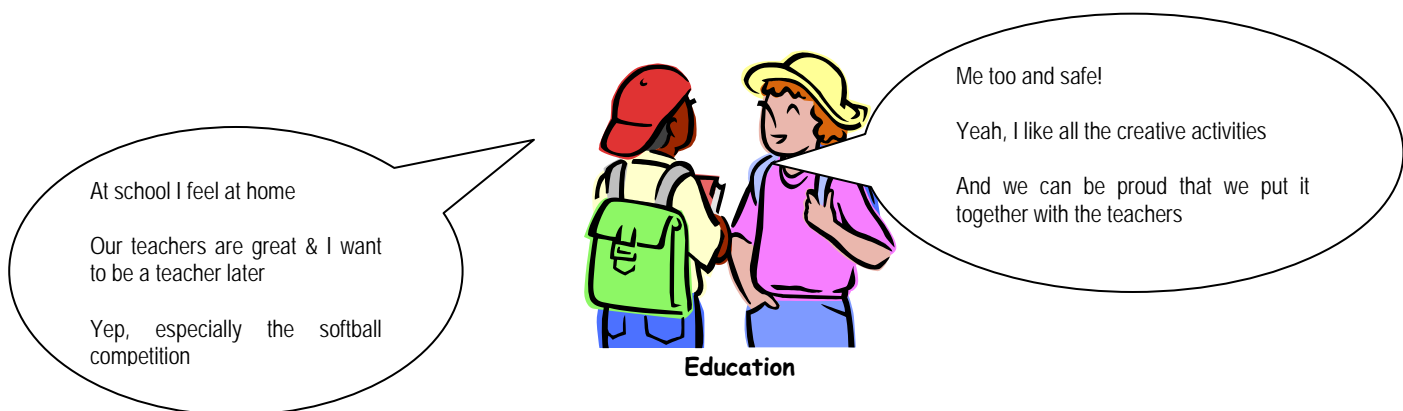


**Social & physical environmental surrounding**



### Education

<p>Education:</p> <ul style="list-style-type: none"> <li>o Regular education (primary and secondary)</li> <li>o Tertiary education</li> <li>o Internship</li> <li>o Job opportunities</li> <li>o School expelled students &amp; students at risk</li> </ul>	<p>Adults – staff involvement / guidance:</p> <ul style="list-style-type: none"> <li>☞ In general parents and educational staff have no strong ties with the school.</li> <li>☞ One-third of the youth indicated that the parent(s) do not inquire about school results and / or homework.</li> <li>☞ Sixty percent indicates that the school does not have enough attention for youth with educational problems and / or personal problems</li> <li>☞ Fifty percent indicates there is nobody at school they can go to if they have problems<sup>6</sup>.</li> </ul> <p>Students performance:</p> <ul style="list-style-type: none"> <li>☞ Forty percent of the youth feel / felt at home at school</li> <li>☞ Almost three-quarters of the youth indicates to want to continue education</li> <li>☞ Almost 60% of the youngest in the labor force want to participate in an educational program or course</li> <li>☞ 76% has / had no problems with the educational material</li> <li>☞ 66% has / had no problem to keep their attention by making home work</li> <li>☞ 35% hates / hated studying.</li> </ul> <p>Safety:</p> <ul style="list-style-type: none"> <li>☞ 62% feels / felt safe at school.</li> <li>☞ 11% became a victim of violence with a weapon at school.</li> <li>☞ Almost half of the students have / had fights with other students and one-quarter with staff</li> </ul>
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<sup>6</sup> In 2005 a school – psychologist was employed by the government therefore this statistic could be changed.



### Addiction

<p>Addiction:</p> <ul style="list-style-type: none"> <li>o Drug / alcohol</li> </ul>	<p>Drug:</p> <ul style="list-style-type: none"> <li>☞ One-quarter of the youngsters say that drug use is not wrong.</li> <li>☞ One-tenth is offered drugs</li> <li>☞ 12% used marihuana</li> <li>☞ 2% used base</li> <li>☞ 2% used XTC</li> <li>☞ Six percent indicates to have sold drugs</li> </ul> <p>Alcohol:</p> <ul style="list-style-type: none"> <li>☞ Seventy percent of the youth between 12 and 24 indicate to have consumed alcohol of which 36% in the last four weeks</li> <li>☞ 31% indicated to drink circa 10 consumptions a day</li> </ul>
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**Alcohol & drug use rules on Saba**  
**No alcohol sold to children < 16 years**  
**No drug policy**  
**Adults are not under influence around youngsters**  
**Youth parties and events are alcohol & drug free**  
**Being drunk & stoned is stupid**  
**Adults are our role models**  
**Social control is important**  
**Drinking is so not-cool**

Addiction

### Health

<p>Health:</p> <ul style="list-style-type: none"> <li>o Personal hygiene</li> <li>o Physical development</li> <li>o (Un) safe sex</li> <li>o Teenage pregnancy</li> <li>o STI's - HIV/AIDS</li> <li>o Prostitution</li> </ul>	<p>Sexual beliefs &amp; behaviors:</p> <ul style="list-style-type: none"> <li>☞ In the age group 12 – 24 years, one-fifth has been approached to conduct in sexual acts, sometime in exchange for money and gifts.</li> <li>☞ Forty-four percent of the youngsters (12-24 yrs) have had intercourse when they were younger than 15 years.</li> <li>☞ Thirty percent does not (always) use a condom</li> <li>☞ One-quarter of the youth (12-24 yrs) finds it normal to go to a prostitute sometimes</li> <li>☞ One in eight finds it normal to accept money or gifts for sexual acts</li> <li>☞ Fifty-five percent finds it normal if a youngster has sex with somebody of 10 years or older</li> </ul>
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Health is very important for our youth and therefore we talk with them about:

- ☞ Personal hygiene
- ☞ Nutrition
- ☞ Safe sex practices
- ☞ Teenage pregnancy
- ☞ Physical development

