

TRAINING IN YOUTH CAMPS, TRADE CENTRES AND
VOCATIONAL CENTRES

contributed by the
Ministry of Planning and Development,
Government of Trinidad and Tobago

Inauguration of the National Youth Service:

1. In June 1968 Cabinet decided to inaugurate a National Youth Service for Trinidad and Tobago. The plan states inter alia "This Service will be organised to provide basic education, civil and vocational training for unemployed youth between the ages of 17 and 21. It will be a volunteer two-year programme administered by the Government for about 2,000 young people."
2. The objectives of the programme will be:-
 - (a) to provide education and training on a large scale to youths who have inadequate training, are unable to obtain employment, and unable to participate fully in the economic mainstream of the country;
 - (b) to utilize the potential manpower of the youth of the country in critically needed areas of community development including construction, conservation, irrigation, re-afforestation, agriculture;
 - (c) to develop civic consciousness and commitment to the development of their country on the part of the youth of Trinidad and Tobago and teach them the discipline of regular working hours and the dignity of labour;
 - (d) to provide trained participants for agricultural development schemes.
3. The programme calls for intensive training courses combined with periods of work, in order to make the youth employable and able to keep their jobs, able and willing to return to his

village and contribute to its development, or to settle on the land and use the skills he has acquired.

Salient features of the training programme:

Age structure of population

4. The programme of training has been formulated with specific reference to the age structure of the society, 42½% of the population being 15 years and under and 62½% 25 years and under. It takes a realistic view of the widespread nature of un-employment among the youth population and the fact that a substantial percentage of these young people are disadvantaged by a total lack of any technical training at any level, in this technological age. It recognises that agriculture constitutes and will continue to constitute the backbone of this country's economy. It recognises the general inadequacy of these youths' preparation for and their dis-inclination towards agricultural pursuits.

Extensive demand for training

5. There is a big demand from the entire youth population for technical training, vocational training, training in agriculture etc. Thousands of applications were submitted in response to an advertisement for a relatively few number of places that became available in the Youth Camp. Our estimation is that on completion of the six additional Youth Camps projected and on the attainment of the maximum number of trainees admissible having regard to the staff-student ratio, the bulk of the youth population aged 17-21 will not have achieved their legitimate aspiration for the training opportunity sought.

Unemployment patterns

6. In general the age group 17-21 is the one most severely affected. From the nature of the unemployment pattern it has become urgently necessary to develop, promote and accelerate training schemes designed to reduce the problem of un-employment and the lack of technical training. Large segments of the youth population are totally frustrated with their lot. Training schemes must of necessity be devised to bring some measure of hope to these people. Tendencies among them suggest that failure to do so could give rise to disastrous consequences.

7. The motivating force underlying the formulation and operation of training schemes envisaged, however, is and will

continue to be that every young person in the society is entitled to opportunities for the development of his skill and talent. Training is a fundamental pre-requisite to employment in the modern world.

Basic Community Development principle

8. Collaboration with other Ministries and Departments of Government and voluntary agencies in the formulation and execution of the programmes is considered as a fundamental requirement in community development administration.

9. This Ministry regards Community Development as an important thread running through the fabric of governmental activities. The Ministry accordingly emphasises the interdisciplinary approach to community development training schemes - an important element in Community Development administration.

10. A testing system in proficiency will be instituted in consultation with the Ministry of Education, the Ministry of Agriculture and other Government Departments and agencies.

Distinguishing features of the programme

11. A distinctive characteristic of the training programme is that it aims at the improvement of the employment prospects of "the maximum possible at the minimum time" consistent with our financial and technical resources. The duration of the Youth Camp training is two years both with respect to male and female trainees; the duration of the Trade Centre Course as well as the Vocational Training Course for young people will be 6 to 9 months.

12. The programme has a short term as well as a long term element. It emphasises the short term element in view of the pressing urgency of the employment needs among youths of the nation. Both aspects will be kept under continuous review and revision made in the light of anticipated future manpower requirements.

