

Solomon Islands Youth in Transition

Summary Note

Key Findings, Options and Recommendations of the Youth Scoping Mission¹

December, 2008

A. Introduction

1. At the beginning of 2008 the Solomon Islands Government (SIG) identified youth as one of its six priority areas for medium-term development. The SIG subsequently requested the World Bank provide an analytical input to the development of a new youth strategy. In response to this request the World Bank fielded a mission that aimed to provide an initial overview of the situation of youth in the Solomon Islands today, and to identify options and opportunities for Government action and for World Bank engagement. This note summarizes the findings and preliminary recommendations of the mission.

2. **The Solomon Islands has been undergoing rapid social, economic and political transitions in the past 100 years. Youth, defined in the SI National Youth Policy as between the ages of 14 and 29, are coming of age and finding their place in this dynamic environment.** Key decisions regarding education, employment, health and family, as well as political views and beliefs are crucially shaped during this stage of life. The Government and society's investments in human capital and the opportunities that are made available to these young adults also have profound impacts on both role youth play in society as well as on their and the nation's future.

3. **The state and society are struggling to keep up with the needs, views and expectations of youth.** A relatively weak state, the unequal distribution of resources, limited service delivery systems, and a lack of broad based economic growth and employment opportunities, set against the backdrop of high population growth rates, rapid urbanization and a strained system of traditional social safety nets, have contributed to rising youth poverty, unemployment and alienation. Other signs of this struggle include low rates of school completion, increasing youth susceptibility to substance abuse, adolescent pregnancies, as well as escalating youth crime and juvenile delinquency.

4. **This note is an attempt to understand the situation of youth in a rapidly changing society, and to identify opportunities and priorities for the SIG's youth strategy and for World Bank engagement.** It is divided into five parts. The next section considers some important contextual factors. Section C presents a preliminary analysis of the five key youth transitions. Section D offers some broad recommendations, and Section E identifies options for Bank engagement. In addition, Annexes 1 and 2 provide tabulated summaries of youth-related programming as well as an overview of the main findings and recommendations of this note.²

¹A World Bank mission, comprising Ingo Wiederhofer (Sr. Operations Officer), Sonya Woo (Operations Officer) and Samuel Clark (Consultant), visited the Solomon Islands from June 19 to 26, 2008.

² This analysis draws heavily upon previous analyses undertaken on youth specifically and development in the SI more generally. It should also be noted that the objective of the mission was to map general trends in order to elucidate gaps and

B. Background and Context

5. **Three key contextual factors are crucial for understanding the status of youth in the Solomon Islands today:** 1) the ongoing interaction between customary and formal forms of political, social and economic organization; 2) rapidly changing demographics and an emerging “youth bulge”; and, 3) the recent political tensions that culminated in the RAMSI intervention.

I. *Government and Social Institutions*

6. **The SI is historically a tribal society with diverse traditional social structures and customs based on strong family/kinship ties and clan/lineage systems.** The country is also characterised by a rich linguistic diversity: the census distinguished 91 different local languages in addition to Pidgin and a few foreign languages. Although kinship and clan systems are less dominant in urban settings, primacy of these customary norms is underscored by “*wantok*” (one-talk) alliances along linguistic lines.³ At one level, the *wantok* system acts as a safety net for individuals and a positive force for social cohesion, but at another, it acts as a disincentive to individual enterprise and in some respects to a broader national identity.

7. **Three quarters of the population continue to live in about 3,000 rural villages dispersed across hundreds of small islands.** The population distribution across the islands is very uneven. There are over 140,000 people on Malaita, the largest island, which constitutes about 30% of the total population, with the other provinces ranging from 20,000 to 60,000 inhabitants.⁴ Traditional life remains centred around communally owned land within small villages that are sustained through subsistence agriculture, fisheries, and access to either remittances or periodic income generation activities. Kinship and clan systems, often in collaboration with the churches, play an important role in local governance. In contrast, life in Honiara mainly revolves around on access to formal employment or informal entrepreneurial activities. Needless to say, there are significant differences in the respective experiences and expectations of youth in rural and urban areas.