And they can always ask questions about everything

Health

### Mental and physical well-being

<p>Mental and physical well-being:</p> <ul style="list-style-type: none"> <li>o Bullying</li> <li>o Peer pressure</li> <li>o Mental stimulation</li> <li>o Mental and/or physical abuse</li> <li>o Relationship with others</li> <li>o Eating disorders</li> <li>o Suicide attempt</li> </ul>	<p>Suicide:</p> <ul style="list-style-type: none"> <li>☞ In the age group 12 – 24 years almost 20% thought about suicide in the last year, eight percent tried once and 4% more than once</li> </ul> <p>Mental well-being:</p> <ul style="list-style-type: none"> <li>☞ Almost half of this age-group (12-24 yrs) wants to emigrate</li> <li>☞ Around 40 percent of the youngsters indicate to have mood swings (sadness – aggression).</li> <li>☞ One-quart thinks that people do not have a chance to be successful</li> <li>☞ Seventeen percent indicate to feel the need to have contact with a counselor because of behavioral problems, 38% because of physical problems and 21% because of educational problems.</li> <li>☞ 71% of the youngsters finds religion important; 43% feels the need to go to church</li> </ul> <p>Physical abuse?:</p> <ul style="list-style-type: none"> <li>☞ Almost 50% of the youngsters (12-24 yrs) indicate to know somebody who has been sexually-abused</li> <li>☞ 15% says to have had sex without their consent.</li> <li>☞ 3% of the youngster indicate physical punishment</li> <li>☞ 37% of the youngsters indicate verbal abuse</li> </ul> <p>Relationship with others:</p> <ul style="list-style-type: none"> <li>☞ More than one-tenth says to have no nice and good friends</li> </ul> <p>Eating disorders:</p> <ul style="list-style-type: none"> <li>☞ One-fifth of the youngsters have eating disorders e.g. not eating or skipping meals, 5% threw up meals (have signs of bulimia)</li> </ul>
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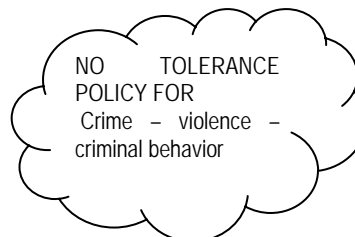


We are really great friends and at school and outside school we take care of each other as well as others. It is important to us that children are not mean to each other and that we can talk openly. We try to create an atmosphere where teasing, peer pressure and bullying is a no – no. We are very lucky since a lot of adults support us and talk with us if we have problems. In general we just try to be happy.

### Mental and physical well-being

### Crime

<p>Crime:</p> <ul style="list-style-type: none"> <li>o Criminal behavior</li> <li>o Crime victims</li> </ul>	<p>Criminal behavior:</p> <ul style="list-style-type: none"> <li>☞ In the age group 12 – 24 years, 36% has been involved in a fight</li> <li>☞ 33% has been in contact with police</li> <li>☞ 21% has demolished public property on purpose.</li> <li>☞ Eleven percent of the youngsters (12 -24 yrs) indicate that they are a street gang member</li> <li>☞ One-third wants to join a street gang.</li> </ul>
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**Crime**

### Recreation

<p>Recreation:</p> <ul style="list-style-type: none"> <li>o After school activities</li> <li>o Sport</li> <li>o Homework guidance</li> <li>o Youth groups</li> </ul>	<p>No general statistical information is available of recreational behavior of the youth. The following amount of youngsters were signed –up to participate in after school activities for the age range 4 – 18 years (*child focus*):                  Sport activities (baseball, softball, soccer, girls basketball, self defense and swimming): 204;                  Creative activities (arts &amp; crafts, piano lessons, music class, guitar lesson, drum practice, dance class and ballet class) 127;                  Educational activities (homework support and tutoring): 22;                  Other (boys &amp; girls society, prayer meetings, youth connection, sea scouts): 107.                  In the key-stakeholders interviews the following aspects were mentioned:</p> <ul style="list-style-type: none"> <li>☞ Enough recreational options for the youth however some activities are not structurally offered</li> <li>☞ The need for upgrading the existing recreational facilities</li> <li>☞ The need for a public swimming pool in one of the villages</li> </ul>
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<p>Recreational options:</p> <p>TO MANY TO MENTION</p> <p>CREATIVITY IS A MUST</p> <p>OWN INITIATIVE IS IMPORTANT</p>
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**Recreation**

## 4. Short term action plans

### ***Priority focus areas & identified topics for the short-term action plans***

Based on the statistical information, the outcomes of the workshop and the key-stakeholders interviews the following topics for short-term action plans are identified per focus area. In addition to the short-term action plans, an executing organization for the Youth Policy Plan Saba has to be established with as tasks to execute and control the plan. In this chapter first the executing organization is described followed by the action plans. During the feed back sessions a variety of concerns and local circumstances were mentioned such as ‘how to involve stakeholders’, ‘high turn over school staff’, ‘lack of statistical data’ which can influence the results of executed action plans. It is the responsibility of the involved stakeholders to incorporate processes and actions in the projects to avoid disappointment. For instance some of the actions have to be repeated regularly (e.g. workshop) or during execution of an action plan statistical data can be collected

Focus Area	Identified topics for the short-term action plans
Social & physical environmental surrounding	<ul style="list-style-type: none"> <li>☞ Workshops - awareness campaigns for parents / guardians</li> <li>☞ Revamping of the Youth Council</li> </ul>
Education	<ul style="list-style-type: none"> <li>☞ Workshops - awareness campaigns for adults in contact with youth (e.g. teachers, members of youth service agencies, medical staff)</li> <li>☞ Upgrading of current regular education (0-16 years): topics included in the educational system should be debating, journalism, art, history of Saba, nature and issues related to social science</li> <li>☞ Upgrading physical surrounding of the comprehensive school</li> <li>☞ Social environment of the school e.g. role model teachers – dress code teacher - respect for each other’s opinions</li> <li>☞ Establish a student council</li> <li>☞ Tertiary education which meets the needs and developments of the local labor market</li> </ul>
Addiction	<ul style="list-style-type: none"> <li>☞ Prevention drug and/ or alcohol use</li> <li>☞ Services for alcohol &amp; drug users</li> </ul>
Health	<ul style="list-style-type: none"> <li>☞ Prevention of unsafe sex practice, teenage mothers / parents, prostitution, abuse</li> <li>☞ Prevention of eating disorders</li> <li>☞ Services for youth with eating disorders</li> <li>☞ Services for teenage mothers / parents</li> </ul>
Mental and physical well-being	<ul style="list-style-type: none"> <li>☞ Services for mentally and / or physically abused youth</li> <li>☞ Services for suicidal behavior</li> </ul>
Crime	<ul style="list-style-type: none"> <li>☞ Services for crime victims</li> <li>☞ Services for youth with criminal behavior</li> </ul>
Recreation	<ul style="list-style-type: none"> <li>☞ Recreational services &amp; facilities</li> </ul>

In the overview above the eighteen identified topics for the short-term action plans are presented per focus area. Since for certain topics the approach is the same - for instance all service related topics - nine comprehensive action plans are suggested.