The multi-faceted nature of the programme

13. As a matter of policy programmes are designed so that various phases are closely inter-related and co-ordinated, a constant eye being kept on employment prospects. The self-help approach in community development underlies to a large extent the

entire course of training.

14. The main aspects of training in Youth Camps can be summarised as follows:-

- (a) development of character. Very favourable comments are continuously forthcoming from employers on this feature of the training.
- (b) training in agriculture at the elementary level both in theory and in practice. The programme embraces both crop and animal husbandry. The plans envisage the introduction of training in horticulture in the immediate future;
- (c) training in co-operative methods and practices;
- (d) cultural fields;
- (e) training in a selected trade and related subjects.

Recruitment of trainees and participation of Youth Leaders in their selection

15. Recruits will come from members of Youth Organisations registered with the Community Development Division as well as other young members of the citizenry. Non-youth group members cannot be precluded from selection in view of the national nature of the scheme. Youth leaders will be involved in the selection of recruits as far as practicable.

Employment of Trade Instructors

16. Emphasis throughout the training will be placed on practical work. The teaching of theory will, however, receive adequate attention.

17. Successful completion of the 5-year course of training in the John Donaldson Technical Institute in the subject to be taught will be considered adequate for selection as Trade Instructor from the qualification standpoint. Experience will, however, constitute an important requirement.

18. Trade Instructors will on recruitment be exposed to an orientation course in adult education methods and techniques. Such courses will be repeated from time to time. They will also

cover community development principles.

Collaboration with Industry

19. The Ministry is in consultation with industrialists and other employers on the question of training. Some industries have indicated their agreement to participate in a sandwich course of training and to make various donations towards the programme in general.

Level of training

20. The vocational programme 5 in the Youth Camp and in the Trade Centres aim at providing intensive training in the selected field. In particular the two year course in the Youth Camp should qualify participants as semi-skilled workers or Assistant Craftsmen. Trainees will be subjected to an examination both with respect to the theory and practice of the trade selected. This examination will be held in collaboration with the Ministry of Agriculture, the Ministry of Education and other governmental bodies.

Temporary Trade Centres

21. These Centres aim at supplementing the Youth Camp efforts in the field of vocational training. As outlined earlier, the demand for training and the nature of the un-employment problem among the young men for whom this scheme is designed justify fully its implementation.

Possible employment outlets

22. There is widespread evidence that a housing boom will soon begin in the country. Recent studies indicate that 10,000 new housing units per annum are required for 10 years if the housing requirements are to be realised during the period. This estimate is a very conservative one. It is thought that these units should be divided into economic brackets, the distribution appearing to be 75% for the lowest economic bracket and 25% for the other classes. The Ministry of Planning and Development thus envisaged a marked increase in the demand for labour to meet requirements in the housing industry, both in the private and public sector. Since the housing industry is characterised by a relatively high labour intensity, the prospects of some employment generation through housing are quite real. The demand for labour for housing is likely to increase progressively during the course of the next

five years or more. Various broad categories of labour will be needed - skilled, semi-skilled and manual.

Specific objective plan

23. The plan for the establishment of the Training Centres is formulated with the specific objectives of meeting as far as possible some of the requirements for housing construction workers in the semi-skilled bracket. This objective fits in with the development strategy of matching training to job opportunity and involving the youth population in development schemes. Some of our OAS neighbours have successfully devised and promoted training schemes for a four-month duration in their community development programmes to meet the rise in the demand for workers in their low cost housing schemes. There is precedence in this hemisphere for establishing these Training Centres.

Content of courses

24. The courses will embrace the following fields:

- (a) carpentry;
- (b) masonry with special emphasis on brick laying;
- (c) welding;
- (d) plumbing;
- (e) house painting; and
- (f) electrical installation.