8. **The SIG’s efforts to engage with these diverse and intertwined governance structures are impeded by overlapping planning and coordination frameworks.** Currently, there are at least five different five distinct systems for channelling funds to the sub-national level. These include the provincial governments, the constituency funds implemented by the Ministry of Rural Development, the constituency funds administered by Members of Parliament (MPs), the representatives of the line ministries in the provinces, not to mention an array of weakly coordinated donor, church and civil society programs and their parallel governance structures.

identify priorities. The planning of interventions in any of these sectors/transitions would require additional analysis. Some of the key reports utilized include: World Bank (1998), SIG (2000), ILO (2001), Dinnen (2002), HAI (2003), UNICEF (2005), HIES (2006), World Bank (2007), Jourdan (2008) and Fukuyama (2008).

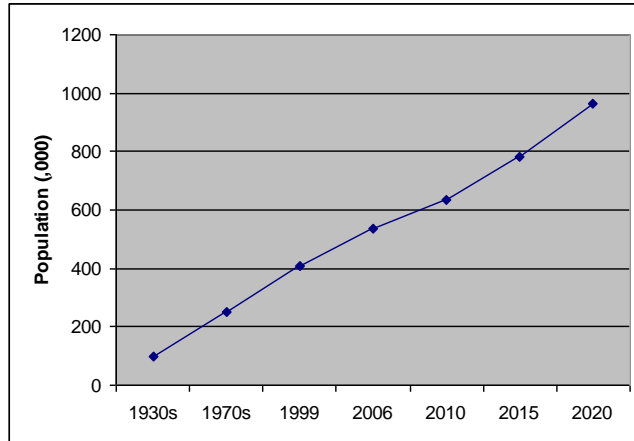
³ According to Kabutaulaka, the *wantok* concept is a relatively new mode of social identification that has emerged in response to urbanization and the need for identity markers when large groups of individuals from different groups come together. See World Bank (1998).

⁴ SI National Statistics Office, 1999, *Population Census*, Honiara

II. Population Demographics and the “Youth Bulge”

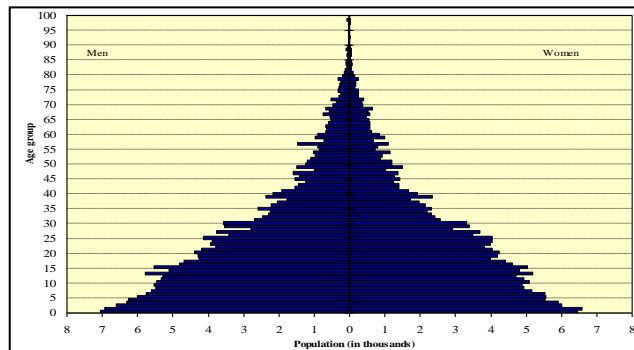
9. **The population continues to grow rapidly.** The population of the SI has increased from about 100,000 in the 1930s to 250,000 in the 1970s, and to about 535,000 in 2006. At an annual growth rate of about 4.4% between 1999 and 2005 population growth rates remain among the highest in the world.⁵ This rapid increase is the result of a simultaneous decreasing mortality rate and increasing life expectancy. The total population is likely to increase to almost one million in 2020 as a large number of young women reach child bearing age (see figure 1).

Figure 1: Population Size (1930s – 2020)



10. **The SI has a very youthful population.** Recent surveys report that almost 70% of the population is less than 29 years of age, and that almost a third are between 15 to 29 years of age (see Figure 2). Based on these current statistics, the youth bulge is projected to double in size within the next 16 years.

Figure 2: Population Distribution by Age and Sex



The youth bulge in the SI provides enormous potential for growth and development, but equally enormous challenges and risks. While young Solomon Islanders provide enormous productive intellectual and labor potential, youth bulges also strain basic government services, especially for education and health, and test the ability of the labor market to absorb entrants. Youth bulges are also thought to substantially increase the risks of violent conflict and unrest when coupled with conditions of economic stagnation.

III. The Tensions

11. **Between 1998 – 2003, the country endured recurrent episodes of political instability and violence. There has been a significant recovery since 2003, with the exception of riots in Honiara in 2006.** “The Tensions”, which are widely acknowledged to have lasted from 1998 until the arrival of Regional Assistance Mission in Solomon Islands in 2003, were largely concentrated in Honiara, Guadalcanal and Malaita (although violent incidents occurred in other provinces). Subsequent analysis highlight a number of issues and drivers, including: (i) inter-island migration and access to land (i.e. illegal squatting and disputes over customary lands); (ii) friction between traditional versus non-traditional

⁵ Solomon Islands Government, *Household Income Expenditure Survey 2005/06*, Honiara.

authority structures (i.e. the parallel systems that facilitated “forum shopping”, particularly in the land and justice sectors); (iii) unequal access to the state, including services, resources and information; and, (iv) unequal economic opportunities, particularly in the more remote islands.⁶

12. **Young people were heavily involved in the civil conflict, both as victims as well as perpetrators of violence.** While most accounts conclude that individual politicians and associated militants were responsible for mobilizing and politicizing (or “ethnicizing”) the violence, a subgroup of youths acted as the foot soldiers in the looting and violence violence that came to characterize The Tensions.⁷ There are signs that political agitators and militants successfully used the Tensions to entrench amongst some young people resentment and grievances against the state, and to foment ethnic tensions among different linguistic groupings.

