

SUMMARY

OF THE MAIN IDEAS AND SUGGESTIONS

The following ideas and suggestions put forward by the seminar may assist in the development of policy:

Training needs and problems (Pages 10 to 15)

1. The difficulties of young people out-of-school who face unemployment call for priority of attention in development efforts because of the grave social and political problems raised.
2. Comprehensive measures of rural regeneration are required. Most aspects of the youth problem, even its manifestation in the cities, can be tackled by the development of the rural areas.
3. The situation of primary school leavers poses special problems which perhaps require priority treatment. Nevertheless, projects for them should be so planned as to have some effect on all sections of the community.
4. Programmes for training young farmers in improved methods should contain an inspirational element designed to strengthen both their motivation towards development and their power to overcome difficulties.
5. Projects for capital works in rural areas provide the opportunity for skills training and cash earnings which would be reduced if labour saving equipment were employed upon them.
6. The provision in rural areas of facilities for the enjoyment of leisure might lessen to some degree the attraction of the towns.

Involvement of young people in planning programmes (Pages 15 to 17)

7. Less well educated young people are not given enough opportunity to take part in the planning of youth programmes. If programme planning is diverted away from the centre such young people can contribute usefully to this process.

Training and employment (Pages 17 to 18)

8. Training in vocational skills can satisfy specific demands in the modern sector. Such training itself is no solution to the broad employment problems among young people.
9. Training for self-employment or for employment in self-supporting groups offers greater prospects of satisfactory results in solving these problems.

Finance (Pages 19 to 20)

10. Increased spending on employment-related training outside the formal school system will be called for and this may be partly at the expense of formal schooling.
11. Public opinion would need to be educated to this by the demonstration of the economic and social benefits.
12. Formal (in school) education and informal (out-of-school) education both contribute to the preparation of the young for employment and community life. Recognition of this fact would be made easier and funding facilitated, if both aspects of education were considered as a whole for budgetary purposes.

Administration of training (Pages 20 to 22)

13. If governments in addition to conducting their own training programmes also controlled and supervised the content, methods and financing of all other programmes, they would be in a position to ensure that all agencies were working towards agreed ends.
14. The special contribution of the non-governmental agencies lies in pioneering new training approaches.

The location and structure of training programmes (Pages 23 to 28)

15. In training the young farmer there is special value in providing land and capital in combination with vocational skills. Training in situations detached from where the future farmer will actually work poses complex problems in ensuring the application of skills learned.

16. In the case of rural artisans, training on the job produces the best results. The training can be done largely by existing craftsmen if their training capacity can be developed by up-grading programmes.

17. Training programmes will be more successful if parents are involved. This can be achieved in various ways, e.g. through providing material assistance, through social activities, through frequent discussion.

The role of national youth services (Pages 29 to 33)

18. The distinctive contribution of national youth services lies in their ability to promote national consciousness among a group of young people of relatively low educational level.

19. National youth services are particularly well suited to undertake development projects of especially large scale.

20. National youth services are best employed in training young people for and motivating them towards rural development.

21. The graduates of national youth services can be most effectively used as agents for general rural development if they are deployed extensively throughout the rural areas; on the other hand, grouping them together intensively in settlements is effective in achieving quick development gains.

Training and the generation of employment (Pages 34 to 35)

22. Training, without employment outlets, is of limited value, but in some circumstances the operation of a training programme can promote within a community the changes necessary to generate employment for trainees.

Follow - up (Pages 35 to 37)

23. Effective follow-up to programmes is essential to ensure that skills taught are applied on the job and to provide feed back information. Follow-up is thus an integral part of the training programme.

Settlement schemes (Pages 37 to 42)

24. Settlement schemes can provide an efficient means of profiting from the investment in training for rural development

but they are not the only means of doing so.

25. Since such schemes often entail a high cost for each settler established on the land, demand a high proportion of the energy and resources of planners and absorb only a small fraction of the total number of those in need of opportunity, they are better adapted to specialised developmental situations than to solving the main problem of raising the level of the mass of the rural population.

26. Micro-settlements which make use of small groups of trained youth within existing communities can be especially valuable in promoting rural change with the minimum of social dislocation.

27. Settlements can provide an opportunity for the employment not only of agricultural but also of other skills of various kinds.

