



# Tobago Youth Empowerment Strategy

# 2023-2026



## Co- Creating Sustainable Futures for our Youth: Securing Tobago's Development

Division of Community Development, Youth Development and Sport  
Tobago House of Assembly

## TABLE OF CONTENTS

|                                                                                       |           |
|---------------------------------------------------------------------------------------|-----------|
| <b>Abbreviations .....</b>                                                            | <b>3</b>  |
| <b>Glossary of Terms .....</b>                                                        | <b>4</b>  |
| <b>Executive Summary .....</b>                                                        | <b>7</b>  |
| <b>Introduction .....</b>                                                             | <b>9</b>  |
| <b>About the Tobago Youth Empowerment Strategy .....</b>                              | <b>10</b> |
| <b>Overarching Goals and Objectives .....</b>                                         | <b>11</b> |
| <b>Definition of Youth ,.....</b>                                                     | <b>12</b> |
| <b>Tobago Youth Development Context .....</b>                                         | <b>14</b> |
| <b>Core Values and Implementing Principles .....</b>                                  | <b>18</b> |
| <b>Implementation Principles .....</b>                                                | <b>19</b> |
| <b>Principle 1: Embracing Human Rights .....</b>                                      | <b>19</b> |
| <b>Principle 2: Social Inclusion And Intersectionality .....</b>                      | <b>19</b> |
| <b>Principle 3. Inclusive And Active Youth Participation .....</b>                    | <b>19</b> |
| <b>Principle 4. Intergenerational Equity .....</b>                                    | <b>19</b> |
| <b>Youth Empowerment Strategy Philosophy: Positive Youth Development .....</b>        | <b>20</b> |
| <b>Youth Empowerment Strategy Conceptual Framework: Social Ecological Model .....</b> | <b>21</b> |
| <b>The Integrated Pillars and Strategies of Youth Development .....</b>               | <b>22</b> |
| <b>Conclusion .....</b>                                                               | <b>32</b> |
| <b>References .....</b>                                                               | <b>33</b> |

## ABBREVIATIONS

|                |                                                                             |
|----------------|-----------------------------------------------------------------------------|
| <b>CARICOM</b> | <b>Caribbean Community and Common Market</b>                                |
| <b>CSO</b>     | <b>Central Statistical Office</b>                                           |
| <b>GATE</b>    | <b>Government Assistance Tuition Expenses Programme</b>                     |
| <b>SDG</b>     | <b>Sustainable Development Goals</b>                                        |
| <b>THA</b>     | <b>Tobago House of Assembly</b>                                             |
| <b>UNCRPD</b>  | <b>United Nations Convention on the Rights of Persons with Disabilities</b> |

## GLOSSARY OF TERMS

| Terms                              | Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Active Participation</b>        | Active participation is a concept which supports the engagement of young people as development partners and values their contribution to their personal, family and community well-being. It is about ensuring young people's fullest participation in the civic and democratic life of their community. Active Participation is grounded in both the Universal Declaration of Human Rights and the Convention on the Rights of the Child.                                                                                                                                                                 |
| <b>Climate Justice</b>             | "Climate justice" is a term, and more than that a movement, that acknowledges climate change can have differing social, economic, public health, and other adverse impacts on underprivileged populations. Advocates for climate justice are striving to have these inequities addressed head-on through long-term mitigation and adaptation strategies.                                                                                                                                                                                                                                                   |
| <b>Empowerment</b>                 | Empowerment is an educational, attitudinal, and cultural process supported by appropriate structures which allow young people to acquire the ability, authority, and agency to make decisions, change their own lives and influence lives of others.                                                                                                                                                                                                                                                                                                                                                       |
| <b>Human Rights-based Approach</b> | A human rights-based approach is a conceptual framework for the process of human development that is normatively based on international human rights standards. This approach is operationally directed to promoting and protecting human rights. It seeks to analyse inequalities which lie at the heart of development problems, redress discriminatory practices and unjust distributions of power that impede development progress.                                                                                                                                                                    |
| <b>Inclusion</b>                   | Inclusion is an organizational effort and practice in which different groups or individuals having different backgrounds are culturally and socially accepted and welcomed, and equally treated.                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Intersectionality</b>           | Put simply, intersectionality is the concept that all oppression is linked. More explicitly, the Oxford Dictionary defines intersectionality as "the interconnected nature of social categorizations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage". Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression, and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc. |
| <b>Intergenerational Equity</b>    | Intergenerational equity in economic, psychological, and sociological contexts, is the idea of fairness or justice between generations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## GLOSSARY OF TERMS cont'd

| Terms                             | Definitions                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Positive Youth Development</b> | PYD is an intentional, pro-social approach that engages youth within their communities, schools, organizations, peer groups, and families in a manner that is productive and constructive; recognizes, utilizes, and enhances young people's strengths; and promotes positive outcomes for young people by providing opportunities, fostering positive relationships, and furnishing the support needed to build on their leadership strengths. |
| <b>Rural Transformation</b>       | Rural transformation is defined as a process of change in rural areas, which depends on many factors and dynamics; the challenges and opportunities of rural transformation derive from rural-urban linkages and depend on many sectors inside and outside of agriculture.                                                                                                                                                                      |
| <b>Safe Spaces</b>                | Safe space is a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, or any other emotional or physical harm.                                                                                                                                                                                                                                |
| <b>Social Inclusion</b>           | Social inclusion is the process by which efforts are made to ensure equal opportunities – that everyone, regardless of their background, can achieve their full potential in life. Such efforts include policies and actions that promote equal access to (public) services as well as enable citizen's participation in the decision-making processes that affect their lives.                                                                 |
| <b>Sustainable Development</b>    | Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.                                                                                                                                                                                                                                                                     |
| <b>Urban Renewal</b>              | The rehabilitation of city areas by renovating or replacing dilapidated buildings with new housing, public buildings, parks, roadways, industrial areas, etc., often in accordance with comprehensive plans.                                                                                                                                                                                                                                    |
| <b>Youth Advocacy</b>             | Youth advocacy is the process of identifying, understanding, and addressing issues that are important to young people. By advocating for kids in school, communities, and society at large, we can empower them to take on responsibility for their own safety and well-being.                                                                                                                                                                  |
| <b>Youth Development</b>          | Youth development is seen as enhancing the status of young people, empowering them to build on their competencies and capabilities for life. It will enable them to contribute to and benefit from a politically stable, economically viable, and legally supportive environment, ensuring their full participation as active citizens in their countries.                                                                                      |

## EXECUTIVE SUMMARY

**The Tobago -Youth Empowerment Strategy** is a rights-based, socially inclusive, and positive youth development instrument. It is intended to guide the Tobago House of Assembly in achieving its mandate to create enabling environments, safe spaces, and guiding frameworks to support the holistic and integrated development of Tobago's youth population. In this regard the Youth Empowerment Strategy emphasizes the strategic engagement of young people as co-creators of Tobago's sustainable development.

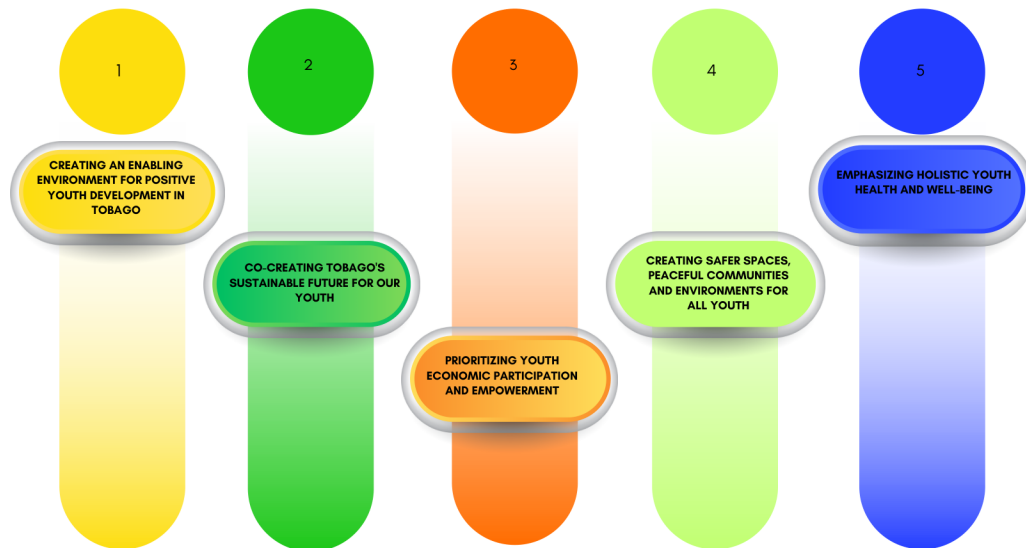
The Strategy aims to:

- I. **Mainstream youth priorities** across all development sectors of the island of Tobago
- II. **Strengthen the collaborative mechanism** among the Divisions of the Assembly in support of the seamless delivery of services to our youth and improved access to development opportunities.
- III. **Promote social inclusion** through the implementation of youth development interventions and processes that are holistic, socially inclusive, gender-responsive and informed by intersectionality analyses.
- IV. **Enhance youth policy environments** through functional strategic partnerships, adequate and equitable budgetary allocations and timely investments, responsive institutional arrangements, competent youth development professionals and effective monitoring and evaluation systems.
- V. **Facilitate active citizenship** through the strategic engagement of young people in the civic and democratic life of Tobago. Enable legislation and policy frameworks which acknowledge their right to participate and accentuate their role as agents of change and co-creators of sustainable development.

**The Youth Empowerment Strategy envisions** that: "Tobago's diverse youth population is continuously empowered and strategically engaged as co-creators of sustainable development."

Pursuant to this vision the strategy will "Contribute to the development of intellectually accomplished, politically conscious, culturally literate, economically empowered, socially connected, technologically savvy, healthy young people who are living in peaceful, diverse circumstances, communities and nurturing environments, and are strategically engaged as active citizens of Trinidad and Tobago, particularly as co-creators of Tobago's sustainable future."

**The Tobago Youth Empowerment Strategy articulates five (5) interconnected youth development pillars:**





## INTRODUCTION

**The Tobago Youth Empowerment Strategy** emphasises the unique circumstances and realities of the young people of Tobago, the socio- economic context within which they live, and the administrative arrangements that support the growth and development of our youth as actively involved citizens. The Strategy outlined, acknowledges the contextual framework of the National Youth Policy of Trinidad and Tobago (2020–2025).

In concurrence with the National Youth Policy (2020–2025), The Strategy espouses a human rights-based approach to youth development. It is grounded in a positive youth development paradigm and is designed to harness the agency and navigational capacities of our youth. The policy reasonably embodies a synopsis of the dreams and aspirations of the youth population of Tobago, while advocating for the strategic engagement and nurturing of the social and intellectual capital of our diverse youth population; supporting their economic empowerment; promoting active citizenship; and facilitating their inclusion as co-creators in development.

**The Tobago House of Assembly acknowledges** its mandate to create an enabling environment and guiding framework to support the sustainable development of Tobago's youth. In this regard the Youth Empowerment Strategy document 2015–2020, articulated a framework for the strategic engagement of the young people of Tobago, informed by the principles of positive youth development (PYD), grounded in the ecological perspective. The Department of Youth Development is assigned the specific responsibility to discharge this mandate, guided by the ethos of creating a Tobago that is the greatest little Island in the world.

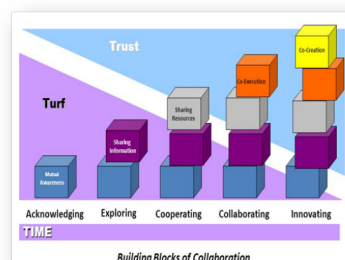


Figure 1

**The THA understands** that achieving youth empowerment requires the collaboration of all facets of government, civil society and the private sector to operate in an environment that is optimized through purposeful collaboration and focused on the evolution and elevation of Tobago's young people to become architects of their future in this changing world.

**The Tobago House of Assembly recognizes** the multidimensional nature of youth and appreciates that each young person has a purpose in life which requires support to help them self-actualize.

Redefining the service delivery mechanisms on a platform of collaboration is therefore a key factor in achieving Positive Youth Development in Tobago. Therefore, **The Tobago House of Assembly accepts** its critical role in this process and is committed to actively engaging all Divisions of the Assembly in collaboration with the private sector and civil society to achieve the mandate, clearly articulated in this **Tobago Youth Empowerment Strategy**.

## ABOUT THE TOBAGO YOUTH EMPOWERMENT STRATEGY

The Tobago House of Assembly initiated the Youth Empowerment Strategy as an initiative to foster synergy, strengthen cooperation, collaboration and communication among all youth development stakeholders in Tobago to deliver on the operational mandate for Tobago and the National Development Plan (Vision 2030), while institutionalising a mechanism for the coordinated delivery of services to our youth.

More specifically, the strategy provides an integrated framework to deliver the positive youth development outcomes articulated in the National Youth Policy of the Republic of Trinidad and Tobago 2020-2025, and macro development plans for Tobago. The strategy will also assist with the monitoring of progress and allow for performance evaluation using key performance indicators and accountability measures.

## OVERARCHING GOALS AND OBJECTIVES

The Tobago Youth Empowerment Strategy embraces the overarching goal of Youth Empowerment and aims to:

1. **Mainstream youth priorities** across all development sectors of the island of Tobago.
2. **Strengthen and institutionalise the collaborative mechanism** among the Divisions of the Assembly in support of the **seamless delivery of services** to our youth.
3. **Improve access** to development opportunities for Tobago's Youth
4. **Increase investments** in youth and youth development.
5. **Promote social inclusion** through the implementation of youth development interventions and processes that are holistic, socially inclusive, gender-responsive and informed by intersectionality analyses.
6. **Enhance youth policy environments** through functional strategic partnerships, adequate and equitable budgetary allocations and timely investments, responsive institutional arrangements, competent youth development professionals and effective monitoring and evaluation systems.
7. **Facilitate active citizenship** through the strategic engagement of young people in the civic and democratic life of Tobago while enabling the development of legislative and policy frameworks which acknowledge their right to participate and accentuate their role as agents of change and co-creators of sustainable development.



The policy also acknowledges that youth represents a transitional period associated with critical life-transforming biological, social and psychological development. Hence the reason the policy has adopted a life-cycle approach to youth development. Consistent with this approach, the Tobago House of Assembly (THA) will develop and implement age-specific youth programmes, as detailed below, to cater to the unique and diverse needs of the young people of Tobago.

## DEFINITION OF YOUTH

Each sovereign nation establishes its definition of youth based on the local context and the peculiarities of national development. As a result, there is no universal definition of youth. Within the global framework of youth development, organizations such as the United Nations<sup>1</sup> use the range of 15-24 years for statistical purposes but often engage youth up to age 35 years through its partnering agencies, while the Commonwealth<sup>2</sup> refers to youth as persons between the ages of 15-29 years, and within CARICOM,<sup>3</sup> on average, persons between 10 to 29 years are considered youth.



The Strategy assents to the national definition of youth as contained in the NYP 2020-2025, which recognizes a person between the ages 10-35 years as a Youth in Trinidad and Tobago. This chronological definition serves an essential statistical purpose, however. It is guided by the understanding that youth is not a homogenous demographic in the local context. The young people of Trinidad and Tobago come from diverse socio-economic and socio-cultural backgrounds and have unique abilities, learning and living experiences, gender individualities, religious beliefs, and ideological dispositions.

Their attitudes, perspectives and worldview are primarily influenced and shaped by these factors as well as the nature and impact of socio-ecological factors such as family, peers, learning environments, community support systems, public policy environments and national development priorities. The unique needs, vulnerabilities, special circumstances and specific identities of young people are interwoven in the policy interventions and will shape future youth development initiatives and emphasise integrated approaches.