13. **While the country has made significant progress since 2003, the 2006 riots in Chinatown serve as a reminder of the fragility of the situation and the challenges this poses for developing and implementing policies and programs.** The deployment of the RAMSI has helped to prevent further violence and social unrest, although some of the underlying conditions for conflict remain. Amongst others, the reintegration of combatants has been problematic, instigators and leaders of the violence remain at large, many *wantok*-aligned youth associations that could provide the basis for further mobilization of youth violence remain active, land disputes have not been resolved, spontaneous urban migration continues, and unemployment rates remain high.

14. At the central governance level, discussions regarding a political party integrity bill offer an opportunity for the Solomon Islands to strengthen its political system with a view to reducing risks of episodes of instability and paralysis. If adopted, such measures may also help to secure Government stability, thereby improving prospects for longer-term policy development and implementation approaches.

C. Capitalizing on the Youth Bulge: Investing in Five “Youth Transitions”

15. The World Bank’s *2007 World Development Report: Development and the Next Generation* notes that seizing the opportunity of the youth bulge requires investing in five key transitions that shape young people’s human capital: learning, working, staying healthy, forming families, and exercising citizenship. This section presents a preliminary analysis of these five transitions in the SI.

⁶ See, for example, Dinnen (2002) and Fraenkel (2004).

⁷ The role of youth in creating and undermining peace is a constant theme in many of the conflict analyses and reports that have been undertaken by donors and civil society groups: AusAID (2003), *Youth in Solomon Islands: A participatory study of issues, needs and priorities*; UNDP (2004), *Solomon Islands Peace and Conflict Development Analysis*; UNIFEM (2005) *Gendered Early Warning Project*; and World Vision (2006), *Conflict Assessment*.

I. *The Learning Transition*

Key Issues:

- High numbers of early school leavers, particularly at secondary levels
- Inadequate vocational training and non-formal education opportunities, (with even more limited opportunities for young women)
- Disproportionate SIG investments in tertiary education
- Church group large players in delivery vocation training and non-formal education
- Significant donor, civil society and church involvement in the education sector

16. **While there has been a concerted effort to expand access to education in the past few decades, the Solomon Islands still lags behind many of its neighbours in terms of primary and secondary school coverage, enrollment and completion rates.**⁸ In Fiji and Vanuatu, net primary enrollment ratios are in the 90 percentile range; and at secondary levels, between 40 - 60 percent. In the Solomon Islands, these figures are 80 percent and 26 percent respectively.⁹ Furthermore, while the drop between enrollment and completion rates at the primary level is worrisome, it is worse during the transition to secondary school (particularly for young women). This is largely due to the inability of the secondary school system to absorb the bulging youth population. Only about half of those who attend primary school can be placed in secondary school and amongst those who do manage to find a spot as many as 60 - 85 percent are “pushed out” (i.e., fail compulsory examinations with tough passing requirements and/or are unable to pay increasing school fees) at the end of Forms 3 and 5 respectively. High attrition rates have meant that many students leave school before having completed a level of education that prepares them adequately for productive adult lives. Youth from poorer families are especially at risk of falling out of the system at this stage due to their inability to pay increasing school fees.

17. **The limited absorptive capacity of the formal education system combined with an economy that remains predominantly peri-subsistent and “informal” increases the importance of non-formal education and vocational training opportunities.** The SIG’s education priorities have resulted in a significant under-investment in non-formal education and vocational training. These have received little government support and have been largely reliant on the support of churches and donors. In contrast, the demand for places in these schools is very high. For example, one school in Western Province reported that it receives 500-600 applicants each year for only 66 places. There is a need to expand the provision of market-oriented skills training and to better integrate this into the formal school system, as well as to develop service provision standards in this area.

