

## JAMAICA'S YOUTH PROGRAMMES FOR THE SEVENTIES

contributed by the Youth Development Agency,  
Government of Jamaica

1. It is the purpose of this paper to provide a synopsis of the present youth programmes in Jamaica and the plans for the Seventies. This paper will, however, be better understood if the information given is set within the demographic statistics of the country and after some reference to the socio-economic situation of the Jamaican youth.

### Demographic statistics

2. In 1969 Jamaica had a population growth rate of 33.3 per thousand, having fallen from 42.0 per thousand in 1960. The rate of natural increase was 26.1 per thousand as against 33.2 in 1960. In absolute terms, the number of births fell from 67,400 in 1967 to 65,400 in 1968, and to 64,700 in 1969. This decrease we attribute to a healthy Family Planning service and, to some extent, the emigration of Jamaican women in the child bearing age range. Figures quoted since 1960 are estimates by the Central Planning Unit. The Census of 1970 will clarify these figures in due course.

### Some socio-economic considerations regarding Jamaican youth

3. Demographic Survey: 15 - 24 age group :-

(a) In 1960 some 52% of the population was under 25  
i.e. one out of every two persons was under 25.

(b) Annual increment was in the region of 60,000.

(c) Censuses

i) 1943 - male - 108,446	) 18.7% of population
female - 123,118	
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231,564	

ii) 1960 - male - 125,203	) 16.7% of population
female - 144,473	
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269,676	

iii) 1965 (provisional)	
male - 156,100	) 17.4% of population
female - 159,200	
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315,399	

- iv) It is estimated that by 1970 some 56% of our population will be under 20 years of age.

### Primary education

4. The 1967 Report of the Ministry of Education showed that attendance at the Primary School level varied widely. While in Kingston the average attendance was around 90%, in some rural parishes the average was as low as 59%. The average attendance in 1967 was approximately 66.2/3%. In the age group of 15-25, whereas in 1943 as many as 25.3% of the population never attended school, this number was reduced to 16% in 1960.

### Literacy

5. The 1960 Census showed that :

- (a) 7.4% of the age group 15-24 could read only;
- (b) 10.2% of the same group was totally illiterate.

This would mean that in 1960, 27,000 of our young people between 15 and 24 were illiterate and 15,000 could read only. The same survey in literacy carried out by the Social Development Commission in collaboration with the Department of Statistics in 1962 indicated that there were 23,000 persons in 15-19 age group who were illiterate. It is important to note that the present policy of Government is to liquidate illiteracy by 1980.

### Unemployment

6. The unemployment problem can be described under four main headings :

- i) Youth aged 15-24 constitute a significant part of the unemployed perhaps 40%.
- ii) The incidence of unemployment is probably twice as high in young females as in young males.
- iii) In the Corporate Area, where about 23% of the population is concentrated, about 40% of the unemployed are located.
- iv) Unemployment is primarily concentrated among the unskilled and untrained.

### Psycho-social problems

7. A 1958 study of 5,200 children in Jamaica, between the

ages of 10 and 15, showed that 40% of these children had no male persons in the home, while, for almost half of those who had a father or a father substitute at home, the man concerned was only a temporary partner either of the mother or grandmother.

8. In many of our schools, an overwhelming majority of the teachers are women so that boys have very little contact with their male elders in both home and school. Two types of personality problems could arise here. On the one hand, the girls could tend to be over-conscious of their feminine roles and maternal functions, leading to promiscuity and premature child bearing; on the other hand, the boys could be psychologically and emotionally insecure because they have become uncertain of their male roles and may tend to be women- or mother-dependent. The Jamaican society is such that it could be possible for a youngster to adjust to the discipline of a male for the first time in his first job; it is even possible, however, that a female could be his first boss.