Levels and duration of training

25. Normally each course will extend over a period of six months. Both the theoretical and practical aspects of the trade will be taught. There will, however, be an accentuation on practical training. The aim throughout the period of training in these trades will be the attainment of the level of the semi-skilled worker. In order to accomplish this objective the training period will be particularly intensive. Participants will be required to put in ten sessions per week. Six of these sessions will be devoted to practical, and two to theoretical training and one each to basic English and arithmetic. In the teaching of English and arithmetic the project method will be used as far as possible. The training in arithmetic should be strictly related to the practical requirements of the trade in which the trainee is participating. The same approach will be adopted in the teaching of English. The limited programme must bear strict relevance to the needs of the trainee on the completion of the training in so far as pursuing his trade is concerned. Apart from training in specific trades the Centre will strive to accomplish the objective

of orientating trainees in proper attitudes to work. Emphasis will be laid on regularity, punctuality, thoroughness, a high level of productivity, trustworthiness and other attributes which constitute a good worker.

Buildings - their location, utilization, etc.

26. The plan for the establishment of these Training Centres envisages the immediate development of Centres in five areas, namely East Port of Spain, Mallick, Point Fortin, Chaguanas and Sea Lots, initially. Other Centres will be developed later along the broad lines set out in this plan. These five areas are suggested on the basis of the area of heavy concentrations of young people lacking in skills and at a distinct disadvantage in so far as obtaining employment is concerned. Further justification for the selection of these areas rests in the fact that housing projects are ear-marked either for these areas or in contiguity to the areas named.

Design of buildings

27. The buildings envisaged will be of the simplest design and inexpensive. A pre-fabricated building will be utilised for the setting up of the temporary Centres wherever it is not possible to obtain immediately a building suitable for the purpose. Such a building will confer an advantage in that it will be dismantled with ease, speed, and a minimum amount of loss.

28. It is anticipated that in the execution of the plan a building will be erected subject to removal from the area in which it was originally located and re-sited in another area to meet the requirements for training there. It is anticipated also that when a sufficiently large number of semi-skilled workers have been trained for the trades under consideration they could be utilised for the purpose of promoting other trades and skills. A guiding principle in the location of these Centres will be to provide training for young people in relation to development in the region requiring particular skills. In this way the scheme could be categorized as a crash programme of training for youth employment. Normally each Centre will cater for one hundred and twenty trainees allocated to the various trade classes on the following basis:-

- (a) 25 pursuing training in carpentry;
- (b) 25 " " " masonry;
- (c) 20 " " " house painting;

- (d) 20 pursuing training in electrical installation;
- (e) 15 " " " welding;
- (f) 115 " " " plumbing.

29. The building will be sectionalised to accommodate the classes enumerated above. Provision will be made for (a) two classrooms for the theoretical programme and for the teaching of basic English and arithmetic and (b) washrooms, toilets etc.

Staffing

30. Staff will be appointed on a temporary basis. In selecting personnel, preference will be given to interested persons with extensive practical experience in the trade to be taught. The individual selected should be capable of imparting effectively his particular skill to participants. A pleasing personality and ability to get along with trainees, to inspire, encourage and generally promote the development of young men will constitute an important consideration in the selection of the temporary staff. In addition to practical experience in the particular trades, the Instructor should be able to impart some theoretical knowledge of his subject, even though at an elementary level.

Main features of the Training Programme for the Girls' Camp:

- (a) **Basic education:** concentration on diagnostic tests with subsequent study of and attention to weak areas, elementary arithmetic using the project method, elementary English, and current events both local and international.
- (b) **Home economics:** cooking, child care, family planning, sewing, dress making, home management including budgeting, purchasing and keeping of simple accounts, principles of laundering.
- (c) **Trades and Business:** secretarial skills, handicraft, use and repair of electrical household appliances, light woodwork, book-binding, photography, toy making, propagation of flowers and floral arrangements, beauty culture, hotel catering and practical nursing.
- (d) **Vocational Centre for Young Women:** this institution will constitute the counterpart of the Trade Centre for Young Men. The building to be used for the

programmes will follow basically the Trade Centre pattern. The programme will comprise in essence a modification of the plan for the Girls' Camp, selected subjects being compressed to fit into the 6-9 months' time span for the vocational courses. The training in the main will cover the following subjects:-