⁸ World Bank, 2006, *Human Development Sector Report*, Washington, D.C. SIG spending on pre-school, basic and secondary education combined accounts for only just over half of the total education and training budget, despite the fact that 97 percent of enrollments are at these levels. While only about 3 percent of total enrollments are at the tertiary level in 2005, the tertiary education’s share represents 19 percent of the education sector budget. One reason for this is the SIG’s scholarship scheme which enables students to access tertiary training and education abroad, usually in Fiji, PNG, Australia and New Zealand. Some 296 Solomon Islanders benefited from this support in 2006. There is a clear risk of elite bias in this expenditure allocation.

⁹ UNICEF/SPC/UNPF/NZAID, 2005, *The State of Pacific Youth*, Suva.

II. *The Work Transition*

Key Issues:

- High youth unemployment and under-employment
- Low market access and opportunities in the formal economy due to limited private sector enterprise and industry
- Limited public sector employment generation activities
- Limited job information services
- Lack of capital and access to credit
- Fewer internal labor migration options available since The Tensions
- Limited regional labor migration options

18. **Like many developing countries, employment in the Solomon Islands is heavily concentrated in the informal economy and based on subsistence activities.** The vast majority of the population is engaged in subsistence farming. The formal employment sector accounts for only about 16 percent of the working population, the majority of which are concentrated in and around Honiara. The main sectors for formal employment are public administration (16%), agriculture (15%), fisheries (12%), forestry (8%), trading (7%) as well as other services (28%). About 75 percent of the total workforce is currently employed in subsistence agriculture, albeit with limited access to produce markets and to short-term temporary employment.¹⁰

19. **There are insufficient formal employment opportunities for youth in both rural as well as urban areas.** Central Bank estimates indicate that about 7,500 young people enter the workforce each year but that the maximum annual increase in formal employment since 1982 has been by 3,800 persons. Annual employment growth in the formal sector is projected at around 1-2 percent.¹¹ A recent survey of youth in 100 rural villages indicates that only 4-6 percent are engaged in government or private sector work respectively, 8 percent are self-employed, and the majority (approximately 58%) are in a grey area where they are not employed as such but contribute to household production in some way.¹²

20. **Inadequate and inappropriate investments and preparations for work and life result in high unemployment rates.** The education system continues to orient youth towards the formal economy where employment opportunities are limited, and insufficiently prepares them for alternative options, including informal livelihoods. A review of these skill sets reveals that many of the identified skills are found in five general areas of employment/income generation: (i) forestry/logging; (ii) farming/plant and animal production; (iii) construction; (iv) teaching; and (v) basic business management (particularly in the areas of accounting, bookkeeping, finance and administration). In addition, there is significant demand for skilled work in the informal sector, particularly in connection to community development activities, rural industries (forestry and mining), and self-employment as well as some unmet demand in the formal public and private sectors.¹³

¹⁰ SI National Statistics Office, 1999, *Population Census*, Honiara

¹¹ This estimate was based on the 1999 census data, and it is likely that the number has increased.

¹² World Bank (2007), *Solomon Islands: Study to Support the Development of a National Skills Training Plan*, Human Development Sector Reports.

¹³ Ibid.

21. **It is unlikely that the labor market in SI will be able to absorb an adequate proportion of youth market entrants in the foreseeable future.** In this context, regional labor migration provides an important avenue for social stabilization and the generation of remittances. Recent initiatives by New Zealand and Australia may afford valuable migration opportunities. Recent policy analysis undertaken by the World Bank on migration between Pacific countries and Australia and New Zealand indicate that greater labor mobility can generate positive outcomes for both sending and receiving countries. To optimize these arrangements and reduce risks of abuse, it will be important to i) ensure appropriate workers are selected for participation; ii) encourage a circular movement of labor so that participants can accrue benefits over time; iii) share travel-related costs so as to reduce fixed costs and the incentives to overstay; and iv) ensure schemes are commercially viable and private sector driven.¹⁴ It will also be important to establish robust governance mechanisms for these programs in the SI.

III. *The Citizen Transition*

Key Issues:

- Limited opportunities for youth to participate in community governance in rural areas and civic education more generally
- New civil society groups (NGOs, media, youth associations, sports clubs) predominantly in urban areas
- The tensions have expanded political awareness but also encouraged *wantok* identities amongst youth
- Efforts to involve youth in governance and policy-making has focused on national actors
- Donor activities support local development efforts mostly through micro grant initiatives, but none specifically targeted to facilitating youth involvement.

