

A photograph of three children sitting at a table, playing a board game. The child on the left is a girl in a white t-shirt with a logo, holding a blue stick. The child in the middle is a boy in a blue t-shirt, looking at the game board. The child on the right is a girl in a white top, resting her head on her hand. The background shows a window with a grid pattern.

Youth & Education: The Struggle Against Crime & Violence

Presentation to the Seminar on the Alliance of Civilizations

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16 8 2001

- Some initial thoughts...
- Snap shots of the situation of youth re: education, crime & violence
- The mindscape of youth
- An Alliance or the cultivation of a new (human) global sensitivity?

No one today is purely one thing. Labels like Indian or Canadian or woman or Muslim or American are no more than starting points which, if followed into actual experience for only a moment, are completely left behind. Imperialism consolidated the mixture of cultures and identities on a world scale. But its worst and most paradoxical gift was to allow people to believe that they were only, mainly, exclusively white or black or Western or Oriental. Just as human beings make their own history, they also make their cultures and ethnic identities. No one can deny the persisting continuities of long traditions, sustained habitations, national languages and cultural geographies. But there seems no reason except fear and prejudice to keep insisting on their separation and distinctiveness, as if that was all human life was about. Survival, in fact, is about the connections between things. In Eliot's phrase, reality cannot be deprived of the "other echoes that inhabit the garden." It is more rewarding and more difficult to think concretely and sympathetically about others than only about "us."

Edward Said 1993

The Civilization paradigm



I think it would be a
good idea

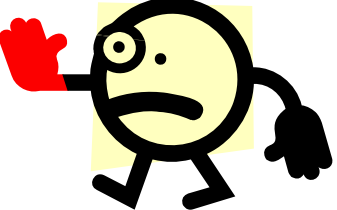
- **Mahatma Gandhi,**
- *when asked what he thought of
Western civilization*



Bridging the Divide

Since wars begin in the minds of men... it is in the minds of men that defenses of peace must be constructed

– UNESCO Constitution



Snapshots:

The statistics that tell us what we cannot ignore

- Youth under 30 make up two thirds of population of the Caribbean
- 1 in 10 school going adolescents have been sexually abused
- Youth unemployment is specially elevated in the Caribbean
- 1/5 of students carried a gun to school; 1/5 been in fight using weapons
- 40% of CARICOM students reported feelings of rage
- Youth crime and violence in St. Lucia generates more than US\$3 million in lost benefits to society and US\$7.7 million in lost benefits to private individuals *annually*.
- Last night the top 4 news items on HTS News were youth murders/assaults
- A 1 percent decrease in youth crime would increase tourist receipts by 4 percent in Jamaica and by 2.3 percent in the Bahamas.
- The illegal drugs market in the Caribbean generates an estimated income of 3.3 billion U.S. dollars. This represents 3.1 percent of the registered Gross Domestic Product in the region.

Youth Crime

An emerging problem of juvenile criminality.

The available data on juvenile criminality shows that juveniles commit a very small proportion of all crimes – usually less than 5% of all crimes. But in a number of countries including Barbados, St. Kitts and Nevis, and Trinidad and Tobago, the proportion of violent crimes committed by juveniles has been increasing. The case of St. Kitts is exceptional as in 1990, only 1.2% of all crimes were committed by juveniles, but by 1998, this had increased to 17%. The problem is also reflected in the growing concern with school violence.