#### The Jamaican Youth Service - a critical appraisal

9. Within the 4 agencies of the Social Development Commission of the Ministry of Youth Community Development the following programmes are pursued :

(a) Youth Development Agency

- i) 3 Youth Camps - graduating 1,500 boys every 18 months;
- ii) 400 Youth Clubs with 20,000 young people;
- iii) 9 Community Centres for the urban youth.

(b) Sports Development Agency

- i) Playfields - rural and urban areas
- ii) Coaching clinics and coaches
- iii) Supplying sporting equipment at cost price

(c) Social Development Agency

- i) 100 Community Centres in rural areas helping in craft training, home economics, recreational, social and cultural activities.
- ii) Literacy.

(d) Craft Development Agency

Promotes craft work among the youth of the villages.

10. Within the Ministry of Youth and Community Development lies the responsibility for Care and Protection - Foster Care, Children's Homes, Approved Schools, Remand Homes and Places of Safety. There is also the Probation Service.

11. Within the Ministry of Rural Land Development are the 4H Clubs, with a membership of 25,000 persons, and the Dairy Development programme for settling young people in agriculture.

12. The industrial training programmes of the Ministry of Labour and National Insurance also make a substantial contribution.

13. Industrial training was established under the Ministry of Labour and National Insurance to accelerate the training of workmen to supply skills in demand in industry. This scheme caters to those persons who missed the existing opportunities in institutional vocational training or proper apprenticeship training. These Centres also train or retrain redundant workers rendered jobless by mechanisation. The courses are either full-time or part-time and are conducted in Centres set up throughout the island. Trainees are recruited through the Government Employment Bureau from the ages 17-35. The courses are from 3-6 months for Commercial subjects and 6-11 months for the trades. Trainees are tested at the end of their courses by the personnel of Trade Test Boards. The areas of training cover the following occupations:

- Steel fabricator
- Steel erector
- Welder
- Pipefitter/plumber
- Fitter/millwright
- Heavy duty mechanic
- Carpenter
- Steel worker - reinforced concrete
- Mason
- Installation electrician
- Sheetmetal worker
- Key punch operator
- Hotel workers - waiters, bell hops
- Commercial workers - steno/typists etc.

The subjects taught at each centre are geared to meet the needs of the particular community. The average size of each class is 20. Recently the National Industrial Training Board has been

established in this Ministry to standardise and co-ordinate the industrial training programmes in all government departments.

### Voluntary Agencies

14. Scouts, Boys' Brigade, the Churches and their youth groups, YMCA, YWCA, and many others have branches throughout the country.

15. Many reports have been submitted on the Youth Development Agency, the Bradley Report and the Milson Report being the last two.

16. One of the greatest needs is the further co-ordination of the work of all those who deal with the welfare and development of young people in Jamaica, particularly the Government Agencies. This co-ordination is necessary to make the best use of the scarce resources of the country with a view to expanding and developing the programmes. For example, the Ministry of Education is involved in vocational training and so are the Ministry of Labour and the Ministry of Youth and Community Development. All told, a reasonably good job is being done, but with inadequate co-ordination.

17. The young people are clamouring to participate in the building of the country. The present programmes cater chiefly to the unemployed in terms of vocational training and recreational and cultural development. These activities need expansion, but what is also an urgent prerequisite is a concept of national identity embracing all the young people of the country, including University students and those from the secondary schools, colleges, etc., to the point where they become more committed to the needs of the total society and would be prepared to sacrifice time and effort to help. Such a committal would help to break down some of the class barriers and professional snobbery which exist in our society today and would perhaps encourage more professional people to remain in Jamaica instead of migrating.