21. **Socio-political institutions have undergone significant changes in recent times, particularly in urban areas.** Historically, participation in social and political affairs in SI was confined to the community or village level, with active participation in local affairs generally limited to ruling kin and clan groupings, “big men”, and, in some locations, hereditary chiefs. These *kastom* institutions, as well as the church, remain the dominant actors in rural areas. In urban areas the picture is increasingly diverse. *Kastom* institutions, often expressed through the concept of *wantok* (one-talk), and the church remain important institutions but new civil society groups, including NGOs, professional associations, sports clubs, the media and youth associations, are increasingly relevant.

22. **While donors are providing some support to community development efforts, the scope for youth participation in local and national institutions and development initiatives remains limited; and feelings of frustration, anger and political marginalisation amongst youth are common.** In some rural areas, local governance structures—which are often a hybrid or web of interlinked *kastom*, government and church structures—include local youth leaders and representative bodies. In urban and peri-urban areas, youth have more opportunities to participate in sports clubs, NGOs, youth associations

¹⁴ World Bank (2008), *At Home & Away: Expanding Job Opportunities for Pacific Islanders through Labor Mobility*, Poverty Reduction and Economic Policy Unit.

(many of which are based on new *wantok* identities), and the media. However, opportunities are generally limited to the better educated and connected, and rarely reach out to “ordinary” youth who often lack a basic understanding of government institutions such as the parliament and executive functions. Furthermore, even youth who manage to find an outlet for their social and political aspirations in community development or advocacy express disappointment with their inability to exert influence,.

23. **The political mobilization of young people during The Tensions has had a profound impact the political awareness of today’s youth.** They appear to be more aware of injustices and corruption. However, it is not clear that this expansion of political awareness is being channelled in positive ways. For example, there is some evidence to suggest that the SIG’s reintegration initiatives, which focused on providing “compensation” to problem groups, may have encouraged some youth to group along *wantok* lines in order to extract additional rents from national government.

IV. *The Health and Family Transitions*

Key Issues:

- Poor diets and increasing prevalence of non-communicable diseases
- High levels of substance abuse (e.g., *kwaso*, alcohol, betel nut, marijuana)
- Adolescent pregnancies, sexually transmitted infections
- Increasing rates of sexual abuse in rural areas and during periods of political tension
- Poor access to health services and information
- Disintegration of normative and ethical value systems
- Largely the domain of family, church groups and some NGOs

24. **Four key issues relating to the health and family transitions were mentioned by health officials, community leaders as well as youth themselves.** First, there are significant concerns about the changing diets of youth and Solomon Islanders more generally. Relatively recently, and particularly in urban or peri-urban areas, youth as well as adults are increasingly adopting a diet that is reliant on imported and highly refined foods low in fibre and high in carbohydrates, fat and sugar. Such a diet, particularly when coupled with declining physical activity, significantly increases levels of obesity, and may lead to higher levels of diet-related diseases such as diabetes.

25. **Second, the increasingly high levels of substance abuse are a concern for community leaders but also youth themselves.** The most commonly abused substances are homebrews, alcohol, marijuana, and the locally produced and particularly damaging *kwaso*. Youth and community leaders report that these substances not only contribute to criminal behavior in order finance addictions but also that youth often become aggressive and prone to violence while they are high as well as unproductive and lethargic as they recover from the after effects of drugs.

26. **The third key health issue affecting youth in the Solomon Islands is adolescent and unwanted pregnancies.** Traditionally, parents and the community arranged the marriages of their children in order to ensure communally appropriate relationships. Today, social norms regarding sexual promiscuity have shifted, and parents and the family exert less

influence on their children's relationships. The average age of first sexual intercourse for males and females is between 14 and 18 years of age and the adolescent fertility rate of 72 per 1,000 remains relatively high.

27. **A fourth health issue is increasing concerns regarding sexually transmitted infections (STIs), human immunodeficiency virus (HIV), and acquired immunodeficiency syndrome (AIDS).** Although quantitative data is unavailable, reports suggest that STI/HIV/AIDS could become an increasingly serious health issue for youth and the general population.

28. **One of the manifestations of urbanization is the disintegration of normative and ethical value systems as family structures are changing as a consequence of migration and other hardships lined to unbalanced rural and urban growth.** The traditional nuclear or extended family has been replaced by a multitude of family types, including single-parent families. Today, the role of mentor is either devolved to the nuclear family or is more likely to be non-existent. This has significantly weakened the transmission of traditional family values and social ties, which is crucial for social and individual development. Low parental monitoring and support has been directly related to increased risky behaviours among young people.