UN Office on Drugs & Crime 2003

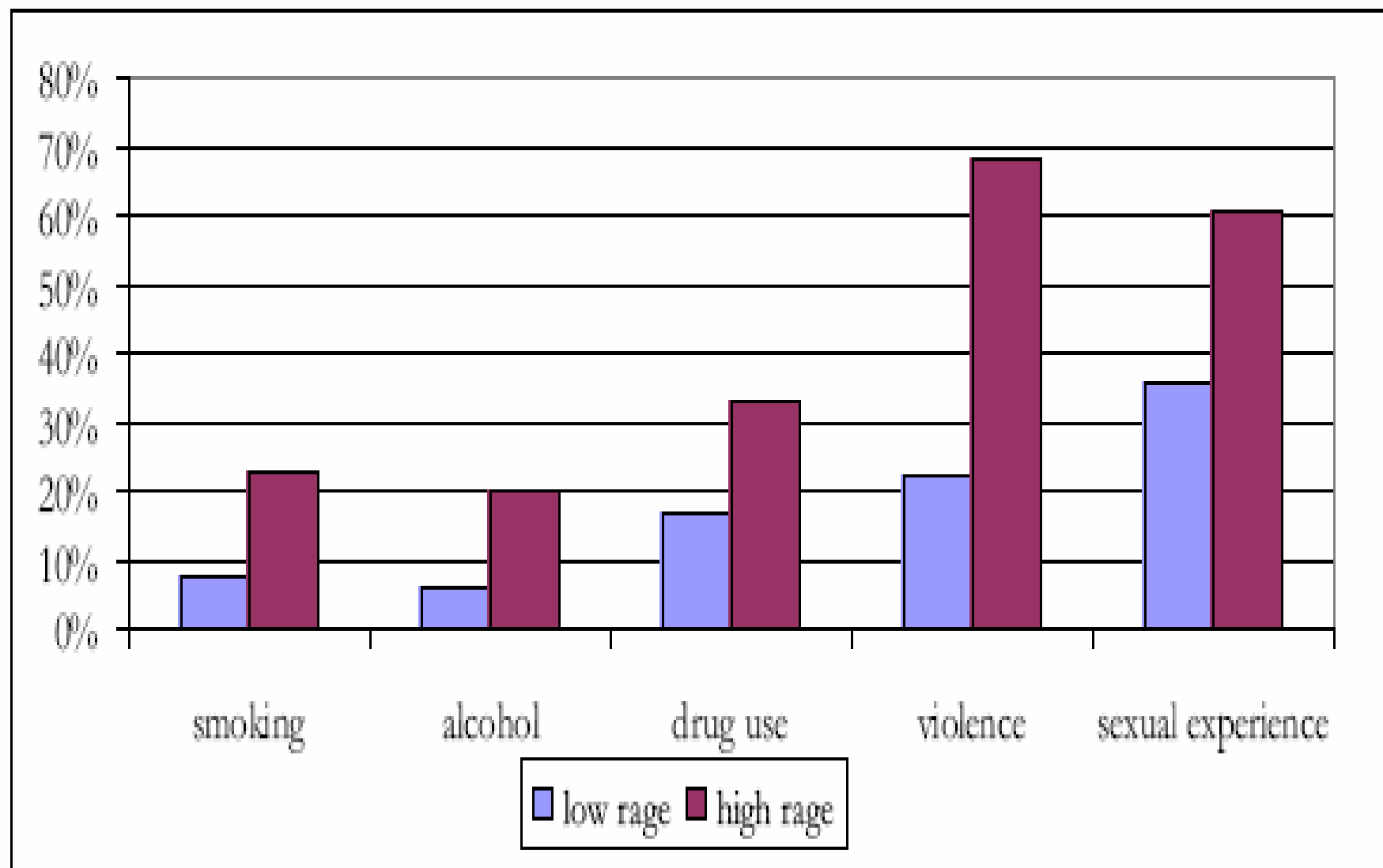
Social Architecture of Protection

Schools: Connectedness to schools is highly protective against all risky behaviors, including using drugs and alcohol and engaging in violent or sexual activity.

For example, among school-going adolescents, the probability of sexual behavior falls by 30 percentage points for boys and 60 percentage points for girls if they are connected to schools. Conversely, the school system can have devastating effects on those youth with low academic achievement by not granting them a place in school and, as a corollary, making them feel socially excluded and “worthless.”