### Proposals

18. The Youth Development Agency of the Ministry of Youth and Community Development has been fulfilling part of a vital need with its activities in the youth field. But it is now recognised that the needs have far outpaced the present facilities, and that a more massive, integrated approach is necessary to reach that critical minimum number of young persons which would keep the

youth component of the Jamaican society from becoming more of a liability, and would turn it instead into a major contributor to economic and social development. The regular education and training systems are unfortunately not yet capable of absorbing much more than a token number of the youth in the "15 - 18 gap" between primary schooling and employment. Until they can do so, a different approach has to be found, one that may require revision of the traditional notions of methods, qualifications, standards, organisation and structure; and one that will permit the largest possible number of youngsters to be reached within the limitations of men, money and time. It has to provide the very basics of vocational training while, at the same time, forming men and women as persons and as citizens; it has to be rooted in the society and work with it and among it; it has to be as practical as possible, without compromising anyone's chances for improvement; it has to be open to the ones most in need as well as to those already favoured, since it should provide even more for those who have been disadvantaged while expecting more from those who have been privileged.

19. The Government of Jamaica wants to expand its programmes, each aimed at a major need of its youth. These needs are complex and varied; they are linked to the needs of the educational system, to the problems of employment, a situation in which there are many unemployed young people who are unskilled while at the same time there are many jobs calling for skilled people which are not filled; the needs are also linked with the growing number of the youth population and the need for their increasing participation in the process of social change and economic development.

20. Keeping in mind these diversified needs and aspirations, the project aims at concentrating initial efforts on the less privileged section of the youth population, namely, the unschooled, insufficiently schooled and the unemployed. At the same time, systematic research will be undertaken to acquire more knowledge on youth needs and aspirations. To this end, the setting up of a National Co-ordinating Body is proposed to co-ordinate all governmental youth programmes and to administer the different programmes of the Ministry of Youth and Community Development, which directly concern young people. The different aims of the project may therefore be summed up as follows:

- a) to co-ordinate and expand the existing youth services of the country, thus developing a comprehensive national youth programme;

- b) to provide more out-of-school facilities for training in skills and general education for the young people;
- c) to improve their employability by the above means;
- d) to seek new ways of involving young people in service to the country, through direct participation in development projects, thus encouraging a spirit of dedication and civic pride, self-discipline, and fostering a greater degree of social integration.

21. For this overall purpose, a four-year expansion programme is hereby proposed.

22. The major proposals are :

- a) to set up a national organisation, the National Youth Service, to co-ordinate all governmental youth programmes, and to administer the different programmes of the Ministry of Youth and Community Development which directly concern young people;
- b) to expand the present youth camps by increasing the complement of campers in two of the present camps and over the next four years, to build four additional boys' camps, three girls' camps and a training centre. The camps will provide the basic elements of general education and civic training including Family Life Education, as well as training in skills for employment. Opportunities will be afforded for sessions in vocational guidance, counselling and aptitude testing. The technical skills will be divided into five categories -
  - i) agriculture
  - ii) construction crafts
  - iii) mechanical crafts
  - iv) handicrafts and
  - v) services.

For the girls, the programmes will be differentiated to include home management, auxiliary nursing, commercial skills, etc.

- c) to strengthen and expand the present youth centre and youth club programmes by providing more staff and equipment and by utilizing more efficiently the resources already available to the country, e.g. schools, for such programmes. These programmes

will be designed to provide training for employment, educational and cultural activities and youth group dynamics .

- d) to strengthen the present National Volunteer Organisation and to devise ways of allowing the educated youth of Jamaica to provide their services to the community during vacation periods or on week-ends or evenings .
- e) to provide better training for the educational and technical instructors of the youth camps, the physical education and sport instructors, and the youth leaders active in youth centres, youth clubs and youth organisations in general. These youth leaders will be the national leaders chosen by the young people themselves .