D. Recommendations to Government

29. Tackling the challenges, mitigating the risks, and reaping the potential of SI's youth bulge will require a clear strategy and sustained investments from the SIG, civil society, and Solomon Islanders themselves.

I. The Learning Transition: Keep youth in school and expand vocational training opportunities

30. The SIG and a number of international agencies partners recently reviewed the education and training sectors. Many of the recommendations of this analysis have yet to be implemented. Key recommendations that would significantly enhance the education transition for youth and greatly improve their future prospects include:

- Prioritize expenditure on primary and secondary education;
- Expand vocational training curriculum and access, particularly in rural areas; through an expansion and standardization of Rural Training Centers (RTCs) and Community Based Training Centers (CBTCs);
- Invest in empirical evaluation and learning on the performance of existing RTCs and various VTEC approaches in terms of 1) connecting/placing graduates with formal and informal employment; and 2) doing so in ways that position them for or channel them towards relevant informal opportunities;
- Pilot financial incentives to reduce school completion times and encourage youth from poorer households to stay in school; and
- Pilot second chance education programs that blend basic education and vocational

training for drop-outs and high-risk youth in urban areas.

II. *The Work Transition: Focus on employment generation in rural and urban areas through an expansion of community development, public works, sustainable forestry, and market access*

31. The lack of employment opportunities is the single biggest problem that youth face, and will continue to make the SI prone to instability if left unaddressed. The SIG could consider the following:

- Establish a youth employment task force comprising relevant Government, private sector and civil society stakeholders (including youth representatives);
- Review opportunities to enhance employment of youth in labor-based approaches in ongoing infrastructure development (e.g., roads sector), and/or establish a labor-intensive public works scheme focused on rural and urban infrastructure and/or a youth community service program focused on reforestation and building and maintaining community assets;
- Expand entrepreneurial microfinance, micro-savings and credit schemes in cooperation with the skills training providers (e.g., RTCs) and private banks;
- Support the further development and expansion of regional temporary labor migration schemes, and ensure the establishment of robust and apolitical governance and administrative arrangements for such schemes.

III. *The Citizen Transition: Support opportunities to empower youth to participate in community decision-making, community development initiatives and civil society*

32. Supporting the citizen transition requires a strong focus on facilitating decision-making processes and relationships at the national, provincial and community levels; and is therefore as often about *how* something is done as compared with *what* is done. The SIG could consider the following:

- Establish the national, provincial and local youth councils as envisaged in the National Youth Policy based on principles of democracy and transparency;
- Channel small grants to youth groups (preferably those youth councils established by the NYC) for community service (social activities, community infrastructure, environment protection, etc.);
- Support opportunities for youth to participate in community governance, community development as well as youth and sports associations; and
- Enhance civic education in school.

IV. *The Health and Family Transition: Integrate prevention programs and disseminate information through school curricula, the media and church networks*

33. While the SIG has a relatively modest capacity to influence the family transition (compared to other social institutions, such as the church), it should capitalize on its school network to deliver preventative programs and disseminate important information to youth in order to help counter risky and destructive behaviors. These activities should be implemented in collaboration with parents, communities, churches, civil society groups and youth

themselves so as to ensure the messages are mutually reinforced and are backed by social and peer pressure. The SIG could consider the following:

- Integrate prevention programs in the school curricula and strengthen the accessibility of health and nutrition services. E.g., universal curriculum-based HIV/AIDS and sex education, family planning, reproductive health and promotion of healthy behaviours; and
- Provide health and nutrition grants/CCTs for households in return for regular basic and reproductive health visits.

E. Options for World Bank Engagement

22. **The World Bank has limited financial and human resources, and therefore it would have to focus its support in specific high priority areas.** As a first step, it is suggested that the Bank contribute to the citizen transition by ensuring that current activities generate opportunities for youth to meaningfully participate in decision-making, monitoring and as beneficiaries. In terms of target groups, it is suggested that its support should focus on the needs of youth in rural areas as well as high-risk youth in urban areas. Options for specific programming include:

I. *Short-Term Measures*

35. **Technical Assistance for a Revision of the National Youth Policy.** Although the SIG adopted a National Youth Policy in 2000, dissemination and revision of that policy has not been a priority in light of changing circumstances. It may be time to review this policy, and to develop a realistic action plan to disseminate and implement key aspects of the policy.

36. **Technical Assistance for National Skills Development.** The Bank could provide support to SIG for the implementation of key aspects of the recently completed *Study to Support the Development of a National Skills Training Plan (2007)*.