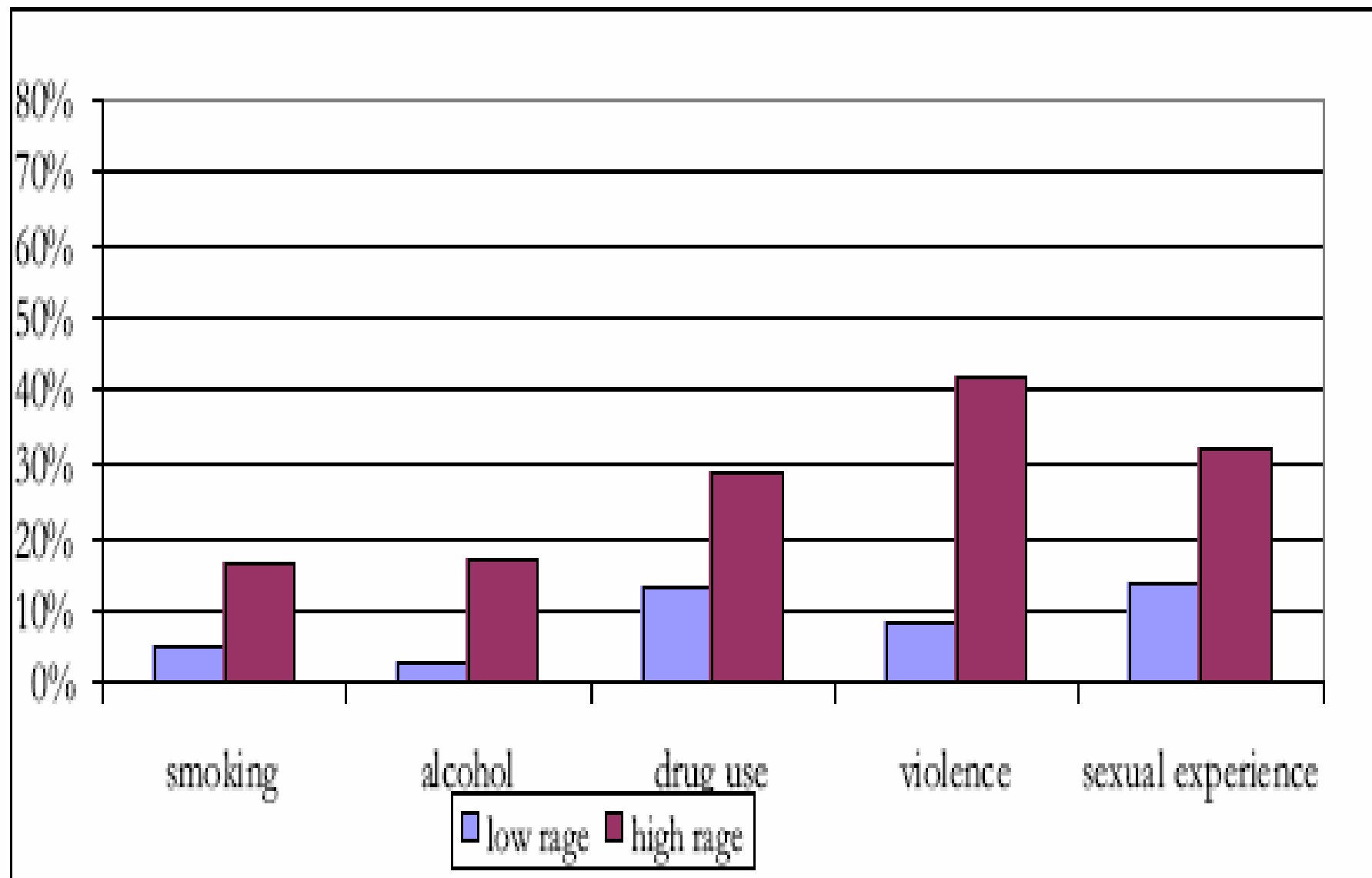
World Bank 2003

FIGURE 4.1: Predicted Probability of Risk-Taking Behavior by Degree of Rage, Boys



Source: Blum (2002)

FIGURE 4.2: Predicted Probability of Risk-Taking Behavior by Degree of Rage, Girls



Source: Blum (2002)

Figure 4.7: Probability of Engaging in Risk-Taking Behavior by Degree of School Connectedness, Boys