1 <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

2 <https://thecommonwealth.org/youth>

3 [https://caricom.org/documents/13930-caricom\\_youth\\_development\\_action\\_plan.pdf](https://caricom.org/documents/13930-caricom_youth_development_action_plan.pdf)



## Youth Development Age Cohorts <sup>4</sup>

**10 - 14 years of age (Middle Childhood to Adolescence/Youth)**

**15 - 17 years (Adolescence/Youth)**

**18 - 21 years (Adolescence/Early Adulthood/Youth)**

**22 - 29 years (Early Adulthood / Youth)**

**30 - 35 years (Early Adulthood/transitioning from Youth.)**



## TOBAGO YOUTH DEVELOPMENT CONTEXT

Tobago is poised for development, with its unique blend of the natural environment, the peacefulness of the people and the vast opportunities for development. However, a significant number of our young people continue to experience challenges adapting to the changing economic environment, the prevailing educational climate, the declining pervasiveness of conventional emotionally supportive systems, such as the extended family and the community, and the lack of effective psycho-social bolstering services.

With an estimated population of 60,874 of which 40.73% are young persons between the ages of 10 and 35 years (24,800: 12,390 female; 12,410 male). Tobago as a developing island in the unitary state of Trinidad and Tobago, can boast of a strong youth population, which augurs well for the sustainable development of the island and positions the island for social renewal and economic transformation.

In consideration of the dynamic nature of youth as a social construct, it is important in the development of the policy framework that youth is understood in the various settings in which they operate

► **Youth in Education:** 18.7% of the current Tobago youth population are between the ages of 12 and 15 years old and can be mainly found within the Secondary school system. Due to policies of the government to provide access to tertiary education such as the Government Assistance for Tuition Expenses programme (GATE) from 2004, and the THA's financial assistance programme, many of Tobago's youths are also gaining tertiary and technical vocational skills, at both local and foreign institutions. Focused development in education is geared towards closing the developmental gap, and mitigating against issues of functional illiteracy, increased cost of accessing educational services, and the growing demand for technical/vocational competencies across the globe.

► **Youth Living with Disabilities:** The Government of the Republic of Trinidad and Tobago signed the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) on September 27, 2007 and ratified the said Convention on June 25, 2015. The 2011 Trinidad and Tobago Population and Housing Census reveals that there are approximately 52,244 persons living with a disability (PWDs), representing at least 4% of the total population of 1,328,019. Of this total, 96.5% (50,390) reside in Trinidad and 3.5% (1,858) in Tobago.<sup>5</sup> Within the Tobago landscape there are efforts to support children and youths living with disabilities through the promotion of a culture of inclusion and social transformation and specialized education.



► **Youth in Labour Force and Unemployment:** A Caribbean Development Bank study in 2015 identified the unemployment rate amongst youth in the Caribbean (18–24 years) with a rate of 25% unemployment.<sup>6</sup> Within Trinidad and Tobago, the unemployment rate is approximately 4.6%– 5%.<sup>7</sup> The youth labour force; which is the 16 to 29 age group, accounts for approximately 14,000 of Tobago's youths. However, many youths find themselves in the unemployment bracket because of the global financial and economic crisis, the negative effects of the COVID-19 pandemic, poverty, and continuous challenges with the labour market.

The Tobago House of Assembly and the Government of Trinidad and Tobago through their various agencies and development plans have sought to address these development challenges. The THA has aligned its intervention with the overarching goals of Vision 2030, as represented by the five thematic areas shown in Figure 2.

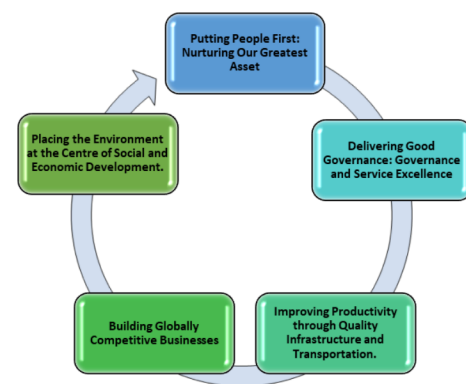


Figure 2

<sup>5</sup> Central Statistical Office. Trinidad and Tobago Population and Housing Census 2011

<sup>6</sup> Caribbean Development Bank, May 2015. Youth Are the Future: The imperative of youth employment for sustainable Development in the Caribbean, Widley, Barbados.

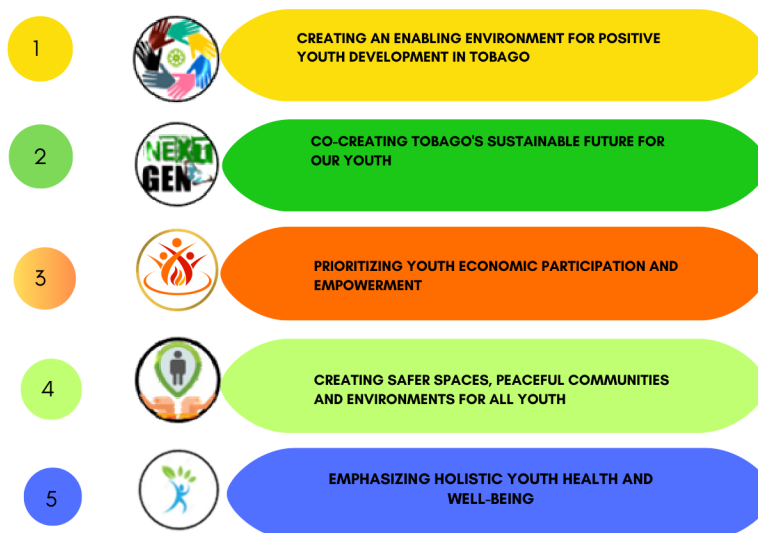
<sup>7</sup> <https://www.ceicdata.com/en/indicator/trinidad-and-tobago/forecast-unemployment-rate>

<sup>8</sup> Central Statistical Office. Trinidad and Tobago Population and Housing Census 2011

More specifically the Tobago Youth Empowerment Strategy is aligned to the eight interconnected pillars of Youth Development articulated in the 2020-2025 National Youth Policy:

1. ***Prioritising youth economic participation and empowerment***
2. ***Harnessing youth social and intellectual capital***
3. ***Facilitating inclusive and active youth participation in the civic and democratic life of Trinidad and Tobago***
4. ***Creating safe spaces, peaceful communities and environments***
5. ***Promoting holistic youth health and wellbeing***
6. ***Emphasising youth participation in rural transformation, agriculture production and food security***
7. ***Supporting youth action on climate change, environmental sustainability and climate justice***
8. ***Creating an enabling environment for positive youth development in Trinidad and Tobago.***

The five (5) interconnected pillars presented in this document are grounded in asset-based approaches to youth development. These focus on building upon and accentuating the positive attributes of young people, rather than the traditional problem-based approach, which emphasizes perceived incapacities.



These pillars are also in congruence with the core principles of positive youth development, the World Programme of Action on Youth Development, 2000 and Beyond, the Convention on the Rights of the Child, Sustainable Development Goals (SDGs), the CARICOM Youth Development Action Plan and Vision 2030- National Development Strategy 2016-2030, among others. In so doing, the Tobago Youth Empowerment Strategy re-affirms the concept of youth development as a sustainable development imperative. It also amplifies the value of empowering and strategically engaging Tobago's diverse youth population as co-creators of sustainable development.

## **CORE VALUES OF THE TOBAGO YOUTH EMPOWERMENT STRATEGY**

**The policy espouses the following core values:**

► **Social Justice**

The policy embraces the concept of social justice and emphasises the importance of acting on behalf of the vulnerable and oppressed.

► **Human Dignity and Worth of the Person**

Youth development practitioners, whether acting individually or on behalf of State agencies, have an obligation to respect the fundamental dignity and worth of young people and treat each one with care and respect.

► **Integrity and Transparency**

Youth workers and youth development agencies must behave in a trustworthy and ethical manner, consistent with their organisational mission, ethical standards, and values of the youth-work profession.

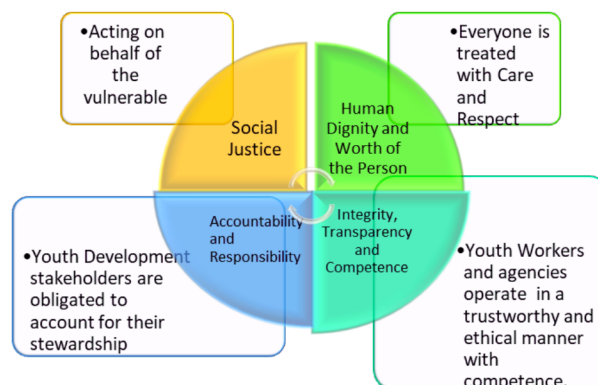


Figure 3

► **Accountability and Responsibility**

The principles of accountability and responsibility are critical for positive youth development. Young people and youth development practitioners must be cognisant that their actions and decisions may have unintended consequences. Specifically, the Tobago House of Assembly and all youth development stakeholders operating in Tobago are obligated to account for their stewardship in respect of this strategy document and of the National Youth Policy. Further, young people must be encouraged and supported to take responsibility as active members of families, communities, learning and working environments, among peer groups, and as active regional and global citizens.