Below the short-term action plans are presented in general first, followed by a more detailed description in table format. The short-term action plans - in the table format - are specified for the following items:

- General goal
- Project objectives
- Project results
- Activities
- Indicators
- Sources for verification
- Assumptions
- Target group
- Responsible organization / key-stakeholder
- Timeline
- Estimated costs

In chapter 2 the rights and responsibilities of the different stakeholders are described. During the implementation process of the Youth Policy Plan Saba it is important that all stakeholders are involved and execute their responsibilities. As mentioned previously YOUTH are the central focus area. Therefore the Youth Policy Plan is based on the principle WITH the youth, FOR the youth BY the youth. This principle is expressed in the short-term action plans in which the youth are actively involved.

### **Description execution organization of the Youth Policy Plan**

A main component for the successful implementation of the Youth Policy Plan Saba is that an organization is responsible for the executing process of the Youth Policy Plan Saba; therefore an official committee –based on an island ordinance - has to be established. The main tasks of the committee are to design, co-coordinate, evaluate, and monitor all youth-related activities/all stakeholders in youth affairs of the youth policy plan. Some of the action plans can already be executed using existing financial resources.

The committee tasks are:

- to monitor the short – term actions of this policy plan to be executed by the stakeholders;
- to control the quality of the executed action plans;
- to improve the collaboration between existing organizations;
- to yearly evaluate the execution of the policy plan and –after the final evaluation of the Youth Policy Plan – to make sure the youth policy plan is revised for the next period. Recommended period is a four-year cycle for the youth policy plan;
- to give feed-back on each step (monitor – control and evaluation) to the involved stakeholders;
- to be the contact entity for third parties such as SNAYDP, Directie Jeugd en Jongeren and Jeugd Zaken;
- and to actively search for funding for the execution of the policy plan.

The stakeholders are responsible to provide the committee with information to execute their tasks.

The committee members are appointed by:

Government	The Government appoints two (2) members of whom one (1) is a target group representative (e.g. PTA, Youth Council) and one (1) is the Youth Officer <sup>8</sup>
NGO - platform	The NGO - Platform appoints three (3) members of whom one (1) is a platform representative, one (1) of the Child Focus Foundation and one (1) of FAJ
Private sector	The private sector appoints one (1) member who is a representative of the Small Business Association or another representative entity of the private sector
The committee members	The committee members together appoint two (2) observers who are representatives of the youth organizations

The committee members are not paid in any form for activities as a committee member

The committee has the right to request an advisor if the majority of the committee sees the need for this

The Youth Officer should be the coordinator of the committee.

The Island Government should secure a budget for the Youth Policy Plan Saba.

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<sup>8</sup> The Youth Officers profile has to be discussed with stakeholders and the youth officer has to be appointed.

### **General descriptions action plans**

In this part the general description of the short – term action plans are presented. The first steps to be taken to start implementing the action plan follow each general description. In the table format activities (steps) are described as well.

#### **General description action plan: Workshops –awareness campaigns for parents / guardians & other adults**

Focus Area	Identified topics for the short-term action plans
Social & physical environmental surrounding	☞ Workshops - awareness campaigns for parents / guardians
Education	☞ Workshops - awareness campaigns for adults in contact with youth (e.g. teachers, members of youth service agencies, medical staff)

Workshops – awareness campaigns for the parents, guardians and other adults are primarily meant for creating a better understanding by adults regarding a child’s development and their needs during each development phase. The adults are informed about topics concerning the development of a child, and about influences and problems youth experience. In addition, the adults are given tools to create a child-friendly physical and emotional surrounding. The focus is on two aspects; communication and attention. The workshops and awareness campaigns are important for the youth as well as the parents, guardians and other adults since a child friendly physical and emotional surrounding can prevent youngsters to make wrong choices. In addition good communication between adults and the youth creates more understanding from both sides and avoids miscommunication and stressful situations.

Steps to be taken:

Step 1: Identify & select topics and prioritize for workshop

Step 2: Identify & select lecturers

Step 3: Identify & select target group

Step 4: Develop project proposal including costs

Step 5: Allocate & secure funding

Step 6: Organize workshop e.g. invitations, venue, and purpose

Step 7: Implement/ execute workshop

Step 8: Evaluate response of workshop

#### **General description action plan: Establishing organizations**

Focus Area	Identified topics for the short-term action plans
Social & physical environmental surrounding	☞ Revamping of the Youth Council <sup>9</sup>
Education	☞ Establish a student council

Establishing a student council and revamping the youth council is needed to for two reasons. In the first place it creates a more centralized structure to communicate about youth related topics. Secondly the organized structure allows the youth to prepare and present their needs to a tangible institution.

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<sup>9</sup> A Youth Council was established on Saba in the passed; therefore most of the documents needed are in place as well as trained persons. These documents can be used for the “new” youth council.

The student council is an organization operated by the youth, which presents the needs, concerns, and wishes of school youth to the responsible other parties. In first instance this is the school board and school staff. The student council functions as intermediate during a conflict between students and staff, for example. The student council is the representative of all students. It is the responsibility of a student council to be objective, listen to all parties' opinions and act in a professional manner. The student council has to take the right of the child / youth into consideration as well as the law.

The youth council is an organization operated by the youth that presents the needs and wishes of the youth to the responsible other parties. The youth council is the representative of youngsters in the age range 0 – 24 years. It is the responsibility of a youth council to be objective, listen to all parties' opinions and act professionally. The youth council has to take the right of the child / youth into consideration as well as the law.