37. **Opportunities to enhance youth participation in existing Bank (e.g., the Rural Development Program) and donor community development projects should be explored.** This would serve three purposes: (i) it would allow the SIG and development community to respond to the demand for youth inclusion and empowerment by increasing youth involvement in the implementation and evaluation of ongoing local development activities; (iii) it would build on existing activities in an environment marked by capacity constraints; and (iv) it would enable the SIG to test different approaches.

38. **Development Marketplace.** The Bank could establish a Development Marketplace type initiative which would aim to encourage youth entrepreneurship and innovation as a means to initiate its engagement with youth as well as award and support promising small youth-led projects. A similar DM has been launched by the Bank's country office in Papua New Guinea, and has generated strong support and goodwill among youth group participants.

39. **Technical Assistance on Regional Labor Migration Policy.** The Bank has been working closely with the Australian and New Zealand governments on opening their economies to temporary migrant labor from Pacific countries. Although these programs do not yet apply to the Solomon Islands, significant numbers of youth are already participating in informal programs sponsored by various Members of Parliament to New Zealand. Technical assistance focused on strengthening the SI's migration policy as well as associated governance systems could be very helpful to maximize the economic potential of such schemes for migrants and for the Solomon Islands economy.

II. Medium-Term Measures

40. **Labor-Based Public works.** The Bank could consider supporting a *national labor-based public works program* focused on employment generation through the creation, rehabilitation and maintenance of public infrastructure and also to support basic skills development. The skills component could build on the Bank's work in the education sector, which focuses primarily on TVET reform.

41. **Conditional Cash Transfers for Education.** The Bank could consider supporting a program targeted at poorer households with a view to keeping youth in schools longer, thereby enhancing their opportunities to complete secondary education.

42. **Youth Service Project.** The Bank could consider supporting the establishment of the Provincial and Community Youth Councils by working with these bodies to establish a grant program for community service activities. Again, like the proposed public works program, this could potentially tap carbon financing for reforestation activities.

43. **Youth council grant mechanisms** (see above). In this context, the Bank could also consider supporting the establishment of the Provincial and Community Youth Councils by working with these bodies to establish a grant program for community service activities.

44. **Youth Reconciliation and Empowerment.** The Bank could consider a modest youth reconciliation and empowerment activity focused on high-risk youth in Honiara, as well as possibly on Guadalcanal and Malaita. Such a project would need to be multi-sectoral, and include training, social and possibly legal elements.

Annex 1: Solomon Islands: Overview of Current Programs Relevant to Youth

Sector / Transition	Implementing Organization	Ongoing	Planned
Policy	Ministry of Youth, Women, and Children Affairs (MWYCA)	National Youth Policy 2000 Quarterly Youth Forums Monthly Youth Stakeholder Meetings Youth Parliament	National Youth Policy Five Year Action Plan Music Program Provincial Youth Councils National Youth Awards Program
	National Youth Congress (NYC)	National Youth Action Plan 2002-2007 Annual Reports	Formulating National Youth Action Plan for 2008
	UNICEF	National Youth Policy TA	
	Oxfam	National Youth Congress TA	
	Commonwealth Youth Programme	Capacity building for MWYCA Youth Governance and Networks	
Learning	Ministry of Education and Human Resource Development (MEHRD)	Basic, Secondary and Tertiary Education. TVET	Free basic education up to Form 3 Establishing TVET Secretariat.
	AusAID	Scholarships	
	EU	Scholarships	Technical Vocational and Educational Program
	NZAID	TVET Policy Seasonal Workers Pilot Scheme Education budget support for MEHRD Scholarships	
	ROC	Scholarships	
	South Pacific Community and ILO		Regional training for Rural and Economic Empowerment (CB-TREE)
	UNICEF	Safe Spaces Program	Family Life Education
	Association of Rural Training Centers	Rural Training Centers (RTCs)	
	Community Based Training Centers (CBTCs)	Association of small training centers	
	Commonwealth Youth Programme	Youth Enterprise and Sustainable Livelihoods Youth Work Education and Training Diplomas in Youth Development	
Work	ADB	Guadalcanal Road Improvement	
	AusAID	Community Sector Program: Roads Sub Component Program	
	Oxfam	Livelihoods projects	
	UNDP	Report on "Sustaining Livelihoods" (1997)	