► **Competence**

Youth development agencies must ensure youth workers are competent practitioners and must provide opportunities for them to develop their professional expertise continuously.

## IMPLEMENTATION PRINCIPLES

The Tobago Youth Empowerment Strategy is grounded in a positive youth development paradigm and accentuates the critical role of young people as positive agents for democracy and the rule of law; social change; transformational leaders and co-creators in sustainable development. Most importantly, the policy emphasises four implementation principles. The core principles are articulated as:

### **PRINCIPLE 1: EMBRACING HUMAN RIGHTS**

The rights-based approach to youth development is based upon the spirit, principles, and provisions of the Universal Declaration of Human Rights (1948). The principal rights declaration acknowledges the inalienable rights of people. Rights-based approaches to development are based on the acknowledgement that people are active participants and primary partners in their own development. That duty-bearers (State and non-state actors) are obligated to enable rights-holders to be aware of and exercise their rights in development processes (Cornwall & Nyamu-Musembi, 2004).

### **PRINCIPLE 2: SOCIAL INCLUSION AND INTERSECTIONALITY**

Youth is not a homogenous group. Diverse social identities such as gender, abilities, socio-economic and migrant status, ethnicity, and educational attainment play critical roles in shaping their personal experiences, realities, and world view. These social identities may also impact their needs, dreams, and aspirations. Hence, the validity of appropriately representing youth diversity in public policies and youth development interventions

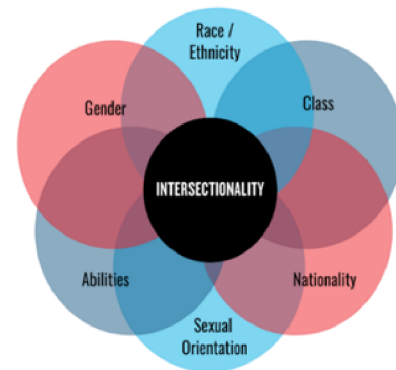


Image: First Book

### **PRINCIPLE 3. INCLUSIVE AND ACTIVE YOUTH PARTICIPATION**

Participation is a fundamental guiding principle of the 'Universal Declaration of Human Rights'. This right is reiterated in other Conventions and Declarations, including the Convention on the Rights of the Child (1989) and the Convention on the Rights of Persons with Disabilities

Figure 4

### **PRINCIPLE 4. INTERGENERATIONAL EQUITY**

The concept of intergenerational equity distributes well-being through time, ensuring the well-being of present and future generations of a population or nation promoting temporal sustainability. As a concept of fairness and justice, intergenerational equity, which supports positive interactions among children, youth, adults and seniors, is a key development focus.

## YOUTH EMPOWERMENT STRATEGY PHILOSOPHY: POSITIVE YOUTH DEVELOPMENT

Positive Youth Development (PYD) debunks the traditional problem-based approach, and deficit perspective of youth development. The PYD approach leverages the valuable contributions and inherent capacity of young people, to lead their own development. Damon (2004, p15) posited:

*“The positive youth development perspective emphasizes the manifest potentialities rather than the supposed incapacities of young people, including young people from the most disadvantaged backgrounds and those with the most troubled histories. While the positive youth development approach recognizes the existence of adversities and developmental challenges that may affect children in various ways, it resists conceiving of the developmental process mainly as an effort to overcome deficits and risk. Instead, it begins with a vision of a fully abled child eager to explore the world, gain competence, and acquire the capacity to contribute importantly to the world. The Positive Youth Development approach aims at understanding, educating, and engaging children in productive activities rather than correcting, curing, or treating them for maladaptive tendencies or so-called disabilities.”*

### THE LERNER & LERNER MODEL OF PYD

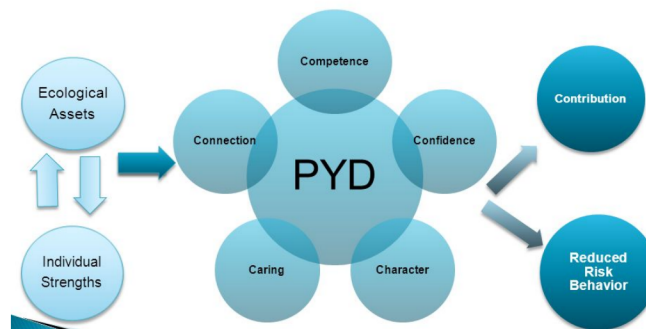


Figure 5

Some key characteristics of positive youth development include a focus on positive outcomes, pro-action rather than reaction, active youth participation and systemic change. Pittman (1991) outlined 5 Cs of positive youth development, namely: Character, Connection, Competence, Contribution and Confidence. Lerner (2007) articulated an additional C, namely Caring.

## **YOUTH EMPOWERMENT STRATEGY CONCEPTUAL FRAMEWORK: SOCIAL ECOLOGICAL MODEL**

Bronfenbrenner's (1975) ecological systems theory established there are five environmental systems that explain the role of the community and state in the positive development of citizens. The systems identified, include the microsystem, mesosystem, exosystem, macrosystem and chronosystem (Figure 1). Bronfenbrenner suggested that at all levels in the environment there are bi-directional influences (towards the individual and away from the individual) that affect the nature and quality of their development. He believed that as individuals develop, their interactions within the systems become more complex. From a youth development perspective, the ecological perspective situates young persons in a socio-cultural context, and addresses in a holistic manner, their developmental needs which put them, their families, and their communities at the centre of development initiatives.

The ecological perspective spans four interconnected social environments (home, school, community/village/parish, and nation). Therefore, any initiative for youth development must consider all the forces within the environment. Youth development initiatives must ensure capacity building within the interconnected environments.

The Tobago Youth Empowerment Strategy will employ a multi-dimensional approach to youth development. These include institutional strengthening, social and economic empowerment, active youth participation, strengthening youth resilience and the development of social cohesion and a culture of peace.

It necessitates the forging of strategic partnerships and effective coordination and focuses on diversity among youth, in their interests, capabilities and aspirations embracing social inclusion, gender sensitivity and youth participation in the planning, implementation, monitoring, and evaluation of the policy directives. Source: <http://sheldon-penny.livejournal.com/290935.html>

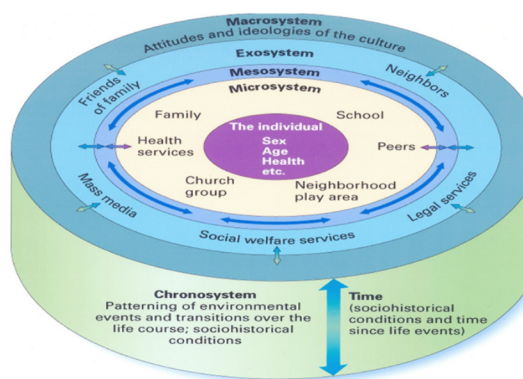


Figure 6 Bronfenbrenner's Ecological Systems



## THE INTEGRATED PILLARS AND STRATEGIES OF YOUTH DEVELOPMENT



### PILLAR 1

CREATING AN ENABLING  
ENVIRONMENT FOR POSITIVE  
YOUTH DEVELOPMENT IN TOBAGO

#### **Strategy 1: Institutionalizing Collaborative Mechanisms Among the Divisions of the Assembly and Other Key Youth Development Stakeholders**

##### **Strategic Objectives**

1. Establish the Tobago Committee for Sustainable Youth Development (TCSYD) to improve coordination among key stakeholders to support the Youth Development Agenda
2. Strengthen collaboration with the Ministry of Youth and the NGO Sector in Trinidad and Tobago.
3. Improve Service Delivery Mechanisms
4. Enhance Collaboration on Youth Development Priorities among the relevant Divisions of the Assembly.