Steps to be taken:

Step 1: Make amendments (if needed) on constitutions of the schools to facilitate the student council as a legal entity within the constitutions

Step 2: Review existing documents, describe and define the organization (youth council) with aspects such as objectives, goals, responsibilities input / influence, communication structure and partners

Step 3: Identify if the statutes of partner organizations have to change e.g. NGO's

Step 4: Identify & select possible board members

Step 5: Select notary to change statutes and to legally establish organization

Step 6: Officially install board – members and organization

Step 7: Implement tasks of the organization

Step 8: Evaluate functioning of student and youth council

### General description action plan: Upgrading of current regular education (0-16 years)

Focus Area	Identified topics for the short-term action plans
Education	☞ Upgrading of current regular education (0-16 years): topics included in the educational system should be debating, journalism, art, history of Saba, nature and issues related to social science <sup>10</sup>

Upgrading of current regular education is primarily meant to keep the students interested and motivated to participate in the educational system. The youth should take an active role in the establishment and execution of this project. Since this project has to meet the needs and wishes of the youth it is advisable that they are the main responsible executing agency and that the youth ask the school staff and other stakeholders for guidance and input. For instance the youth can write a proposal pertaining to a debating forum, organize the forums and execute the forums. The student council is the body to voice the wishes of the youth to the school board. In addition, tutors should be available for the students to help them were it is needed.

Steps to be taken:

Step 1: Identify & select topics for upgrading of current regular education and prioritize

Step 2: Identify & select responsible organization (student council, PTA, school board)

Step 3: Identify & select target group

Step 4: Identify & select lecturers / teachers

<sup>10</sup> Source is the interviews held with youngsters by the consultant and the 'jeugd monitor' documents.

- Step 5: Develop project proposal including costs
- Step 6: Allocate & secure funding
- Step 7: Organize the activities e.g. invitations, venue, and purpose
- Step 8: Implement activities and secure maintenance
- Step 9: Evaluate upgrading current regular education

**General description action plan: Upgrading of physical surrounding of the comprehensive school**

Focus Area	Identified topics for the short-term action plans
Education	☞ Upgrading physical surrounding of the comprehensive school <sup>11</sup>

Upgrading of physical surrounding of the comprehensive school is primarily meant to create a youth friendly and attractive surrounding. The youth should take an active role in the establishment and execution of this project. Since this project has to meet the needs and wishes of the youth it is advisable that they are the main responsible executing agency and that the youth ask the school staff and other stakeholders for guidance and input. For instance the youth can draw the layout of the school surrounding, establish a proposal how to execute the project, execute the project and take care of the maintenance.

Steps to be taken:

- Step 1: Identify responsible executing organization / group (student council, PTA, school board)
- Step 2: Identify the areas to upgrade
- Step 3: Design how the area has to look
- Step 4: Discuss & get approval for the proposed design with responsible agency
- Step 5: Develop project proposal including costs
- Step 6: Allocate & secure funding
- Step 7: Organize upgrading e.g. human resources, material available
- Step 8: Implement activities and secure maintenance
- Step 9: Evaluate upgrading physical surroundings

**General description action plan: Upgrading social environment of the school**

Focus Area	Identified topics for the short-term action plans
Education	☞ Social environment of the school e.g. role model teachers – dress code teacher - respect for each other's opinions

Upgrading of social environment of the school is primarily meant to create a youth friendly environment as well as being surrounded by 'role models'. Being a member of a school environment should take pride. The youth need to express their opinion and wishes pertaining to the improvement of the social environment of the school. In this respect the youth should take the initiative by writing a proposal and discussing this with the other parties. The important key-factors of this project are communication and after care / maintenance.

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<sup>11</sup> A start is already made with the upgrading of the physical surrounding of the school since the comprehensive school is presently being painted.



Steps to be taken:

- Step 1: Identify responsible executing organization / group (student council, PTA, school board)
- Step 2: Identify the social aspects to be upgraded e.g. dress code, language use and prioritize
- Step 3: Lay – out in an initial draft the changes to be established
- Step 4: Discuss & get approval for the proposed changes with responsible agency / persons
- Step 5: Develop project proposal including costs
- Step 6: Allocate & secure funding
- Step 7: Organize upgrading social upgrading e.g. communication classes & dress code classes
- Step 8: Implement activities
- Step 9: Evaluate social environment

**General description action plan: Tertiary education**

Focus Area	Identified topics for the short-term action plans
Education	☞ Tertiary education which meets the needs and developments of the local labor market <sup>12</sup>

Tertiary education has two main objectives namely to give the youth the possibility to participate in vocational education locally (higher accessibility) as well as to create job opportunities for youngsters on Saba. On Saba two groups of youngsters are identified in need of tertiary education namely the youngsters who finished secondary school and are looking for local tertiary education and the youngsters who have learning difficulties and need tertiary education. The first group needs better accessible tertiary education. The second group has specific education needs and for this group an individually based program has to be established; for instance: learning the trade / skills within the work field. One of the main components of this project is that the education / training is directly related to the market needs. The participation of the business sector is essential, this sector has to indicate the market needs, give internal training possibilities and work closely together with the executing agency. In addition, the youth should have input in the development of the project and should work closely together with the executing agency to make sure that the needs of the youth are met. SNAYDP and SESNA with the entrepreneurship program are agencies that could have an important role in the development and execution of this project as well as the regulations of the “Sociale Vormingsplicht”.

Steps to be taken:

- Step 1: Identify responsible executing organization / group (GO and NGO)
- Step 2: Identify & select key – stakeholders e.g. target group, business community, SNAYDP, GO, NGO (Sociale Vormingsplicht)
- Step 3: Identify the market needs e.g. vacancies – expected vacancies
- Step 4: Develop project proposal including costs
- Step 5: Allocate & secure funding
- Step 6: Implement tertiary education
- Step 7: Evaluate tertiary education

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<sup>12</sup> In this field few initiative are already in execution such as introduction into labor market (snuffle stages) for students executed by the Education Department and Island scholarship program (since 2005)

**General description action plan: Prevention drug / alcohol use, unsafe sex practices, eating disorders**

Focus Area	Identified topics for the short-term action plans
Addiction	☞ Prevention drug and/ or alcohol use
Health	☞ Prevention of unsafe sex practice, teenage mothers / parents, prostitution, abuse ☞ Prevention of eating disorders

Prevention of drug / alcohol use, unsafe sex practices, eating disorders is a project meant to inform the youth about the consequences of risky behavior. The increased knowledge should have as a result that the youth make the right choices. In developing and executing this project it is important to reach the youth. Therefore the right lectures / teachers and tools have to be selected and used. For instance the project 'baby-think it over' is a project where youngsters are directly confronted with the responsibility of having a baby since the youngsters have to take care of a fake baby for a longer period of time - day and night.