	World Vision	Makira Sustainable Rural Livelihoods Pilot projects	
	AusAID	Community Sector Program	Village Action Plans (VAPS)
	EU	Micro projects (MPP) Non-State Actors Program	
	JICA	Japan Grassroots Program /Grant Assistance for Grassroots Human Security Projects (GHSP)	
	World Bank	Rural Development Project	
	Kastom Garden Association	Agricultural based Livelihoods Projects	
	World Vision (WVSI)	Community Development Projects	
	Honiara Town Council Youth Division	International Youth Forums Honiara Beautification Youth Events	Reviewing Urban Youth Policy
Health and Family	Ministry of Health		2012 Health Sector Plan National mental health policy
	Save the Children (SVC)	HIV Prevention Program	
	Solomon Islands Planned Parenthood Association (SIPPA)	Family Planning Programs Sexual Reproductive Health Services	
	World Vision (WVSI)	Partnership for HIV/AIDS Prevention Guadalcanal Stap Health Project	
	Ministry of Home Affairs, National Sports Council	National Sports Federations National Olympic Committee	Facilities for a National Stadium
Citizen	UNDP		Strengthening Capacities for Post-Conflict Peace Building Peace and Youth Project
	Save the Children	Youth Outreach Program Children and Youth in Conflict with the Law Children and Youth Crime Prevention Project Child Advocacy Project	
	World Vision (WVSI)		Weathercoast Peace Building (WPB)
	Winds of Change		Clean Election Awareness
	Churches	Various social activities	
	National Council for Women	Women in Leadership Trauma counselling Peace building workshops	
	RAMSI	SINPF Capacity building Community Outreach	
	Community Police/PPF	Crime Prevention and Outreach	
	Save the Children	Crime Prevention Committees	

Annex 2:
**Overview of Options and Recommendations for World Bank Youth
Engagement in Solomon Islands**

Transition	Learning	Work	Health and Family	Citizenship
Key Issues	<ul style="list-style-type: none"> ▪ Early school leavers ▪ Inadequate TVET and Non-Formal Education ▪ Lopsided basic/tertiary budgets ▪ Churches as key partners in service delivery ▪ Significant donor presence 	<ul style="list-style-type: none"> ▪ High youth unemployment ▪ Many youth out-of-school with no employment ▪ Limited capital/ access to credit ▪ Low market access and information ▪ <i>Wantok</i> demands ▪ Low donor and civil society presence 	<ul style="list-style-type: none"> ▪ Prevalence of substance abuse ▪ Adolescent pregnancies, STIs, and sexual abuse ▪ Poor access to health services and information ▪ Active church groups and some NGOs ▪ Medium donor and civil society presence 	<ul style="list-style-type: none"> ▪ Limited community governance options and civic education ▪ New CSOs in urban areas ▪ Tensions expanded awareness but also disaffection ▪ National focus ▪ Low donor presence
Recommendations to Government	<ul style="list-style-type: none"> ▪ Prioritize investments in basic and secondary education. ▪ Expand TVET, RTCs and CBTCs ▪ Pilot financial incentives programs ▪ Pilot second chance programs 	<ul style="list-style-type: none"> ▪ Youth employment taskforce ▪ Labor-based public works programming ▪ Expand community development ▪ Link SIG Constituency Funds to emp. generation ▪ Pilot micro-finance, savings, credit schemes with RTCs and private banks ▪ Establish youth service ▪ Regional Migration Scheme 	<ul style="list-style-type: none"> ▪ Disseminate information through schools ▪ Incorporate family planning in school curriculum ▪ Health and nutrition grants ▪ Work with together with families, peers, church and NGOs 	<ul style="list-style-type: none"> ▪ Establish nat., prov., and comm. youth councils ▪ Channel small grants for youth service ▪ Support participate in civil society ▪ Include local civic education in school curriculum

Transition	Learning	Work	Health and Family	Citizenship
Options for World Bank Engagement	<ul style="list-style-type: none"> ▪ Support implementation of TVET reform ▪ Support general education sector reform ▪ Support second chance program focused on building basic numeracy, literacy and other life skills ▪ Conditional Cash Transfers to keep youth in secondary school longer 	<ul style="list-style-type: none"> ▪ Review youth participation in Rural Development Project (RDP) ▪ Establish Labor-based Public Works Program ▪ Support strengthening of Regional Labor Migration systems in SI ▪ Development Marketplace Grants 	<ul style="list-style-type: none"> ▪ Health sector dialogue 	<ul style="list-style-type: none"> ▪ Development Marketplace Grants ▪ Rural Development Project (RDP) ▪ Youth Service Project ▪ Youth Reconciliation and Empowerment activities