28. Settlements confined to young people pose particular administrative and sociological problems which may be overcome by structuring settlements so as to allow a natural social balance to be restored once they are firmly established.

Programmes for urban youth (Pages 43 to 46)

29. Effective training programmes for the hardcore of urbanised young people will provide the skills to fit them for employment and also include a special emphasis on social training in order to compensate for their lack of contact with traditional culture and education.

30. Since any form of productive employment necessarily restores the morale of young people, purely social programmes for urban youth might well be developed to include ways in which young people working as a group can act as an employable work force.

The role of the formal school (Pages 46 to 49)

31. Curriculum reform in primary schools, whilst in itself desirable, is unlikely to bring about profound alterations in the attitudes of primary school leavers towards agriculture until there are far-reaching changes in the system of rewards for farming and a general improvement in the standard of rural living.

32. Secondary schools can provide activities designed to promote in future leaders an awareness and understanding of the problems of the mass of the community, particularly in the rural areas.

33. The pre-service and in-service training of teachers both at primary and secondary levels can be used to instil the ideal of community service and to provide the capacity to do something practical about this.

Involvement of university students (Pages 50 to 51)

34. An element of practical field work useful to the community and to development generally can with advantage be included in the structure of much first-degree university work. There is also the possibility of a period of community service by university students after the completion of their first degree.

Youth programmes and young offenders (Pages 51 to 53)

35. Unemployment is the root cause of much juvenile crime, particularly in urban areas, and might be tackled through training programmes related to employment opportunities, especially rural development programmes.

36. For potential young offenders in urban areas, less formal approaches to social work with young people, involving for example 'street corner' youth workers and an extended 'shelter' system, might prove rewarding.

Programmes for young women (Pages 53 to 54)

37. There should be parity of access to training programmes between young men and women and, in particular, there should be greater emphasis on the inclusion of young women in agricultural training programmes.

Evaluation (Pages 55 to 57)

38. Programme evaluation is necessary in order to win the support of planners and policy-makers, to determine whether a programme is attaining its ends, to measure its impact, and to reveal to programme operators defects within the programme.

39. Scientific evaluation is the more valuable when supplemented by the wisdom of the experienced operator especially

if it is to be formulated in practical terms. The task of evaluation will be facilitated if policy-makers define precisely and realistically what they wish to have evaluated.

Training costs (Pages 57 to 60)

40. In view of the need to extend the benefits of training to the maximum number of out-of-school youth, costs of training should be minimised. The establishment and enforcement of a costs policy for all training institutions will contribute to this end and will promote cost consciousness among aid-donors.

Leadership training (Pages 60 to 62)

41. Leadership training should seek to produce leaders who understand the problems of the mass of the community, especially in the rural areas, and are concerned to further ideas of partnership in the development effort between the leadership and the community as a whole:

The organisation of international co-operation (Pages 63 to 66)

42. An inter-departmental co-ordinating body especially concerned with the training and employment of young people can act as a focus for aid to out-of-school education and training.

43. The further development of youth training programmes would be greatly assisted by greater international exchange of information both on approaches to training and on such other matters as tools, equipment and constructional techniques.

The supply of overseas volunteers (Pages 66 to 67)

44. Volunteer service by young people outside their country can in certain conditions be useful in the development of youth programmes; this service is a two-way process, the volunteer both giving and receiving.

45. Longer rather than shorter periods of service by volunteers with technical skills are generally to be preferred.

46. Governments should define precisely the functions for which overseas volunteers are required and the technical skills sought.

An African volunteer force (Pages 67 to 68)

47. The possibility might well be investigated of establishing an African volunteer force for work both within Africa and elsewhere. Such an operation should not divert resources from the main priority in the youth field - providing for training needs of the mass of young people out of school.

Commonwealth co-operation (Pages 68 to 69)

48. Further regional meetings should be organised within the Commonwealth to discuss youth problems, and these might usefully lead to a Commonwealth Ministerial meeting.

49. Existing arrangements for experience exchange within the Commonwealth in the field of social development and youth activities should be expanded.

50. Existing bilateral provision for technical assistance in the youth field should be complemented by the expansion of Commonwealth multilateral technical assistance arrangements to include youth programmes.

51. The Commonwealth Secretariat should develop its existing arrangements for providing information on youth training and act as a functional clearing house on all matters relating to the involvement of young people in development.