- (a) Home economics;
- (b) Hotel and catering (elementary);
- (c) Trade and business

OUTLINE OF COURSE CONTENT IN YOUTH CAMPS

AGRICULTURAL TRAINING PROGRAMME

A. Animals

1. Dairy cattle

- (a) management of the milking and dry herd;
- (b) housing:- calf pens, maternity pens and milking parlours;
- (c) the dairy and equipment;
- (d) the reproductive system;
- (e) digestive system and feeding patterns;
- (f) improving the herd by breeding and selection;
- (g) animal health;
- (h) rabies and vampire bats in dairy cattle;
- (i) dairy hygiene;
- (j) milking techniques;
- (k) concentrate feeding;
- (l) calf management;
- (m) beef production from dairy animals.

2. Pigs

- (a) major breeds and characteristics;
- (b) management of the broad sow and piglets to weaning;
- (c) management of breeding animals from weaning to farrowing;
- (d) care of the boar;
- (e) selection and rearing of replacement stock;
- (f) economics of piglet production;
- (g) farm sanitation and disease prevention;
- (h) economics of pork production;
- (i) marketing of pork products;
- (j) feeds and feeding;
- (k) housing.

3. Poultry rearing

- (a) major breeds and their characteristics;
- (b) incubation and breeding of baby chicks;
- (c) housing and equipment;

- (d) disease prevention;
- (e) care of the laying flock;
- (f) feeds and feeding;
- (g) broiler raising;
- (h) egg production and sale.

4. Goats - dairy

- (a) breeds and characteristics;
- (b) housing;
- (c) management;
- (d) milk production and marketing;
- (e) feeds and feeding.

5. Small stock

rabbits, ducks, turkeys, sheep, meat-type goats.

B. Crops

- (a) suitability of crop;
- (b) selection of planting material;
- (c) land preparation;
- (d) management practices;
- (e) fertilizers.

1. Citrus

grapefruit, oranges, limes.

2. Fruit crops

mangoes, avocados, guavas, cherries, plums, pommecythere, papaws, sapodillas, granadillas etc.

3. Vegetables

tomatoes, cucumber, chive, lettuce, celery, ochroes, onions, carrots, cabbage, peppers, cauliflower, water-melons, pulses etc.

4. Root crops

yams, dasheen, potatoes, eddoes, cassava, cush-cush etc.

5. Major economic crops
cocoa, coffee, sugar-cane.

C. Entomology

- (a) insects and their classification;
- (b) structure and make up;
- (c) harmful and useful insects;
- (d) insecticides and their uses;
- (e) spray pumps and spray mixtures;
- (f) apiculture:
 - selection of site equipment and material;
 - the queen, worker and drone;
 - pollination and bees;
 - inspection of hives;
 - honey extraction, storage and sale;
 - pests and diseases of honey bees;
 - existing laws regulating honey importation.

D. Grasses

- (a) pastures and soiling grasses;
- (b) establishment and management;
- (c) fencing and paddocks;
- (d) silage and haymaking.

E. Farm machinery

- (a) maintenance of equipment;
- (b) adjustment of implements;
- (c) operation of tractor and implements - ploughs, harrows, bankers, brush-cutters;
- (d) land preparation and formation.

VOCATIONAL TRAINING PROGRAMME

A. Building construction

- (a) site selection, excavation, soils and simple tests, scaffolding wood joints, surveying etc.;
- (b) drafting;
- (c) carpentry;
- (d) plumbing;
- (e) estimating;

- (f) masonry;
- (g) painting;
- (h) decorating;
- (i) electrical house wiring;
- (j) steel frame erectors;
- (k) mechanical installations.

B. Radio, refrigeration and air conditioning technology

- (a) servicing of home appliances;
- (b) servicing of business machines.

C. Machine shop practice

- (a) workshop technology -
 - (i) drilling
 - (ii) turning.
- (b) benchwork;
- (c) lathework;
- (d) grinding.

D. Welding

- (a) electric ARC welding;
- (b) oxy-acetylene welding -
 - (i) brazing;
 - (ii) cutting;
- (c) fabricating.