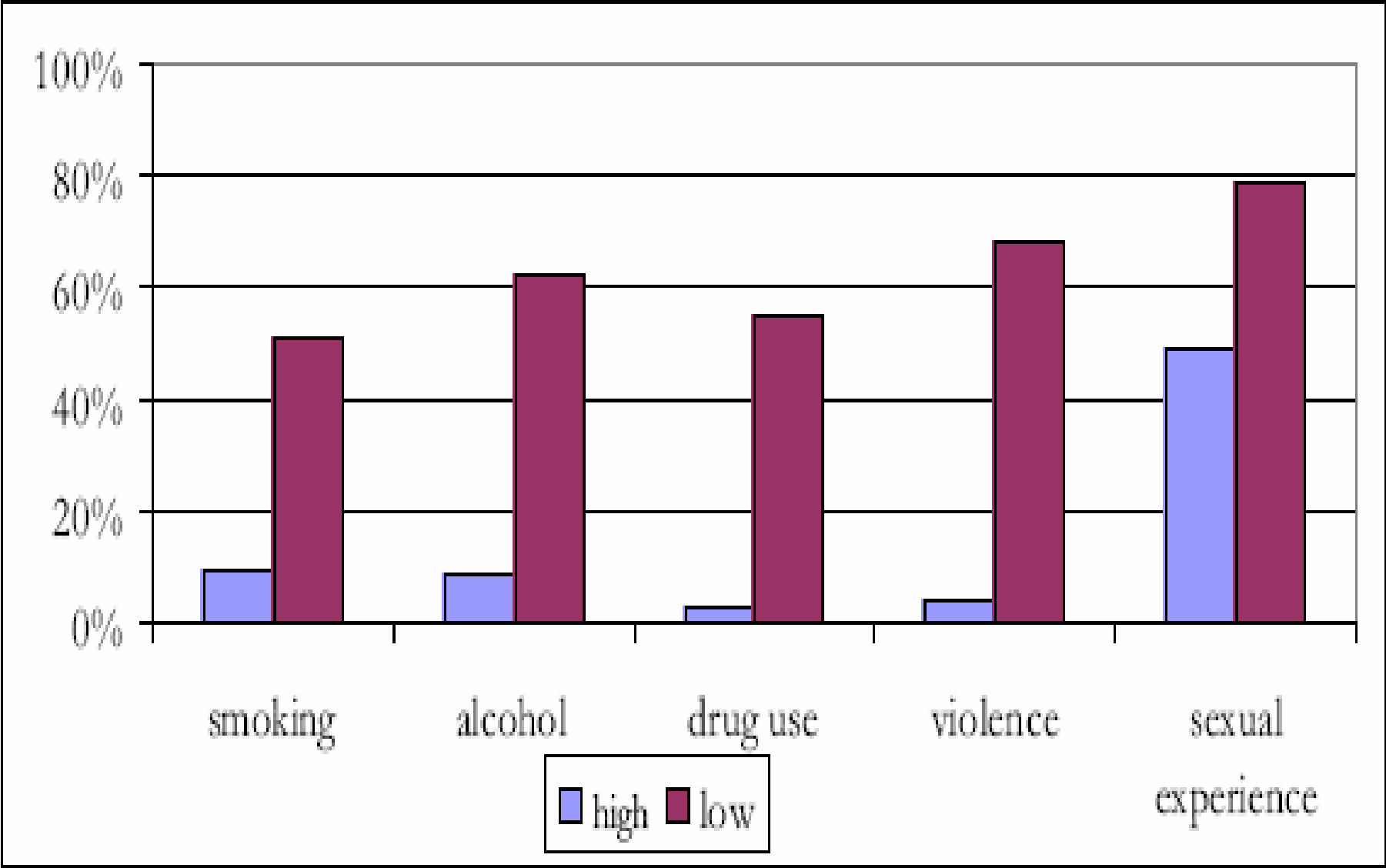