Steps to be taken:

Step 1: Identify & select and prioritize topics for prevention

Step 2: Identify & select lecturer(s) & tools

Step 3: Identify & select target group

Step 4: Develop project proposal including costs

Step 5: Allocate & secure funding

Step 6: Organize prevention activities e.g. invitations, venue, purpose, tools

Step 7: Implement prevention activities

Step 8: Evaluate prevention program

**General description action plan: Services for alcohol / drug users, youth with eating disorders, teenage mothers / parents, abused youth, suicide & crime**

Focus Area	Identified topics for the short-term action plans
Addiction	☞ Services for alcohol & drug users
Health	☞ Services for youth with eating disorders ☞ Services for teenage mothers / parents
Mental and physical well-being	☞ Services for mentally and / or physically abused youth ☞ Services for suicidal behavior
Crime	☞ Services for crime victims ☞ Services for youth with criminal behavior

On the island of Saba services for alcohol abusers, drug users, youth with eating disorders, teenage mothers / parents, abused youth, suicide & crime are lacking. This project has the purpose to establish a local multi-profession team to help youngsters in need as well as to identify 'counselors' the youth can go to with questions and concerns.

The multi-professional team will consist of local professionals such as social workers, faith-based persons, police officers, medically trained persons, psychologist, and school staff. The composition of the multi-professional teams will change depending on the case they are dealing with. For instance

the professionals needed for a physically abused child are different than for a youngster with alcohol problems.

The ‘counselor’s’ main task is to listen to the youngsters and when needed involve persons from the multi-professional team. To make this project a success it is utmost important that the youngster feels safe to approach any of the identified persons. Important in this project is also to develop working relationships with surrounding islands in case a client can not be helped locally because of the limited facilities<sup>13</sup> or needs to leave the island for safety reasons.

Steps to be taken:

- Step 1: Identify responsible executing organization / group
- Step 2: Identify & select multi - professional team members & counselors; in this selection procedure the aspect that the clients feels safe with the persons is important.
- Step 3: Develop project proposal including costs
- Step 4: Allocate & secure funding
- Step 5: Install multi – professional team & counselors
- Step 6: Inform target group & general public about the purpose of this project and contact information
- Step 7: Evaluate functioning and performance of counselors

**General description action plan: Recreational services & facilities**

Focus Area	Identified topics for the short-term action plans
Recreation	☞ Recreational services & facilities

Recreational facilities and services are needed to keep the youngsters active in their free time. The services provided could be a wide range of activities developed for the youth and by the youth such as art classes, sport events, theater classes, and youth karaoke events. Since the youth is the target group making use of the facilities and services they should have an input in the project development. The youth can also be the main initiative taker and develop activities for themselves and ask for guidance and input of adults if needed. On Saba the basic infrastructure e.g. facilities are available. Some of these facilities need some upgrading. More important is that initiatives are taken and programs are developed to provide activities.

Steps to be taken:

- Step 1: Identify responsible executing organization / group
- Step 2: Identify the recreational services & facilities needed, upgraded, prioritize and distribution over the island
- Step 3: Lay – out in a design the basic requirements of the facilities
- Step 4: Describe the basic requirements of the services including personnel
- Step 5: Discuss & get approval for the proposed design / description with responsible agencies
- Step 6: Develop project proposal including costs
- Step 7: Allocate & secure funding
- Step 8: Implement project/ facilities
- Step 9: Evaluate facilities

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<sup>13</sup> On Saba not all facilities are available because of the small scale of Saba. Therefore it is important to have good working relationships with the surrounding islands to be able to send youngsters to the facilities on the other islands. Communication with the case manager of a client is import for the process of after care.

**Action plan: Workshops –awareness campaigns for parents / guardians & other adults**

Focus Area	Identified topics for the short-term action plans
Social & physical environmental surrounding	☞ Workshops - awareness campaigns for parents / guardians
Education	☞ Workshops - awareness campaigns for adults in contact with youth (e.g. teachers, members of youth service agencies, medical staff)

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	The parents / guardians and other adults have a better understanding of the needs of youth.	Workshops Awareness campaigns	Better relationship between adults and youth The youth is involved						
Project objectives	To increase the skills & knowledge of parents, guardians and other adults to interact with the youth.	Workshops Awareness campaigns	Better relationship between adults and youth The youth is involved	Youth Adults Society	The adults see the importance to participate in the project The adults use the information & tools continuously The youth contribute to the project and the ongoing process	Parents / guardians of youth in the age range 0 – 24 years Adults in contact with youth: School staff Members of youth service agencies Medical staff Church representatives	GO School board NGO – platform Medical Center Churches Youth representatives (Youth council)	2 Months	
Project results	The skills & knowledge of parents, guardians and other adults to interact with the youth has increased	Organizing workshops for adults / guardians and other adults. Youth are divided in 3 age youth groups 0-4 yrs, 5-12 yrs and 13-24 yrs (see topics below). Organizing awareness campaigns for adults / guardians and other adults. Youth are divided in 3 age youth groups 0-4 yrs, 5-12 yrs and 13-24 yrs (see topics below) by means of radio, television and leaflets.	Physically healthy youth (decrease obesity) Mentally healthy youth Better relationship adults - youth	Youth Adults School Medical Center Society	The adults see the importance to participate in the project The adults use the information & tools continuously The youth contribute to the project and the ongoing process	Parents / guardians of youth in the age range 0 – 24 years Adults in contact with youth: School staff Members of youth service agencies Medical staff Church representatives	GO School board NGO – platform Medical Center Churches Youth representatives (Youth council)	2 Months	NafL. 15.000,-