### The National Youth Service (NYS)

23. This body would directly supervise and service the existing youth programmes under the Ministry of Youth and Community Development and those to be set up or strengthened. Its major responsibilities should be the expanded Youth Camps (which are to include camps for girls); the YouthCentres, which will be provided with training facilities; the Youth Clubs, covering more of the national territory and which will be more socially and culturally oriented; the Summer Nature Camps and an expanded network of Summer Work Camps; domestic volunteers (including students volunteering during their summer vacation); national and international cultural events; sports activities and special centres for such programmes as physical education training or instructor training; a cultural centre; and one or more youth hostels. The National Youth Service should be, at the same time, similar to the national youth services in many African and other countries. It would be the executing organisation for all governmental youth programmes and policies. It should be guided by a national co-ordinating council made up of representatives of all Ministries concerned, as well as employers, trade unions and social and civic organisations. In addition, it is intended that the Service will be guided by a panel of young councillors (the National Advisory Council of Youth) composed of some of the most active youth leaders of the country, including some belonging to the NYS.

24. The Government department responsible for the NYS is the

Ministry of Youth and Community Development, the administrative and controlling agency of the NYS. It will be assisted by the "National Co-ordinating Council" whose secretarial functions it will perform. The national headquarters of the NYS will carry out the daily administrative tasks. The staff of the YDA Headquarters in 1970 will consist of 13 officials plus clerical and service staff. To carry out the proposed three year expansion programme, it is suggested that this staff be raised to 36 over the following three years. It is proposed that the Director of the NYS, who is responsible to the Minister of State of the Ministry of Youth and Community Development, be supported by a Principal Deputy Director, and assisted by two Assistant Directors (for Youth Camps, Clubs and Centres), and by two Chiefs of Services (Administrative and Technical).

25. The National Co-ordinating Council of the National Youth Service would be composed of high ranking members of all ministries or government services concerned, as well as of representatives of statutory boards, social and civic organisations, and of employers and trade unions. Its functions should be :

- a) to establish a policy for the NYS, in line with the general economic and social development programmes of the country, as well as the national manpower requirements, taking fully into consideration the activities of their own ministries or organisations;
- b) to supervise the general development of the NYS;
- c) to co-ordinate activities of the NYS with other relevant activities of governmental or non-governmental sectors;
- d) to make suggestions to other government services and non-governmental organisations on all matters pertaining to youth development and employment.

26. In addition Youth Advisory Committees will function both at national and local levels.

### Youth camps

27. The present camp formula has proven successful, and only minor changes or re-orientation are necessary to make the present camps more effective. However, the expansion planned

for the next three years will allow some streaming and the introduction of administrative methods which should make the operations less onerous while improving efficiency. After evaluation and aptitude tests, the boy will be directed to one of the Technical Camps specialising in the family of skills appropriate for him. These camps will be divided into five categories or "groups": agriculture, mechanical crafts, handicrafts, construction crafts and services. In addition to skill training, each camp will have an agriculture section and a maintenance section, and will also provide general education and social studies courses. Recruitment will continue to be done through the present recruitment committees in each parish, or by the Ministry of Labour's Placement Services; eventually some new system of recruitment may have to be devised. One change will be introduced, however; the applicant will be required to take a literacy test to place him in one of three categories: illiterate, marginally literate and literate. Those classified as illiterate will be required to attend a full-time literacy course of approximately six months before entering the camp; the marginally literate, mostly those who were literate once but who have lapsed, will enter directly into a camp. (The exact length of the literacy courses will have to be determined in the course of operations). It is hoped that all instruction can be carried out at an accelerated pace, since all campers will be literate at entry.

28. To carry out this literacy programme, a "functional literacy training centre" or "pre-camp training centre" (PTC) will be set up by the Literacy Section of the Social Development Commission (which already receives UNESCO assistance). The PTC will be residential and attached to one of the camps. (As the need increases, several PTC's may have to be established). In all cases where a candidate has easy access to an existing literacy centre, arrangements will be made for him to acquire literacy there, before reporting to the camp. (It is also intended to utilise domestic volunteers to teach literacy courses in the Youth Centres established in many urban areas of Jamaica, or to utilise the services of civic or social groups for this purpose).

### Timetable

29. In the non-agricultural camps each camper may spend his time approximately as follows :

- 1/5 - agriculture and/or maintenance
- 1/5 - education and civic training
- 3/5 - skill training (practice and related instruction).