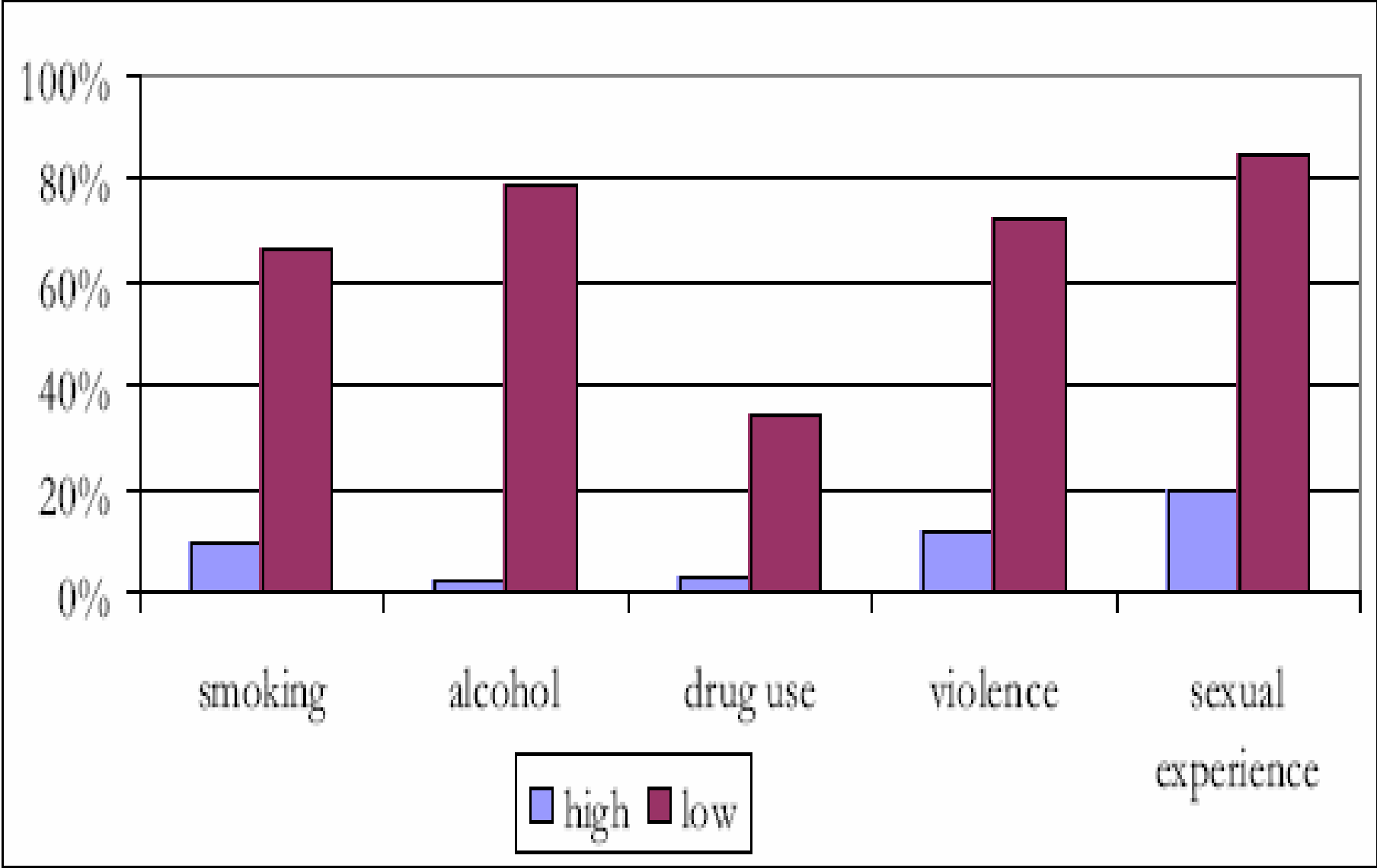