Topics of the workshop & awareness campaign

0- 4 year olds	5 - 12 year olds:	13 - 24 year olds
<p>Topics:</p> <ul style="list-style-type: none"> <li>☞ taking care of the child;</li> <li>☞ immunization;</li> <li>☞ early development detection;</li> <li>☞ nutrition;</li> <li>☞ day-care center the emotion influence on the child</li> </ul>	<p>Topics:</p> <ul style="list-style-type: none"> <li>☞ taking care of the child; immunization;</li> <li>☞ development detection;</li> <li>☞ nutrition;</li> <li>☞ physical development (puberty);</li> <li>☞ sexuality;</li> <li>☞ peer pressure;</li> <li>☞ alcohol and drug use.</li> </ul>	<p>Topics:</p> <ul style="list-style-type: none"> <li>☞ taking care of the youngster;</li> <li>☞ medical check-ups;</li> <li>☞ nutrition;</li> <li>☞ physical development (puberty);</li> <li>☞ sexuality;</li> <li>☞ peer pressure;</li> <li>☞ alcohol and drug use;</li> <li>☞ education;</li> <li>☞ work related topics.</li> </ul>

**Action plan: Establishing organizations**

Focus Area	Identified topics for the short-term action plans
Social & physical environmental surrounding	☞ Revamping of the Youth Council
Education	☞ Establish a student council

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	The youth and youth organizations have an identified representative body	Establishing / revamping youth and student councils	Improved / Structured youth organizations Improved / Structured input from the youth						
Project objectives	To increase the input of the youth by the means of a structured approach / organization	Establishing / revamping youth and student councils	Improved / Structured youth organizations Improved / Structured input from the youth	Existing youth council Existing student council	The youth see the importance to establish such organizations The input & responsibilities of the councils are taken serious	GO School board NGO's Youth	Youth (Child focus)	4 months	
Project results	Recognized Youth Council Recognized Student Council	Select possible (board) members Review / describe and define aspects such as objectives, goals, responsibilities, input / influence, communication structure and partners Present organizations details with the counterparts & agree upon these Select board Establish a foundation	Identified members Identified board members recognized goals, objectives, role and responsibilities youth & student council are in place	Existing youth council Existing student council The councils executed their responsibilities The councils were heard	The youth see the importance to establish such organizations The input & responsibilities of the councils are taken serious	GO School board NGO's Youth	Youth (Child focus)	4 months	Nafl. 3.000,-

**Action plan: Upgrading of current regular education (0-16 years)**

Focus Area	Identified topics for the short-term action plans
Education	☞ Upgrading of current regular education (0-16 years): topics included in the educational system should be debating, journalism, art, history of Saba, nature and issues related to social science

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	The education system is more attractive for the youth	Upgrading the school curriculum	The school youth is more satisfied The school youth is more motivated The school youth education performance improved The youth is involved						
Project objectives	To upgrade the current regular education	The following topics are provided in the educational system debating, journalism, art, history of Saba, nature and issues related to social science	Expansion of school curriculum with classes in: Debating Journalism Art History of Saba and issues related to social science The youth is involved	School staff School attending youth	The school staff is willing to help executing this project The school youth is willing to help executing this project The school staff and school youth is willing to invest time	School staff School youth	Student council Youth School board School staff	Academically year	
Project results	The school curriculum is upgraded	Topics are identified Assignment are selected & provided Environment is created to execute assignment The assignments are executed The assignments are presented The assignments are supervised and marked	Expansion of school curriculum with classes in: Debating Journalism Art History of Saba and issues related to social science Topics are identified Assignments are available Results assignments are available	School staff School attending youth	The school staff is willing to help executing this project The school youth is willing to help executing this project The school staff and school youth is willing to invest time	School staff School youth	Student council Youth School board School staff	Academically year	Naf. 7.500,-

**Action plan: Upgrading of physical surrounding of the comprehensive school**

Focus Area	Identified topics for the short-term action plans
Education	☞ Upgrading physical surrounding of the comprehensive school

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	The school 's physical environment is more attractive for the youth	Up-grading the school physical environment	The school youth is more satisfied The school youth is more stimulated by the surrounding The youth is involved						
Project objectives	To upgrade the current physical school environment	Improving the physical environment of the school.	The physical school environment is improved The youth is involved	School staff School attending youth	The school staff is willing to help executing this project The school youth is willing to help executing this project The school staff and school youth is willing to invest time	School staff School youth	Student council Youth School board School staff	2 months	
Project results	The school's physical environment is upgraded	Design school environment Fund raising school Cleaning surrounding school Upgrading surrounding school Maintenance	The physical school environment is improved The youth is involved	School staff School attending youth	The school staff is willing to help executing this project The school youth is willing to help executing this project The school staff and school youth is willing to invest time	School staff School youth	Student council Youth School board School staff	2 months	NafL. 5.000,-



**Action plan: Upgrading social environment of the school**

Focus Area	Identified topics for the short-term action plans
Education	☞ Social environment of the school e.g. role model teachers – dress code teacher - respect for each others opinions

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	The school social environment is more attractive for the youth	Upgrading the school social environment	The school youth is more satisfied The school youth is more stimulated by the surrounding The youth is involved						
Project objectives	To upgrade the current school social environment	Improving the social environment of the school.	The social school environment is improved The youth is involved	School staff School attending youth	The school staff is willing to help executing this project The school youth is willing to help executing this project The school staff and school youth is willing to invest time	School staff School youth	Student council Youth School board School staff	2 months	
Project results	The school social environment is upgraded	Design a social environment plan Approval of the plan by all involved actors Implementing plan Maintenance	The social school environment is improved The youth is involved	School staff School attending youth	The school staff is willing to help executing this project The school youth is willing to help executing this project The school staff and school youth is willing to invest time	School staff School youth	Student council Youth School board School staff	2 months	NafL. 1.000,-

**Action plan: Tertiary education**

Focus Area	Identified topics for the short-term action plans
Education	Tertiary education which meets the needs and developments of the local labor market