Each camp (except those for agriculture) will have a permanent agriculture section (with some 90 boys and a staff of 8), a maintenance section (50 boys, 2 staff members), and approximately 6 technical units, (each with approximately 60 boys and 2 instructors). In addition, a teaching staff of 7 will teach English (2), mathematics (2), social studies (2) and sports (1). The Agriculture Camps will also have small and separate maintenance sections, and the boys will spend approximately 4/5 time in agriculture and 1/5 in general education and civic training. These are simple indications, as the teaching programmes will have to be adjusted to youth needs and demands permanently re-oriented.

30. The five groups of camps will be :

Group 1 - Agriculture, including fisheries, forestry, horticulture and animal husbandry, possibly also food processing.

Group 2 - Mechanical Crafts, including general mechanics, automotive mechanics, fitting, welding.

Group 3 - Handicrafts, such as carpentry, shoe making, leather crafts, tailoring.

Group 4 - Construction Crafts including masonry, plumbing, carpentry, electrical installation, painting.

Group 5 - Services such as electrical repairs, driving, hotel personnel, barbering.

31. At the end of his year at the Technical Camp, the student will undergo a skill test to be used by the Placement and Follow-up Section, to provide the boys with assistance in employment, settlement or further training.

### Placement and further training

32. Until now it has not been found necessary to expand the existing "Welfare Section" of the YDA (at present consisting of three officials concerned with the placement of the graduates) but as the camps enlarge this section will be strengthened. Its main functions will be to ensure the absorption of the graduates upon completion of the training and the skill test. "Absorption" can take one or more of the following forms :

Employment:

- a) Salaried or as family worker;
- b) Membership in a producers' co-operative or "advanced technical camp", which would give the graduate further training while at the same time allowing him or the co-operative to be self-supporting;
- c) establishment of crafts or small-scale industries, individually or in partnership, or small co-operatives, possibly with the help of the Small Business Loan Board;
- d) settlement on the family farm or on new lands possibly provided by the Ministry of Rural Land Development), receiving technical support from the Agricultural Extension Service or the 4-H Clubs, and possibly even acquiring a small agricultural loan.
- e) staff of Youth Centres or Youth Clubs.

Further training:

- a) in Training Centres, Evening Institutes, Technical Schools;
- b) Apprenticeships or on-the-job training (this may require strengthening of the existing Apprenticeship Board, the provision of incentives for employers, supervision of contract agreements, trade testing services, etc).
- c) in training courses and various activities at the Youth Centres and Youth Clubs.

Agriculture in the Youth Camps:

33. Each student will be required to participate in agricultural work and receive training in improved agricultural techniques throughout his attendance in the camp. In the pre-camp Training Centre this agricultural training and work may take approximately 1/5 of his time, in the Technical Camp 1/5 and in the Agricultural 4/5. Those who are following courses in critically needed skills and who are therefore assured of immediate placement after graduation may be exempt from most of this agricultural training.

34. The purpose of this formula are -
- a) never to take the student completely away from the sector he probably knows best, and to which he may eventually have to return, at least temporarily;
  - b) to teach him more effective methods of farming, which may encourage a greater number of them to remain in rural areas since their income will be increased (even those who do not settle on the land could use this knowledge to provide at least for part of their food);
  - c) to produce a large share of the daily needs of the camp in fresh vegetables, fruits, eggs, poultry, or livestock.

35. By spreading the agricultural training over the three terms of camp, it is hoped that agriculture will lose the stigma of being a necessary evil permitting entry into the camps but will assume equal status with the other skills taught. Another consideration in decreasing the amount of time spent on agriculture during the first term of service is to encourage more boys to apply for admission by not "overpowering" them immediately with more agricultural work which may be exactly what they have tried to escape from. Furthermore, it is anticipated that training given over three terms will be more efficient, since the student will have reached a higher general level of education and training toward the end of his service than during the first semester only, thereby allowing the instructors to accelerate the pace of instruction.