Figure 4.8: Probability of Engaging in Risk-Taking Behavior by Degree of School Connectedness, Girls



The new mindscape

- A culture of terminality
 - “Terminal people recognize guns and money as the dual bases for real power locally and internationally” (Rohlehr)

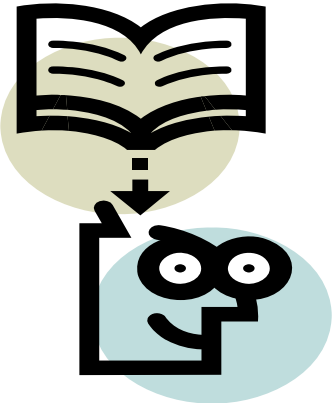
The new mindscape

- The end of Babylon: from metaphoric to literal fire (the Third Coming of the Castries Fire)

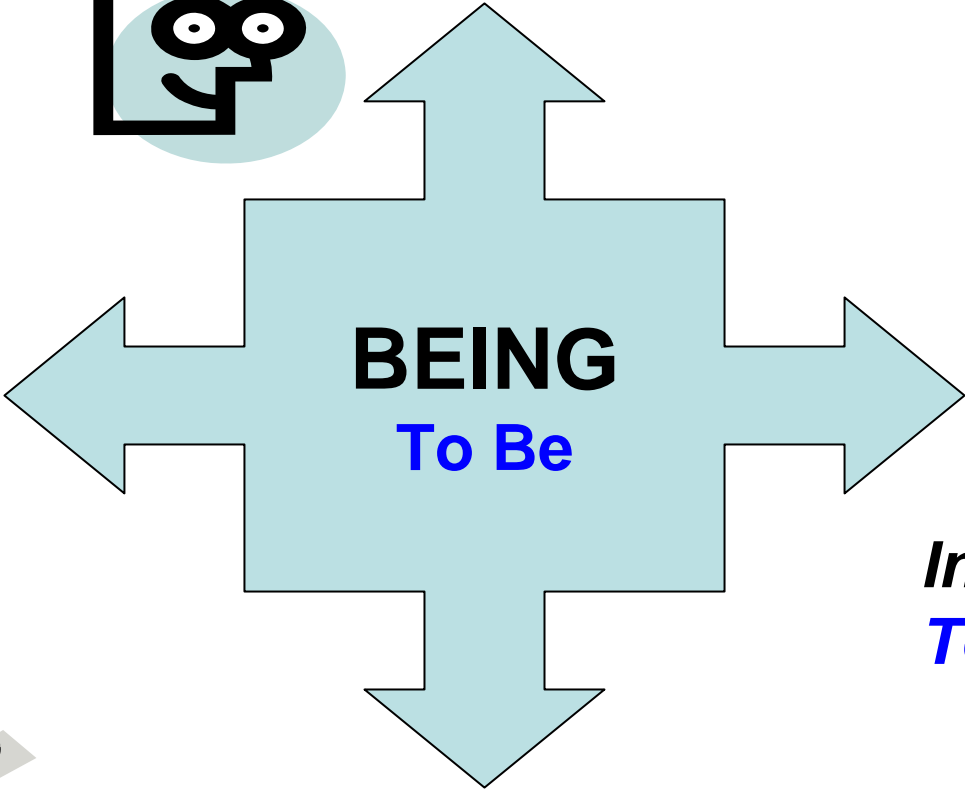


An Alliance or the cultivation of a different sensibility?

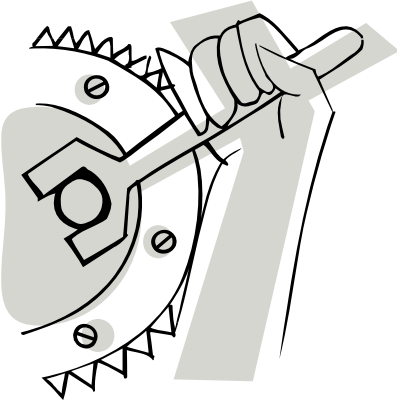




*Knowledge
To Learn*



*Action
To Do*



*Interaction
To Live together*



Learn to Live Together

- Communications
- Conflict resolution
- Cultural sensitivity
- Multi-lingualism

Learn to Be

- Self-esteem
- Emotional intelligence
- Critical thinking
- Cultural awareness

Learn to Do

- Skills
- Capacity to act
- Ability to apply knowledge

Learn to Learn

- Solid academic base – reading & numeracy
- Comprehension
- Ability to research and analyze



We West Indians are a remarkable and resilient people. We are:
Africans without tribes
Europeans without class
Indians without caste
Chinese without dynasty

Prof. Errol Miller

The CARICOM Single Market and Economy

14 million people in one economic space enjoying the right to:

- Provide Services
- Sell their Goods
- Move Freely
- Invest their Capital
- Establish Businesses
- Access Resources



Interconnectedness



School



Self



Family

Community

Regional - Global

Elements of a Philosophy:

- CARICOM Ideal Person:
 - is imbued with a respect for human life since it is the foundation on which all other desired values must rest;
 - is emotionally secure with a high level of self-confidence and self-esteem;
 - sees ethnic, religious and other diversity as a source of potential strength and richness;
 - is aware of the importance of living in harmony with the environment;

Elements of a Philosophy:

- CARICOM Ideal Person:
 - has a strong appreciation of family and kinship values, community cohesion, and moral issues including responsibility for and accountability to self and community;
 - has an informed respect for our cultural heritage;
 - demonstrates multiple literacies, independent and critical thinking, questions the beliefs and practices of past and present and brings this to bear on the innovative application of science and technology to problem solving;
 - demonstrates a positive work ethic;