##### **Outcomes**

1. An institutionalised collaborative mechanism for youth development.
2. Established policy, procedures and platforms that support sharing and collaboration
3. Co-ordinated and targeted delivery of youth services and programmes.

##### **Interventions**

1. Appoint the Tobago Committee for Sustainable Youth Development as a Statutory Committee.
2. Procedures, systems and protocols in place to support seamless communication and collaboration at all levels.
3. Move towards digitization and shared database platform.
4. Strengthen the collaboration with the Ministry of Youth and the NGO sector in Trinidad.
5. Coordinated and targeted delivery of youth services and programmes
6. Establish a one-door policy and procedures



#### PILLAR 1

CREATING AN ENABLING  
ENVIRONMENT FOR POSITIVE  
YOUTH DEVELOPMENT IN TOBAGO

### Strategy 2: Institutional Strengthening and Mainstreaming of Youth Development Priorities

#### Strategic Objectives

1. Support the institutional strengthening of youth development agencies and institutions.
2. Develop and implement sustainable funding arrangements for youth development.
3. Facilitate the mainstreaming of youth priorities across all development sectors.

#### Outcomes

1. The youth development sector is professionalised.
2. Reliable source of funding available and accessible for youth development purposes and to support the youth development agenda across all civil society networks.
3. Youth development priorities are mainstreamed across all development sectors.

#### Interventions

1. Capacity building
2. Digital youth work
3. Promote Intergenerational partnerships
4. Establish the Institute of Youth Development
5. Set up a Youth Investment Fund
6. Establish budgeting parameters based on agreed to, and defined measures
7. Establish youth economic endowment policy with a specific grant assistance fund designated to deal with youth development issues
8. Greater focus on flexible and innovative funding mechanisms from the THA
9. Actively engage in Youth Mainstreaming
10. Support youth group development
11. Aggressively pursue digitization
12. Institute the Tobago Youth Development Index as a quality measure



## PILLAR 2

CO-CREATING TOBAGO'S  
SUSTAINABLE FUTURE FOR OUR  
YOUTH

### **Strategy 1: Accentuating Youth Contributions to Rural Transformation, Urban Renewal, Agriculture Production and Food Security**

#### **Strategic Objectives**

1. Enhance youth contribution to rural transformation
2. Enhance youth participation in agricultural production to boost food security.
3. Enhance youth participation in urban renewal.

#### **Outcomes**

1. Youth are actively participating in rural transformation.
2. Young people's participation in agricultural production is prioritised and incentivised across the value chain.
3. Young people are actively participating in urban renewal.

#### **Interventions**

1. Establish and implement policy to facilitate youth participation and inclusion in decision making forums and institutions such as appointment on boards and committees.
2. Advocacy
3. Leadership development
4. Encourage Agri-preneurship.
5. Review and develop land use and acquisition policies to facilitate the equitable distribution of state lands to support youth involvement in agriculture.
6. Incentivise agricultural training and development for youth.
7. Expand apprenticeship and internship opportunities in agriculture.
8. Promote informal education and learning initiatives.
9. Enhance Public/Private partnerships to facilitate technological enhancements in agriculture.
10. Improve/Expand research and development.
11. Capacity building and Awareness



## PILLAR 2

CO-CREATING TOBAGO'S  
SUSTAINABLE FUTURE FOR OUR  
YOUTH

### **Strategy 2: Stimulating Youth Action on Climate Change, Environmental Sustainability and Climate Justice**

#### **Strategic Objectives**

1. Facilitate youth contribution to environmental sustainability.
2. Support youth action on climate change and disaster mitigation

#### **Outcomes**

1. Young people are co-creating climate-resilient and environmentally sustainable communities.
2. Young people are more aware of the effects and implications of climate change and environmental degradation and are taking assertive action.

#### **Interventions**

1. Awareness Campaigns.
2. Education, Training and Advocacy.
3. Support youth groups.
4. Support youth-led initiatives.
5. Support/initiate environmental protection measures as a matter of priority



### PILLAR 3

#### PRIORITIZING YOUTH ECONOMIC PARTICIPATION AND EMPOWERMENT

#### **Strategy 1: Facilitating Youth Innovation and Economic Empowerment**

##### **Strategic Objectives**

1. Develop a comprehensive youth entrepreneurship strategy.
2. Facilitate enhanced youth economic participation.
3. Promote youth economic empowerment.
4. Create an internationally accredited ecosystem to support innovation

##### **Outcomes**

1. Entrepreneurship education and awareness mainstreamed from primary to secondary level.
2. Established regulatory policies, procedures and practices that align with sustainable development objectives.
3. Youth economic participation is prioritised and incentivised.
4. Vocational and technical skills development reflect market needs and international standards

##### **Interventions**

1. Optimise the regulatory environment.
2. Enhance Entrepreneurship Education and skills development.
3. Develop supportive and sustainable systems and policies to facilitate youth entrepreneurship.
4. Review existing housing policy to improve affordability.
5. Facilitate technology exchange and innovation. Facilitate financial and functional literacy development.
6. Establish a Tobago Youth Apprenticeship system.
7. Create business hubs and technology-driven open source markets.
8. Improve access to finance.
9. Promote economic diversification and increase youth labour force participation in all sectors.
10. Promote awareness and networking.
11. Improve access to state resources including lands for housing and business.
12. Expand Private/Public Partnerships.
13. Facilitate technology exchange and innovation.
14. Redefine internship policies and employment criteria.
15. Facilitate digitization of services.
16. Provide financial and technical resources to support research and product development.



### PILLAR 3

#### PRIORITIZING YOUTH ECONOMIC PARTICIPATION AND EMPOWERMENT

### Strategy 2: Improving Access to Development Opportunities for Youth

#### Strategic Objectives

1. Develop and maintain a youth development observatory.
2. Redefine data collection mechanisms to include the youth development index.
3. Implement/ strengthen monitoring and evaluation systems.
4. Increase Programme Enrollment and participation.
5. Strengthen public/private sector partnerships.

#### Outcomes

1. Youth Development observatory operational.
2. Youth Development index functional as a monitoring and evaluation mechanism.
3. Access to youth development opportunities maximised.
4. Increased enrollment and participation.
5. Increased private/public partnerships.

#### Interventions

1. Establish a youth development observatory.
2. Set up youth lab for incubator projects.
3. Review and analyze youth programmes/projects.
4. Set up registry of youth services, programmes and opportunities (educational, social, economic).
5. Conduct manpower audit and set up skills bank.
6. Conduct baseline and tracer studies.
7. Develop and expand financial assistance and support services.
8. Establish Management Information System.
9. Set up Monitoring and Evaluation Unit.
10. Implement skills assessment mechanisms.
11. Develop a comprehensive marketing plan and information-sharing mechanism/platform.
12. Improve programme certification and implement standardization and accreditation.
13. Execute memoranda of understanding with private/public sector agencies to develop a model in support of skills certification and accreditation.
14. Develop/Expand placement and apprenticeship options.
15. Facilitate business mentorship



### PILLAR 3

#### PRIORITIZING YOUTH ECONOMIC PARTICIPATION AND EMPOWERMENT

#### Strategy 3:

#### **Harnessing Youth Social and Intellectual Capital to Support Inclusive and Active Participation in the Civic and Democratic Life of Tobago**

#### Strategic Objectives

1. Facilitate the development of academically competent and intellectually accomplished young people.
2. Facilitate the development of technologically savvy and technically competent young people.
3. Facilitate the development of socially conscious, culturally literate and resilient young people.
4. Create opportunities for inclusive and active youth participation in decision making.
5. Establish policies and institutions to support youth participation.
6. Provide young people with the necessary tools to improve the quality of life, and the impact of their participation.
7. Foster social inclusion, build resilience and strengthen the NGO Youth Sector.