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	Tertiary education possibilities are created on the island, which is market oriented.	Creating local tertiary education possibilities	Existence of tertiary education Accessibility to tertiary education The youth is involved						
Project objectives	Tertiary education possibilities are created on the island, which is market oriented.	Creating local tertiary education possibilities	Existence of tertiary education Accessibility to tertiary education The youth is involved	GO NGO's Businesses Youth	The youth is willing to help executing this project The school youth is willing to invest time An organization / person is able to write project proposal Final and human resources are available	Youth in age range of 16 – 24 years	GO Executing agency Youth	Developing project: 6 weeks Executing project up to several years	
Project results	Existence of tertiary education possibilities	Inventory of the market needs and opportunities Developing project proposal Requesting funds Executing project Monitor, control and evaluate project	Market needs report Project proposal Fund request Project executed Local trained youth	GO NGO's Businesses Youth	The youth is willing to help executing this project The school youth is willing to invest time An organization / person is able to write project proposal Final and human resources are available	Youth in age range of 16 – 24 years	GO Executing agency Youth	Developing project: 6 weeks Executing project up to several years	Nafl 250.000,- annually

**Action plan: Prevention drug / alcohol use, unsafe sex practices, eating disorders**

Focus Area	Identified topics for the short-term action plans
Addiction	☞ Prevention drug and/ or alcohol use
Health	☞ Prevention of unsafe sex practice, teenage mothers / parents, prostitution, abuse ☞ Prevention of eating disorders

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	To increase the knowledge of the youth to be able to make the right choices.	Establishing prevention campaign	The youth are more aware of the consequences of risk behavior The youth was involved						
Project objectives	To increase the knowledge of the youth to be able to make the right choices.	Establishing prevention campaign	The youth are more aware of the consequences of risk behavior The youth was involved	Youth Executing agency School Medical center	The youth is willing to help executing this project The youth is willing to participate in this project The youth is willing to invest time	Youth in the age range 6 – 24 years	Youth NGOs Saba Medical School	Ongoing	
Project results	Prevention campaigns Increase knowledge youth	Ordering prevention material e.g. leaflets –, video's posters -school material Developing island specific prevention materials Presenting the information to the youth Discussing material with youth	The youth are more aware of the consequences of risk behavior The youth was involved	Youth Executing agency School Medical center	The youth is willing to help executing this project The youth is willing to participate in this project The youth is willing to invest time	Youth in the age range 6 – 24 years	Youth NGOs Saba Medical School	Ongoing	Nafl. 5.000,- annually

**Action plan: services for alcohol / drug users, youth with eating disorders, teenage mothers / parents, abused youth, suicide & crime**

Focus Area	Identified topics for the short-term action plans
Addiction	☞ Services for alcohol & drug users
Health	☞ Services for youth with eating disorders ☞ Services for teenage mothers / parents
Mental and physical well-being	☞ Services for mentally and / or physically abused youth ☞ Services for suicidal behavior
Crime	☞ Services for crime victims ☞ Services for youth with criminal behavior

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	To increase the physical and mental well-being of the youth	Providing services for the youth	Existing of services for the youth The youth was involved						
Project objectives	To create a structure of professions which can help youngsters in need	To establish a multi professional team existing of different professions such as medical doctor, social worker, police officers. To identify confidence persons	Multi-professional team is in place counselors are in place Amount of cases handled The youth was involved	Youth Multi-professional team counselors Executing agency	The professionals are willing to participate The confidence-persons are willing to participate The privacy of the clients is guaranteed The multi-professional team and 'confidence-persons' will act in interest of the client	youth	Youth Professionals Executing agency counselors	Establishing: 2 months Project duration: ongoing	
Project results	Services existing of a multi professional team for the youth are in place counselors are available for the youth	Inventory of local professions to be part of the team Placing the qualified professions in the team. Establishing case management protocol Establishing a working together relationship with other islands Identifying & selecting confidence persons Developing an information leaflet with contact details and procedures	Multi-professional team is in place counselors are in place Amount of cases handled	Youth Multi-professional team counselors Executing agency	The professionals are willing to participate The confidence-persons are willing to participate The privacy of the clients is guaranteed The multi-professional team and 'confidence-persons' will act in interest of the client	youth	Youth Professionals Executing agency counselors	Establishing: 2 months Project duration: ongoing	Naf. 10.000,- annually

**Action plan: Recreational services & facilities**

Focus Area	Identified topics for the short-term action plans
Recreation	☞ Recreational services & facilities

		Activities	Indicators	Source for verification	Assumptions	Target group	Responsible organization / key-stakeholders	Timeline	Estimated costs
General goal	To improve the recreational environment for the youth	Providing recreational services and facilities for the youth The youth was involved	Existing recreational services and facilities for the youth Distribution of recreational services and facilities over the island						
Project objectives	To establish recreation facilities and services	Providing recreational services and facilities for the youth The youth was involved	Existing recreational services and facilities for the youth Distribution of recreational services and facilities over the island	GO Executing agencies Youth	The human and financial resources are available	Youth	GO NGOs	12 month	
Project results	Recreational facilities Art teachers Sport teachers	Inventory of type of recreation facilities needed Inventory of services needed Establish a project proposal Requesting funding Executing project	Existing recreational services and facilities for the youth Distribution of recreational services and facilities over the island	GO Executing agencies Youth	The human and financial resources are available	Youth	GO NGOs	12 month	Naf. 4.500.--

## 5. Recommendations on implementation of the youth policy plan Saba

The Youth Policy Plan Saba is the result of the input voiced by a lot of different organizations and entities related to youth. Most interesting is that all these voices match with one another, giving a strong sense of feasibility to the execution of this policy plan. A known fact is that involvement and commitment of key stakeholders has to be proven by *taking* responsibility. In chapter 2 the responsibilities of the different entities have been clearly stated.

With regards to the implementation it is recommended to start with the first two actions of the action plan<sup>14</sup>:

- Establishing an executing organization
- Workshops –awareness campaigns for parents / guardians & other adults

These two actions will enforce each other and create a solid base for all other actions. The execution of these two first actions will also give some experience and positive vibes to the youth and the community at large. The implementation should start slowly but surely. Don't forget: small is still beautiful!

While working on the first two actions research should be done and preparations should be made to create conditions to execute the other eight actions as well. For instance funding agents should be committed to the different actions and some actions should be included in the government budget 2007 and beyond. Also human resources should be secured, which does not mean that the appointment of a youth officer is the solution of all problems. A Saban human infrastructure<sup>15</sup> should be in place to jointly support the execution of the actions. Existing organizations with similar objectives should merge to consolidate current volunteers for a higher cause: the youth on Saba!