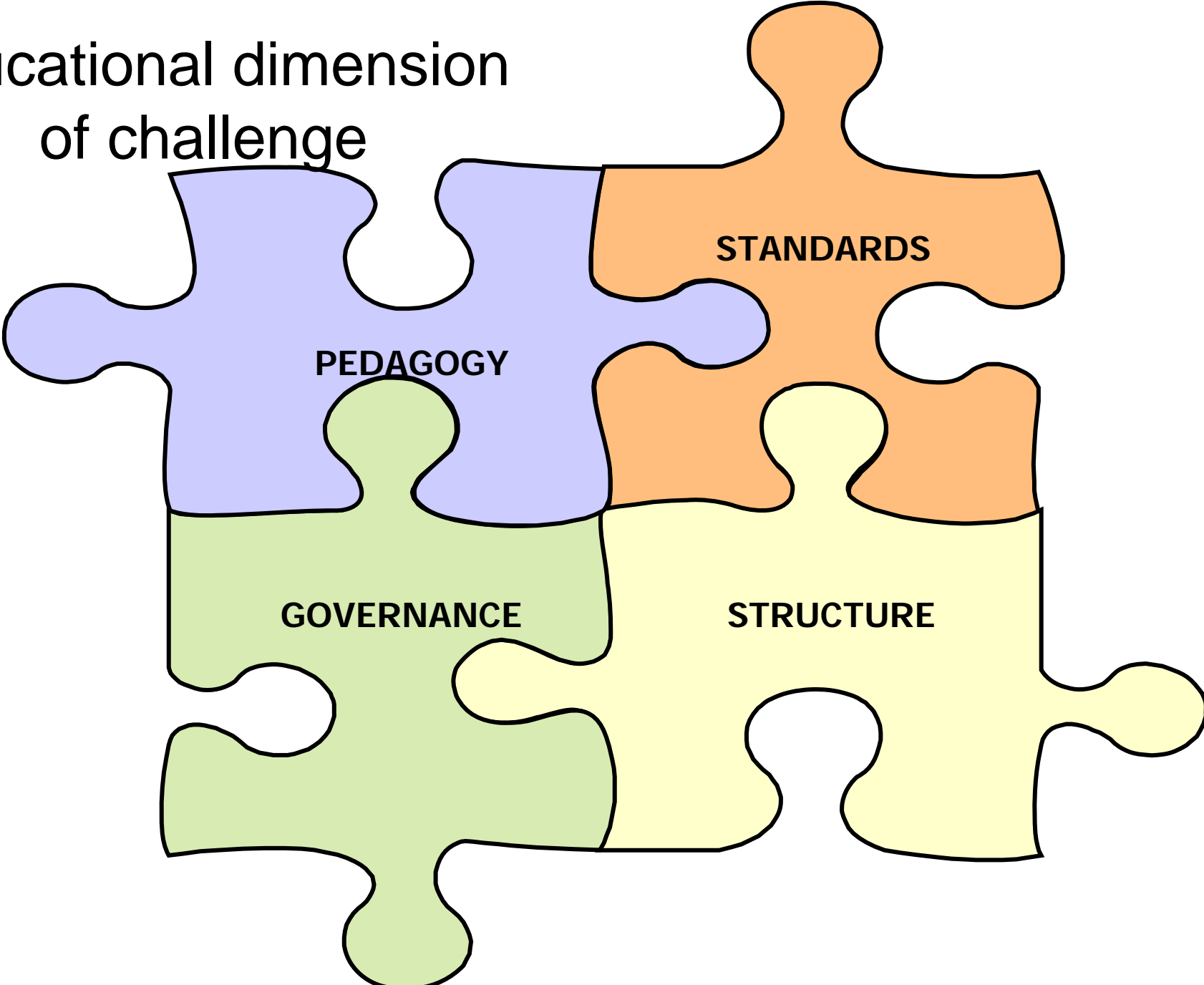
Elements of a Philosophy:

- CARICOM Ideal Person:
 - values and displays the creative imagination in its various manifestations and nurtures its development in the economic and entrepreneurial spheres in all other areas of life;
 - has developed the capacity to create and take advantage of opportunities to control, improve, maintain and promote physical, mental, social and spiritual well-being and to contribute to the health and welfare of the community and country; and
 - nourishes in him/herself and in others, the fullest development of each person's potential without gender stereotyping and embraces differences and similarities between females and males as a source of mutual strength.

Elements of a Philosophy:

- OECS-ERS:
 - Education as the glue for regional identity, integration, cohesion
 - Education as the key to building capacity for sustainable development
 - Education as the foundation of a democratic and empowered citizenry
 - Education as the passport to multicultural assurance, global competitiveness and international citizenship

Educational dimension of challenge



Ideological dimension of challenge

- It is not simply (simplistically) about learning other cultures – in order to understand their “differentness” but it is equally importantly about discovering the elemental similarities that exist
- At a political level, in a post 911 world, we also need to ask questions about ourselves – what are the roots of the despair that has made Western “civilization” such an implacable enemy of the East?

Proof like Doubt must seek the hidden
wound in orders of complacency that mask
opportunist codes of hollow survival.

(Wilson Harris

"A note on the Genesis of *The Guyana Quartet*," 1985, p. 7)