#### Outcomes

1. Young men and women are active participants in transforming learning environments.
2. Young people demonstrate social competence and resilience.
3. Young people are more independent in their thinking and active participants in governance and developmental activities.
4. Young people are eager in their pursuit of opportunities for higher learning, flexibility, mobility (both social and territorial), increased adaptability to innovation, and the formation and further implementation of all skills.
5. Young people are actively participating in decision making at all levels of governance.
6. The Tobago Youth Assembly – a functional institution of the state.
7. Tobago Youth Council fully operational and institutionalized as the representative voice of Tobago Youth.
8. Young people are holistically developed and enjoying a good quality of life.
9. Young people are participating actively in civic and democratic life.
10. Young people are resilient and participating in their own development, providing service to their communities.
11. A strong NGO and Youth Sector fostering self actualization and advocacy.

### Strategy 3 cont'd



#### Interventions

1. Improve and expand formal and informal learning environments.
2. Undertake education reform measures in alignment with policy objectives.
3. Expand Guidance.
4. Improve the use of technology in education and youth development.
5. Increased investment in technology development and transition activities.
6. Support innovation through established incubator programmes.
7. Expand HFLE for youth to improve wellness and fitness in the development of active citizens.
8. Expand TVET opportunities and programmes for youth.
9. Strengthen family and community support systems.
10. Introduce life skills and mentorship to commence at the primary level for all youth.
11. Use skilled and accomplished youth to create cycles of learning.
12. Support creative practitioners and honour cultural icons.
13. Use sport and the creative arts to facilitate youth development.
14. Engage youth in planning and development through participation on boards and committees and other systems of governance.
15. Create opportunities for socialization among youth, including those with exceptionalities.
16. Support the integration of young persons with special needs and exceptionalities.
17. Institutionalize the Tobago Youth Assembly.
18. Provide institutional support to the Tobago Youth Council.
19. Expand civic and democratic education and awareness through established institutions.
20. Introduce life skills and mentorship to commence at the primary level for all youth.
21. Institutionalize leadership and coaching.
22. Implement a national Youth Service Programme.
23. Support youth -led platforms and networks.
24. Support the expansion of service clubs and character building programmes.
25. Develop and implement policies to support rehabilitation and reintegration.

4

**PILLAR 4**

**CREATING SAFER SPACES,  
PEACEFUL COMMUNITIES AND  
ENVIRONMENTS FOR ALL  
YOUTH**

**Strategy 1:  
Providing Lasting, Community-Driven Solutions, Promoting Inclusion**

**Strategic Objectives**

- 1, Create safe spaces, peaceful communities and environments.
2. Promote a culture of peace and inclusivity in youth spaces and environments.
3. Improve access to community and youth spaces for ALL youth

**Outcomes**

1. Young people are co-creators and beneficiaries of safe spaces, peaceful environments and communities.
2. Young people are taking action to eliminate all forms of violence.
3. Young people are actively involved in character building activities.

**Interventions**

1. Expand, transform and create safe spaces for youth socialization, education and development.
2. Ensure that there is compliance with policies regarding infrastructure development and maintenance of buildings for ALL youth including youth with exceptionalities.
3. Establish active social education platforms to engender peace promotion activities, develop civic mindedness, foster social inclusion and increase awareness of gender-based and other forms of violence.
4. Strengthen/Implement community-based crime reduction measures/initiatives.
5. Improve the quality of protection and support services for youth.
6. Expand programme offering at youth centres and facilities.
7. Develop fair usage policies and practices.

**Strategy 1: Protecting Our Young Men and Women, Promoting Prevention****Strategic Objectives**

1. Promote healthy lifestyles and youth wellbeing.
2. Improve the quality of care for youth at institutions and health facilities.
3. Develop specialized health and wellness services for youth, including integrated testing and assessment centres/services.
4. Improve access to primary health care services for ALL youth.

**Outcomes**

1. Young people are practicing healthy lifestyles.
2. Young people are treated with dignity and respect at institutions and health facilities.
3. Young people are accessing holistic youth-friendly health services.
4. Healthy youth population in prevention, treatment and care with supporting health services such as mental health and infectious disease.

**Interventions**

1. Support healthy lifestyles and initiatives.
2. Support initiatives that engender spirituality and self awareness.
3. Encourage active participation in sport, and community -based sporting initiatives
4. Mental health support and youth friendly interventions
5. Integrated youth-friendly health services.
6. Support positive parenting programmes.
7. Expand testing, assessment and treatment / therapeutic options e.g support groups
8. Health clinics for youth
9. Strengthen public awareness campaigns and use innovative direct marketing strategies.
10. Improve accountability measures.
11. Support flexible operations and decentralized services.

## CONCLUSION

The Youth Empowerment Strategy is grounded in a rights-based paradigm. It emphasizes the concept of positive youth development and the significance of effective youth mainstreaming. However, the successful implementation and effectiveness of this strategy depends on several other critical success factors, including:



1. An enabling public policy environment.
2. An effective stakeholder engagement strategy
3. Adequate and sustainable investments in youth development
4. Inclusive and active youth participation throughout the project cycle.
5. Effective and organised youth advocacy.
6. Availability of trained and committed youth development professionals.
7. Implementation of an effective monitoring and evaluation framework.

The Tobago Youth Empowerment Strategy Implementation Plan 2023–2026, derived from this policy document, is an integral part of the Strategy. The Plan will articulate the short, medium and long-term strategic interventions to be undertaken over the life of the policy.



## REFERENCES

2017 Global Youth Wellbeing Index. (2019, January 16). Retrieved 2020, from <https://www.iyfnet.org/library/2017-global-youth-wellbeing-index>

CARICOM. (2012). THE CARICOM Youth Development Action Plan (CYDAP) 2012-2017. Retrieved 2020, from [https://caricom.org/documents/13930-cydap\\_2012-2017\\_rev.pdf](https://caricom.org/documents/13930-cydap_2012-2017_rev.pdf)

Bronfenbrenner, U., & Evans, G. W. (2000). Developmental science in the 21st Century: Emerging questions, theoretical models, research designs and empirical findings. Oxford: Blackwell.

CDB (n.d.). CDB Moves Closer to Finalising Youth Policy and Strategy: Caribbean Development Bank. Retrieved July 17, 2020, from <https://www.caribank.org/newsroom/news-and-events/cdb-moves-closer-finalising-youth-policy-and-strategy>

Central Statistical Office. (2012). Human Development Atlas. Retrieved 2020, from [https://cso.gov.tt/stat\\_publications/human-development-atlas/](https://cso.gov.tt/stat_publications/human-development-atlas/)

Cigisurrao. (2020). Retrieved 2020, from <https://un.org.au/2020/04/17/launch-of-un-policy-brief-on-children-the-impact-of-covid-19-on-children/>

CL, M. (2020). Psychological Distress and Loneliness Reported by US Adults in 2018 and April 2020. Retrieved 2020, from [https://pubmed.ncbi.nlm.nih.gov/32492088/?from\\_single\\_result=10.1001/jama.2020.9740](https://pubmed.ncbi.nlm.nih.gov/32492088/?from_single_result=10.1001/jama.2020.9740)

Commonwealth Secretariat. (2016, October 21). Global Youth Development Index and Report 2016. Retrieved 2020, from <https://books.thecommonwealth.org/global-youth-development-index-and-report-2016-paperback>

Commonwealth Secretariat. (2017). Youth Mainstreaming in Development Planning. Retrieved 2020, from [https://thecommonwealth.org/sites/default/files/events/documents/YMDP\\_9781849291644.pdf](https://thecommonwealth.org/sites/default/files/events/documents/YMDP_9781849291644.pdf)

Council of the European Union. (n.d.). Glossary on youth. Retrieved 2020, from <https://pjp-eu.coe.int/en/web/youth-partnership/glossary>

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed-method approaches. Los Angeles: Sage.