The further preparation and development of the different actions should be done according to detailed project planning. In chapter 4 all actions are basically already described in that sense. Also the project execution and monitoring of the actions should be done based on project management. It is recommendable to include the target group(s) in project development, execution, monitoring and evaluation. It should be prevented that the execution of the actions relies on government; preferably youth will have the ownership!

As communication is an important indicator of the success of an action plan it is also recommendable to make a newsletter on a regular basis. The newsletter should present outcomes, general information, successes and failures. The youth council, with participation of the different key-stakeholders, should host the newsletter. This also forces to monitor and evaluate on a regular base and to create possibilities to change direction and/ or approach if necessary.

The Youth Policy Plan should be the guidelines for all initiatives taken regarding youth on Saba. It should lead to more coherency between and tailor made activities. Third parties such as federal organization initiatives should fit within the local youth policy plan.

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<sup>14</sup> The activities in execution have to continue as well as the implementation of the policy plan has to be realized.

<sup>15</sup> This includes training for youth leaders whereby the Federation for Antillean Youth could assist.

Even though this Youth Policy Plan Saba has been carefully developed nobody can foresee changes that might occur in the future. While executing the policy plan it is of great importance to stay open minded, flexible and creative; the only thing we are sure of is change!

Reach for the moon. If you fall short you will land on a star.....

## 6. Appendices

### **References**

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Report on the Survey Workshop on the image of Children's Rights, Saturday, January 21st, 2006, Saba, Submitted by Jeff Johnson Jan.25,06

Saba Report Logical Frame workshop on Integrated Youth Policy, February 2006



**List of key - stakeholders**

The list of key-stakeholders is a composition of the participants in the workshop and the interviewed persons by the consultant (source participation list workshop)

	Name	Organization	E-mail	Fax	Phone
1	Rev. Vernon Liburd	The Friends of the Wesleyan Holiness Church Foundation	vernonliburd@hotmail.com	416-3226	416-3226
2	Dave Levenstone	Culture Youth Foundation	Dave.levenstone@sabagov.net		416-5058
3	Carl Buncamper	AIDS Support Group Saba	carlburncamper@yahoo.com	416-2629	416-5509
4	Carolyn Johnson	NGO-platform Saba (Secr)		416-3905	416-3700
5	Anastacia Simmons	Court of Guardianship Saba (GO)	Cguard40u@yahoo.com	416-3533	416-3283
		Federation for Antillean Youth Care (NGO)			416-3256
6	Br. Ian Camacho	Living Water Community	iancamacho@yahoo.com	416-3358	416-3358
7	Monique Rostant	Living Water Community		416-3358	416-3358
8	Miranda Simmons	Sacred heart School (GO)			416-3281
		Saba Boys & Girls Sport Society (NGO)			416-3256
9	Jeff Johnson	Zion's Hill Community Centre	scs_research@yahoo.com	416-3970	416-3970
		Saba Comprehensive School			
10	Anita v/d Heijden	Child Focus Foundation	info@childfocussaba.org	416-2418	416-2318
11	Susan Hurrel	Saba Conservation Foundation	sabasusan@yahoo.com	416-3435	416-3295
12	June Every	Social Affairs	labour@unspoiledqueen.com	416-3674	416-3674
13	Hilda Levenstone	Sacred Heart School Board	queenhilda@hotmail.com	416-3409	
14	Wingrave Baker	KPNA-Saba			
15	Suzanne Nielsen	Daily Herald	suznielsen@yahoo.com		416-2731
					416-5718 (c)
16	Comm. Lisa Hassell				
17	Different Youth Groups	Sacred Heart School 6 grade Saba Comprehensive school (12-16 ) Saba Comprehensive school (17 years and older)			

**List of key-stakeholders involved in the feed back sessions**

	Name	Organization	E-mail	Fax	Phone
1	Henriette van Heijnsbergen	Child focus Innovation Bureau	Fbe_saba@yahoo.com		
2	Dave Levenstone	Culture Youth Foundation	Dave.levenstone@sabagov.net		416-5058
3	Carl Buncamper	AIDS Support Group Saba	carlburncamper@yahoo.com	416-2629	416-5509
4	Carolyn Johnson	NGO-platform Saba (Secr)		416-3905	416-3700
5	Anastacia Simmons	Court of Guardianship Saba (GO)	Cguard40u@yahoo.com	416-3533	416-3283
		Federation for Antillean Youth Care (NGO)			416-3256
6	Br. Ian Camacho	Living Water Community	iancamacho@yahoo.com	416-3358	416-3358
7	Jonathan Johnson	Principal Saba Comprehensive School	Sabacomprehensiveschool@hotmail.com		
8	Diana Wilson	Principal Sacred heart School (GO)	sacredheartprimaryschool@yahoo.com		
9	Jeff Johnson	Zion's Hill Community Centre	scs_research@yahoo.com	416-3970	416-3970
		Saba Comprehensive School			
10	Anita v/d Heijden	Child Focus Foundation	info@childfocussaba.org	416-2418	416-2318
11	F. Wilson	Department of education	jayef@unspoiledqueen.com		
12	June Every	Social Affairs	labour@unspoiledqueen.com	416-3674	416-3674
13	Hilda Levenstone	Sacred Heart School Board	queenhilda@hotmail.com	416-3409	
16	Comm. Lisa Hassell				

**Basic principles of project development**

Project phases	Questions per phase	Intention per phase
Idea - > Initiative phase	What does this project exist of and what not?	Make sure all involved persons / parties have the same picture in mind about what the project is and is not about.
What - > Definition phase	What are the expectations of the results/ outcomes (requirements – wishes – limitations)?	Make sure that it is clear what you want to achieve.
How - > Design phase	Which solution is the best one?	Make sure that there is a detailed design of what you want to achieve.
How to - > Preparation phase	What is required to implement the solution?	Make sure that the execution can be done without bottlenecks.
Execution - > Realization phase	How to implement – realize the project?	Make sure that the results/ outcomes are achieved – not more and not less.
Keep up - > After care phase	How to use and maintain the outcomes of the project?	Make sure that the results are maintained the way you want it.