E. Auto-mechanic

1. Course A

Objectives:

- (i) To give trainee experience in the proper disassembly, inspection, re-assembly, and adjustment of all chassis units;
- (ii) To understand the methods of servicing and lubricating these units;
- (iii) To give practice in the use of special machines and precision tools.

Course contents :

- (a) Overhaul master cylinder and bleed braking system.
- (b) Overhaul wheel cylinder and adjust brakes.
- (c) Remove, reline and replace brake shoes.
- (d) Repair and adjust hand brake system
- (e) Remove and replace clutch, adjust linkage.
- (f) Overhaul clutch master and slave cylinder.
- (g) Overhaul clutch pressure plate and reline clutch disc.
- (h) Overhaul standard gear box.
- (i) Overhaul synchromesh gear box.
- (j) Disassemble, check, and reassemble an automatic transmission.
- (k) Overhaul universal joint.
- (l) Remove and replace rear axle shaft and bearing.
- (m) Remove, disassemble and repair differential gear assembly.
- (n) Adjust differential gears and bearing, check tooth contact.
- (o) Overhaul and adjust steering box, check all steering linkages.
- (p) Remove, inspect and replace a front suspension system.
- (q) Balance two road wheels.
- (r) Check and align front wheels.
- (s) Lubricate a car chassis.
- (t) Miscellaneous repair jobs.

2. Course B

Objectives :

- (i) To provide practical and technical training in repair and reconditioning of automobile engines;
- (ii) To provide practice in the use of special machines and precision tools.

Course Contents :

- (a) Remove and replace valves and related parts.
- (b) Recondition valves and seats and check springs.
- (c) Remove, replace and/or recondition valve guides.
- (d) Remove, replace and/or recondition rocker arms or shaft.

- (e) Adjust valve lash clearances.
- (f) Remove, replace and check piston rings and grooves.
- (g) Remove, replace connecting rod and piston assemblies.
- (h) Inspect and measure pistons and cylinders.
- (i) Recondition cylinders and/or remove ridges.
- (j) Remove, replace, fit piston pins and align rods.
- (k) Remove, replace crankshaft and measure wear.
- (l) Check connecting rod and main bearing clearances.
- (m) Remove, replace timing gear, chain & sprocket.
- (n) Remove and replace crankshaft/bearings.
- (o) Remove, replace, overhaul oil pump and check system.
- (p) Remove, replace, overhaul water pump and check system.
- (q) Remove, replace, flywheel gear and/or starter gear.
- (r) Remove, replace, check distributor and retime engine.
- (s) Remove, replace and clean out carburettor.
- (t) Remove, repair and replace fuel pump.
- (u) Clean, adjust and test spark plugs.
- (v) Miscellaneous repairs.

3. Course C

Objectives:

- (i) To provide a foundation in the basic principles of electricity, magnetism, electromagnetism and induction as applied to automotive systems;
- (ii) To give practice in the proper use of voltmeters and ammeters with practical applications of Ohms Law and circuit rules.

4. Course D

Straightening and spray painting:

5. Woodwork

- (a) joinery;
- (b) lacquering;
- (c) forestry;
- (d) handicraft;
- (e) upholstery etc.

6. Boat building - all related skills.

7. Ceramics - all related skills.

FOOD TECHNOLOGY

The processing, canning, bottling and preserving of food.

HOTEL AND CATERING COURSES (ELEMENTARY)

(1) Food services

- (a) quantity food production;
- (b) food products and standards;
- (c) merchandising;
- (d) food preparation;
- (e) serving;
- (f) baking;
- (g) meat cutting theory and practice.

(2) Theory of food

- (a) sanitation and hygiene;
- (b) safety;
- (c) equipment;
- (d) purchasing and costing;
- (e) menu planning;
- (f) storage and issuing;
- (g) portion control;
- (h) culinary terminology.

(3) Supervisory skills

- (a) production scheduling;
- (b) personnel relations;
- (c) accounting etc.