Dunkley-Malcolm, J. (2018, July 24). CARICOM and stakeholders to host youth forum in Guyana this week. Retrieved July 17, 2020, from <https://today.caricom.org/2018/07/23/caricom-and-stakeholders-to-host-youth-forum-in-guyana-this-week/>

Economic Commission for Latin America and the Caribbean. (2019, September 27). Disability, human rights, and public policy in the Caribbean: A situation analysis. Retrieved 2020, from <https://www.cepal.org/en/publications/43306-disability-human-rights-and-public-policy-caribbean-situation-analysis>

Economic Commission for Latin America and the Caribbean. (2020, March 06). Policy Brief: Implementation strategies for youth mainstreaming in sustainable development processes. Retrieved 2020, from <https://www.cepal.org/en/publications/44465-policy-brief-implementation-strategies-youth-mainstreaming-sustainable>

Eveline, J., & Bacchi, C. (2005). What are we mainstreaming when we mainstream gender? *International Feminist Journal of Politics*, 7(4), 496–512. doi:10.1080/14616740500284417

Exploring Youth Entrepreneurship. (2020). Retrieved 2020, from [https://sdgs.un.org/sites/default/files/2020-07/Youth\\_Entrepreneurship.pdf](https://sdgs.un.org/sites/default/files/2020-07/Youth_Entrepreneurship.pdf)

Frequently asked questions For Youth. (n.d.). Retrieved 2020, from <https://www.un.org/development/desa/youth/what-we-do/faq.html>

Geneva. (2005). International Labour Office. In *Resolutions Adopted by the International Labour Conference*. Retrieved 2020, from [https://www.ilo.org/youthmakingithappen/PDF/resolutions\\_en.pdf](https://www.ilo.org/youthmakingithappen/PDF/resolutions_en.pdf)

Global Employment Agenda (n.d.). Retrieved July 17, 2020, from <https://www.ilo.org/employment/areas/global-employment-agenda/lang--en/index.htm>

The Global Initiative on Decent Jobs for Youth (Rep.). (2015). United Nations. Retrieved 2020, from [unsceb.org/sites/default/files/Global Initiative on Decent Jobs for Youth Strategy Document Oct 2015.pdf](https://unsceb.org/sites/default/files/Global%20Initiative%20on%20Decent%20Jobs%20for%20Youth%20Strategy%20Document%20Oct%202015.pdf).

Global Youth Development Index (YDI). (n.d.). Retrieved July 23, 2020, from <https://www.thecommonwealth-healthhub.net/global-youth-development-index-ydi/>

Goal 8: Decent work and economic growth. (n.d.). Retrieved July 17, 2020, from <https://www.undp.org/content/undp/en/home/sustainable-development-goals/goal-8-decent-work-and-economic-growth.html>

Government of Trinidad and Tobago. (2018). *National Policy on Gender Development: A Green Paper 2018*. Retrieved 2020, from [http://www.opm.gov.tt/portals/0/Documents/National Gender Policy/National Policy on Gender and Development.pdf?ver=2018-03-08-134857-323](http://www.opm.gov.tt/portals/0/Documents/National%20Gender%20Policy/National%20Policy%20on%20Gender%20and%20Development.pdf?ver=2018-03-08-134857-323)

Government of Trinidad and Tobago. (2018). *National Social Mitigation Plan 2017 – 2022*. Retrieved 2020, from <http://www.social.gov.tt/wp-content/uploads/2018/07/National-Social-Mitigation-Plan-e-copy-website.pdf>

Government of Trinidad and Tobago. (2019, October 07). *Review of the Economy 2019*. Retrieved 2020, from <https://www.finance.gov.tt/2019/10/07/review-of-the-economy-2020/>

Government of Trinidad and Tobago. (n.d.). *Education Policy Paper 2017–2022*. Retrieved 2020, from <https://www.moe.gov.tt/education-policy-paper-2017-2022/>

The Health of Adolescents and Youth in the Americas. (n.d.). Retrieved July 23, 2020, from <https://www.paho.org/adolescent-health-report-2018/index.html>

Hippert, C. (2011). Women's spaces, gender mainstreaming, and development priorities: Popular participation as gendered work in rural Bolivia. *Women's Studies International Forum*, 34(6), 498–508. DOI:10.1016/j.wsif.2011.07.004

How to Determine the Correct Survey Sample Size. (2020, August 17). Retrieved 2020, from <https://www.qualtrics.com/experience-management/research/determine-sample-size/>

The Impact of COVID-19 on Children. (2020). UN Executive Office of the Secretary-General (EOSG) Policy Briefs and Papers. DOI:10.18356/df4e79ab-en

International Labour Organisation. (2005). Resolutions concerning youth employment. Retrieved 2020, from <http://www.ilo.org/public/english/standards/relm/ilc/ilc93/pdf/resolutions.pdf>

International Labour Organisation. (n.d.). Indicator Description: Share of youth not in employment, education, or training (youth NEET rate) . Retrieved 2020, from <https://ilostat.ilo.org/resources/methods/description-youth-neet/> McGinty, E. E., Presskreischer, R., Han, H., & Barry, C. L. (2020). Psychological Distress and Loneliness Reported by US Adults in 2018 and April 2020. *Jama*, 324(1), 93. DOI:10.1001/jama.2020.9740

International Youth Council. (2013, February 27). Involving Youth in the Community Development Process. Retrieved 2020, from <https://newtheiyc.ning.com/forum/topics/involving-youth-in-the-community-development-process>

International Youth Foundation. (2019, August 08). Young People Tell Us What Safe Spaces Mean to Them. Retrieved 2020, from <https://www.iyfn.org/blog/young-people-tell-us-what-safe-spaces-mean-them>

Ministry of Planning and Development. (2019, September 09). Vision 2030 – The National Development Strategy of Trinidad and Tobago 2016 – 2030. Retrieved 2020, from <https://data.gov.tt/dataset/vision-the-national-development-strategy-of-trinidad-and-tobago>

Ministry of Planning and Development. (2020). Roadmap for Recovery Post COVID-19 Pandemic (Rep.). Retrieved 2020, from Government of Trinidad and Tobago website: [http://planning.gov.tt/sites/default/files/Report of the Roadmap to Recovery Committee\\_1st\\_.pdf](http://planning.gov.tt/sites/default/files/Report%20of%20the%20Roadmap%20to%20Recovery%20Committee_1st_.pdf)

OECD. (2017). Evidence-based Policy Making for Youth Well-being. OECD Development Policy Tools. DOI:10.1787/9789264283923-en

OECD fragility framework of 2018. (2018). States of Fragility 2018. DOI:10.1787/9789264302075-graph5-en

OECD. (2018). States of Fragility 2018. Retrieved 2020, from [https://www.oecd-ilibrary.org/development/states-of-fragility-2018\\_9789264302075-en](https://www.oecd-ilibrary.org/development/states-of-fragility-2018_9789264302075-en)

OECD. (2020, June 11). Youth and COVID-19: Response, recovery, and resilience. Retrieved 2020, from <http://www.oecd.org/coronavirus/policy-responses/youth-and-covid-19-response-recovery-and-resilience-c40e61c6/>

OECD. (2020, May). Unemployment Rates, OECD – Updated: May 2020. Retrieved 2020, from <http://www.oecd.org/sdd/labour-stats/unemployment-rates-oecd-update-may-2020.htm>

Office of the Prime Minister. (2019). National Child Policy. Retrieved 2020, from <http://www.opm-gca.gov.tt/National-Child-Policy>

Onwuegbuzie, A., & Leech, N. (2006, September 1). Linking Research Questions to Mixed Methods Data Analysis Procedures 1. Retrieved July 18, 2020, from <https://nsuworks.nova.edu/tqr/vol11/iss3/3/>

PAHO, 2019, 7. (2019, November 07). Improving adolescent health in the Caribbean. Retrieved July 23, 2020, from <https://www.paho.org/en/news/7-11-2019-improving-adolescent-health-caribbean>

Participation for Youth. (n.d.). Retrieved 2020, from <https://www.un.org/development/desa/youth/world-programme-of-action-for-youth/participation.html> Pierre Pluye<sup>1</sup> and Quan Nha Hong<sup>11</sup> Department of Family Medicine. (2014). Combining the Power of Stories and the Power of Numbers: Mixed Methods Research and Mixed Studies Reviews. Retrieved July 18, 2020, from <https://www.annualreviews.org/doi/full/10.1146/annurev-publhealth-032013-182440>

Pilgrim, N., & Blum, R. (2012). Adolescent mental and physical health in the English ... Retrieved 2020, from <https://www.paho.org/journal/sites/default/files/10--Review--Pilgrim--62-69.pdf>

Population. (n.d.). Retrieved July 17, 2020, from <https://www.gov.tc/stats/statistics/social/5-population>

Positive Youth Development. (n.d.). Retrieved 2020, from <https://youth.gov/youth-topics/positive-youth-development>

Procope-Beckles, M., Mrs. (2007). Trinidad and Tobago Report - World Health Organisation. Retrieved 2020, from [https://www.who.int/ncds/surveillance/gshs/2007\\_GSHS\\_Trinidad\\_and\\_Tobago\\_Report.pdf](https://www.who.int/ncds/surveillance/gshs/2007_GSHS_Trinidad_and_Tobago_Report.pdf)

Protecting and mobilising youth in COVID-19 responses United Nations for Youth. (2020). Retrieved July 23, 2020, from <https://www.un.org/development/desa/youth/news/2020/05/covid-19/>

Prügl, E., & Lustgarten, A. (2006). Mainstreaming Gender in International Organisations. Women and Gender Equity in Development Theory and Practice: Institutions, Resources and Mobilization, edited by Jane S. Jaquette and Gale Summerfield, 53-70. DOI:10.1215/9780822387756-004  
Site designed and built by Hydrant (<http://www.hydrant.co.uk>). (n.d.). Youth Development Index 2016. Retrieved July 17, 2020, from <https://thecommonwealth.org/youthdevelopmentindex>

Situation Analysis of Adolescent Sexual and Reproductive Health and HIV in the Caribbean. (2013). Pan American Health Organisation.