36. Special Construction Camps (Expansion Phase): In the initial phase, as a temporary measure, each new camp opened will be a Construction Camp, where, in addition to the regular education and agriculture courses, only construction crafts will be taught in connection with the building of the camps. This will obviate the need for the establishment of regular Technical Camps until towards the end of the expansion phase.

37. The building tasks of these Construction Camps will be to take over where the construction firm building the "nucleus" leaves off and build workshops, classrooms, dormitories and offices. While this is being done, the camp will operate as a construction crafts Technical Camp, but the students will be lodged and will study and work in temporary buildings (quonset or nissen huts) set up by themselves.

38. The training component will be same as that of a regular construction crafts Technical Camp, with approximately  $\frac{1}{5}$  of the time spent on agriculture,  $\frac{1}{5}$  on general education and training, and  $\frac{3}{5}$  on learning construction skills (utilising the "training-cum-production" method). The skills taught and practised will include masonry, carpentry, plumbing, electrical installation and painting.

39. It is not yet known in which time-span such an "expansion camp" can finish all the major permanent buildings necessary before the camp can be converted into a regular technical or agricultural camp. At present it is thought that  $1\frac{1}{2}$  years, the normal length of service in youth camps, may be too short, and a service of 2 years is anticipated. After enough experience has been gained and the simplest and most effective methods for construction have been established, it will probably be possible to cut this time to  $1\frac{1}{2}$  years, necessitating only a simple adjustment in the expansion programme.

### Girls' Camps

40. From 1970 on, construction will be started on one girls' camp per year. These camps will accommodate initially 300 girls each, and should be constructed near urban centres, where some of the instruction will be given (i.e. nurses' training in hospitals, family planning centres, etc).

41. The girls' camps will have half the capacity of those for boys. It is proposed that the boys will build these camps and the girls will move in after the boys trained in construction skills have graduated or shifted to new building sites.

42. The period of training in a girls' camp will be of 12 months duration. However, it will be preceded whenever necessary by a period in a Pre-Camp Training Centre for functional literacy training. As for the boys, this training can also be obtained in existing literacy centres or in youth centres.

43. The skills or disciplines taught at the camp will include agriculture (especially horticulture and small livestock breeding), general education and civic training; home economics and handicrafts; health, hygiene, child-care and nutrition; family planning; and such trades as offer good employment possibilities (for example, nurses' auxiliaries, clerical workers, household helpers, hotel service, etc.) A girl's time will again be divided approximately

into -

1/5 agriculture  
1/5 general education  
3/5 skill training

44. The placement and follow-up section of the National Youth Service will also attend to the needs for further training or employment of the girls graduating from the Girls' Camps.

#### Youth centres

45. At present there are ten Youth Centres reaching approximately 2,000 boys and girls. They are located in urban areas and are non-residential. They consist usually of one building, where facilities are available for cultural events and recreational activities. The Government intends to better equip existing centres and to expand the number to 30 centres during this three-year project. The building of new centres, though, is not envisaged, as they will be located in existing Training Centres of the Ministry of Labour. In fact, while the youth camp formula seeks to offer a new form of out-of-school training, youth centres aim at reaching a larger number of young people through a non-residential and less expensive formula. The training given at these youth centres will not be of the same intensity and level as in the camps, however; the intention is to utilise all facilities available, human and physical, to train young people in simple skills and for educational, cultural and social activities.

46. The youth centres will be open to various categories of youth, students as well as unschooled youth, young workers and unemployed. They will be seeking a means of establishing a dialogue among youth and adults. The centres will assist in developing youth-to-youth projects. They will encourage and organise surveys undertaken by young people on youth needs and aspirations, the organisation of literacy classes, the holding of working groups to discuss topical subjects related to the development of the country. The intention is to develop the concept and the application of continuing education and to involve actively young people in the activities which they will choose to undertake. In youth centres young people will assume responsibilities and participate in decision making. The training of youth leaders will be an important aspect of the work of the centres.