Sustainable Development Goal 4 (SDG, 4). (n.d.). Retrieved July 17, 2020, from <https://www.sdg4education2030.org/the-goal>

The Sustainable Development Agenda - United Nations Sustainable Development. (n.d.). Retrieved 2020, from <https://www.un.org/sustainabledevelopment/development-agenda/>

Suulola, B. (n.d.). Become a Better You. Retrieved 2020, from <https://benjaminsuulola.com/>

Trinidad & Tobago, Ministry of Community Development, Culture & the Arts, Community Development. (2018). National Policy on Sustainable Community

Development (2018-2030). Retrieved from <https://cdca.gov.tt/policies-publications/sustainablecommunitydevelopment/>

Trinidad & Tobago, Ministry of Sport and Youth Affairs, Division of Youth Affairs. (n.d.). National Youth Policy 2012-2017. Retrieved 2020, from [https://www.youthpolicy.org/national/Trinidad\\_Tobago\\_2004\\_National\\_Youth\\_Policy.pdf](https://www.youthpolicy.org/national/Trinidad_Tobago_2004_National_Youth_Policy.pdf)

Unemployment Rates, OECD – Updated: May 2020. (n.d.). Retrieved July 23, 2020, from <http://www.oecd.org/sdd/labour-stats/unemployment-rates-oecd-update-may-2020.htm>

UNESCO. (2019, February 14). Right to education. Retrieved 2020, from <https://en.unesco.org/themes/right-to-education>

UNESCO. (2020, August 31). TVET. Retrieved 2020, from <http://www.unesco.org/new/en/newdelhi/areas-of-action/education/technical-vocational-education-and-training-tvet>

UNEVOC. (n.d.). Retrieved July 17, 2020, from <https://unevoc.unesco.org/home/>

Uni. (2013, September). Eastern and Southern Caribbean Youth Assessment (ESCYA ... Retrieved 2020, from [https://www.tt.undp.org/content/dam/trinidad\\_tobago/docs/DemocraticGovernance/Publications/ESCYA Final Report \(Final Submission\) 31 Oct.pdf](https://www.tt.undp.org/content/dam/trinidad_tobago/docs/DemocraticGovernance/Publications/ESCYA%20Final%20Report%20(Final%20Submission).pdf)

UNICEF. (1989, November 20). Convention on the Rights of the Child. Retrieved 2022, from <https://www.unicef.org/child-rights-convention/convention-text>.

UNICEF. (2017, September 01). Situation Analysis of Children in Trinidad and Tobago. Retrieved 2020, from <https://www.unicef.org/easterncaribbean/reports/situation-analysis-children-trinidad-and-tobago>

United Nations Educational, Scientific and Cultural Organisation. (2004). Characteristics of Youth-Friendly Services – Educan. Retrieved 2020, from [http://www.educan.org/sites/educan.org/files/Characteristics\\_Youth\\_Friendly\\_Services.pdf](http://www.educan.org/sites/educan.org/files/Characteristics_Youth_Friendly_Services.pdf)

United Nations. Convention on the Rights of Persons with Disabilities (CRPD). (2006) Enable. Retrieved 2020, from <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

United Nations. (2013). United Nations Department of Economic and Social Affairs (UNDESA) Fact Sheet [Brochure]. London: Author. Retrieved 2020, from <https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-definition.pdf>

United Nations. (2018). Young People Need Safe Spaces Where They Can Express Themselves Freely, Secretary-General Says in Message on International Youth Day | Meetings Coverage and Press Releases. Retrieved 2020, from <https://www.un.org/press/en/2018/sgsm19154.doc.htm>

United Nations. (2018). Safe spaces offer security and dignity for youth and help make the world 'better for all': Guterres – United Nations Sustainable Development. Retrieved 2020, from <https://www.un.org/sustainabledevelopment/blog/2018/08/safe-spaces-offer-security-and-dignity-for-youth-and-help-make-the-world-better-for-all-guterres/>

United Nations. (2020). Protecting and mobilizing youth in COVID-19 responses United Nations for Youth. Retrieved 2020, from <https://www.un.org/development/desa/youth/news/2020/05/covid-19/>

United Nations. (2020). World Youth Report, 2020. Retrieved 2020, from <https://www.un.org/development/desa/youth/wp-content/uploads/sites/21/2020/07/2020-World-Youth-Report-Full-Final.pdf>

United Nations. (2020). Decent Work and Economic Growth: Why it Matters. Retrieved 2020, from [https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/8\\_Why-It-Matters-2020.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2016/08/8_Why-It-Matters-2020.pdf)

United Nations. (2020). Quality Education: Why it matters. Retrieved 2020, from [https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/02/4\\_Why-It-Matters-2020.pdf](https://www.un.org/sustainabledevelopment/wp-content/uploads/2017/02/4_Why-It-Matters-2020.pdf)

United Nations. (2020). Cities – United Nations Sustainable Development. Retrieved 2020, from [https://www.un.org/sustainabledevelopment/cities/United Nations. \(n.d.\).](https://www.un.org/sustainabledevelopment/cities/United Nations. (n.d.).)

United Nations. (n.d.). Goal 11 | Department of Economic and Social Affairs. Retrieved 2020, from <https://sdgs.un.org/goals/goal11>

United Nations. (n.d.). Health – United Nations Sustainable Development. Retrieved 2020, from <https://www.un.org/sustainabledevelopment/health/>

Welcome. (2020, July 31). Retrieved 2020, from <https://cso.gov.tt/>

What is Diversity & Inclusion? (2018, December 03). Retrieved 2020, from <https://globaldiversitypractice.com/what-is-diversity-inclusion/>

WHO. (2010, December 09). Health and development. Retrieved 2020, from <https://www.who.int/hdp/en/>

World Bank. (1970, January 01). World Development Report, 2007. Retrieved 2020, from <https://openknowledge.worldbank.org/handle/10986/5989>

World Development Report 2007: Development and the Next Generation (Rep.). (2007). Washington, DC, DC: The World Bank. Retrieved 2020, from <https://openknowledge.worldbank.org/handle/10986/5989>

World Programme of Action for Youth to the Year 200 and Beyond. (1996). Retrieved 2020, from <https://digitallibrary.un.org/record/202231?ln=en>.

Young People Need Safe Spaces Where They Can Express Themselves Freely, Secretary-General Says in Message on International Youth Day | Meetings Coverage and Press Releases. (n.d.). Retrieved July 23, 2020, from <https://www.un.org/press/en/2018/sgsm19154.doc.htm>

Youth and COVID-19: Response, Recovery and Resilience. (2020, June 11). Retrieved July 23, 2020, from <http://www.oecd.org/coronavirus/policy-responses/youth-and-covid-19-response-recovery-and-resilience-c40e61c6/>

Youth Risk Behaviour Surveillance – the United States, 2017. (2018, May 21). Retrieved July 23, 2020, from <https://www.cdc.gov/mmwr/volumes/67/ss/ss6708a1.htm>

Youth Mainstreaming in Development Planning: Transforming Young Lives (Rep.). (2017). London: Commonwealth Secretariat.

-End-