## Youth clubs

47. At present, some 20,000 boys and girls belong to Youth Clubs. The activities of the clubs are mostly of a social and cultural nature, and are carried out with the assistance of 45 Youth Organisers spread throughout the island. The number of Youth Organisers will be increased to 63 by 1975, and it is the intention of the Ministry to try to reach from 30,000 to 40,000 young boys and girls through the Youth Clubs' programme. In addition, a certain re-orientation of the content of the programme will endeavour to give some vocational training to the members of the clubs, mainly through the teaching of trades and other activities that do not require installation of expensive facilities or long periods of study. Furthermore, it is intended to increase the physical education aspects of the club activities, participation in sports events, organisation of trail clubs and outdoor clubs, and to organise more cultural activities.

## Instructor Training

48. The vocational training instructors needed for the camps will be recruited from among the skilled craftsmen; if at all possible, from amongst those who have, themselves, been trained in a youth camp and who have acquired a few years of working experience. Another possible source of instructors is the graduates from the Ministry of Labour and Ministry of Education Trade Training Centres. After recruitment, these instructors will be given a short course in pedagogical techniques adapted to the work in the youth camps and the level and orientation of the boys and girls in the camps. At later stages, these instructors will be given skill upgrading courses or refresher courses in pedagogical techniques. The Ministry of Labour will be equipped to provide both kinds of training (pedagogical and skill upgrading). Some of these may be given at the Vocational Training Development Centre of the Ministry of Labour established with UNDP and ILO assistance, and at the Teachers' Training College at Mico of the Ministry of Education. Other training sessions may be organised in that camp. The educational staff of youth camps will be recruited among teachers and they will receive additional training and refresher courses at the Training Colleges for teachers in co-operation with the Ministry of Education and the University of the West Indies. In addition, youth leaders and youth officers for centres and clubs will be recruited among the natural youth leaders and training will be given in youth camps and other available facilities, in co-operation with various

governmental and non-governmental institutions. The administrative staff of youth camps will be selected from senior and experienced staff of the Youth Development Agency and will be provided with additional specialised training in camps and other institutions.

TENTATIVE SUMMARY OF COSTS

Year	Category	No. of Units	No. of Participants	Capital	Recurrent	TOTAL
1970	Preparatory expenses (1 boys' camp (1 girls' camp (1 training centre	6	1,750	468,216	451,500	919,716
1971	Youth Camps	7	3,340	1,348,000	1,002,000	2,350,000
	Youth Centres	10	3,000	50,000	64,000	114,000
	Headquarters			-	165,920	165,920
	Sub-total			1,398,000	1,231,920	2,629,920
1972	Youth Camps	9	4,240	990,000	1,272,000	2,262,000
	Youth Centres	20	6,000	70,000	128,000	198,000
	Headquarters			-	172,800	172,800
	Sub-total			1,060,000	1,572,800	2,632,800
1973	Youth Camps	11	5,140	990,000	1,542,000	2,532,000
	Youth Centres	30	9,000	70,000	192,000	262,000
	Headquarters			-	180,240	180,240
	Sub-total			1,060,000	1,914,240	2,974,240
4 years' Grand Total (including preparatory costs) in J. \$				3,986,216	5,170,460	9,156,676

- N.B. (a) Capital cost includes buildings and equipment but does not include cost of land which is estimated to J \$ 476,000.  
 (b) Recurrent cost includes office and general expenses, staff cost, maintenance of vehicles, supplies for youth camp and youth centres, expenses for surveys.

### Other sources

To carry out this programme will require a very great effort on the part of the Government and of the people of Jamaica, as well as the mobilization of all possible means (persons, ideas, finances facilities, etc.) This effort will also need the support of the international community which is now being sought. The United Nations and her agencies have collaborated with Jamaica in preparing this plan and have promised technical and financial assistance.