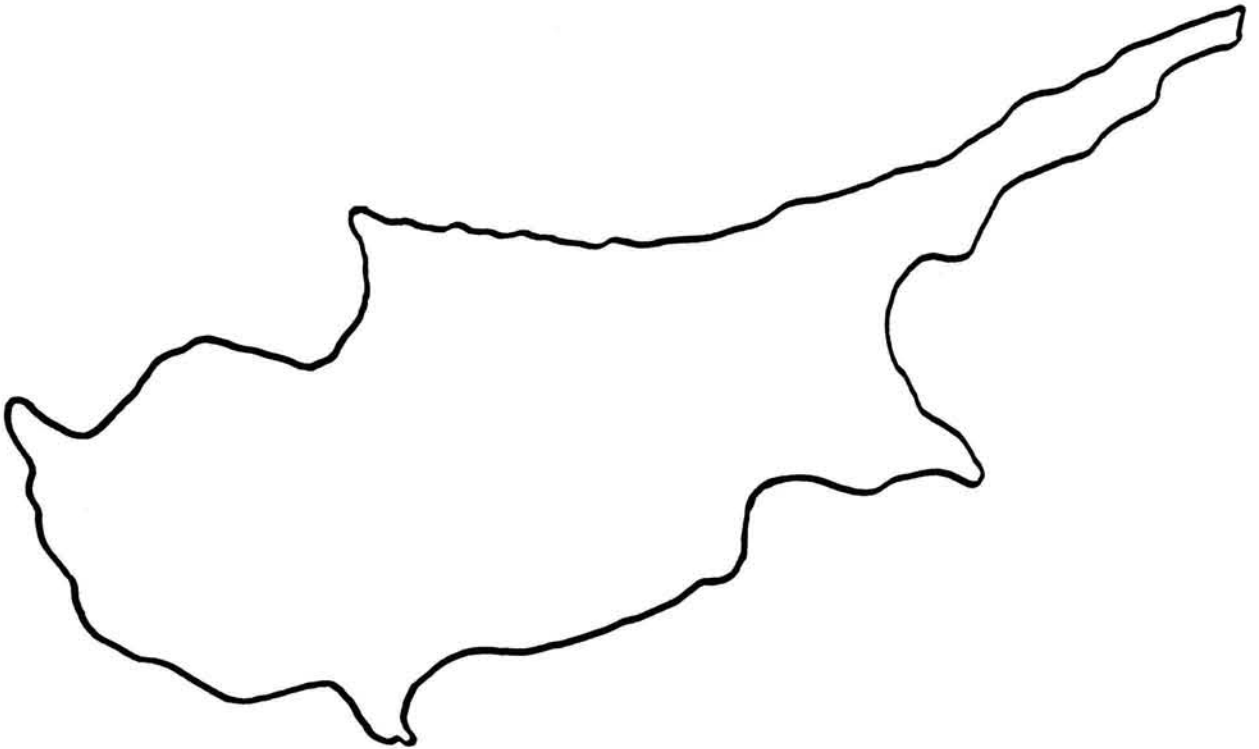


Youth and Development in Cyprus



COMMONWEALTH SECRETARIAT

Youth and Development in Cyprus

Report of the
COMMONWEALTH YOUTH SEMINAR
Cyprus, April 1972

COMMONWEALTH SECRETARIAT

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'YOUTH AND DEVELOPMENT IN THE COMMONWEALTH'
SERIES

1. Youth and Development in Africa: Report of the Commonwealth Africa Regional Youth Seminar, Nairobi, November 1969.
2. Youth and Development in the Caribbean: Report of the Commonwealth Caribbean Regional Youth Seminar, Port of Spain, August 1970.
3. Youth and Development in Asia and the Pacific: Report of the Commonwealth Asia-Pacific Regional Youth Seminar, Kuala Lumpur, July-August 1971.
4. Youth and Development in Malta: Report of the Commonwealth Youth Seminar, Valletta, April 1972.

Foreword

The Commonwealth Youth Seminar in Cyprus brings to a close the series of youth seminars conducted by the Commonwealth Secretariat over a period of three years. In some ways it has been rather different from its predecessors. This has been so because Cyprus with its buoyant economy comes closer, in some respects, to the more developed countries than to the so-called developing. Whereas youth in the developing countries have only recently emerged as a pressure group in the search for national identity, young Cypriots had demonstrated this spirit of nationalism in the late 1950's during the struggle for independence. In few other countries have youth played such a critical role in the emergence of their nation.

And yet in other ways, Cyprus is very much a traditional society wherein beliefs, practices and attitudes survive unchanged from one generation to the next - a feature not uncommon to the developing world. It is because of this conservatism that youth's cry appears somewhat muffled. Here there is no shouting from the roof tops, only a questioning and a probing, reaching out from every village where the young begin to experience disquiet and unease. And though their voices are not strident, the message is not without passion, for they carry an insistence which it will be increasingly difficult to disregard.

It was been said that the first thing a hungry man needs is a loaf of bread, and that half a loaf is better than none. The youth of Cyprus hunger not so much for the material things of life as for recognition, appreciation and acceptance as responsible members of their society. For so long have they experienced this hunger that half loaves are not likely to satisfy them now, and as they themselves remind us it is not by bread alone that man lives.

Those who have it in their power to grant youth recognition and acceptance must make more than token gestures before the hunger turns to greed, leaving in its wake an obsession,

almost a fixation, for that which has been denied them.

The seminar has put into sharp relief the issues, the difficulties and the problems. It has also revealed the potentials, the realities and some ways in which greater progress might be achieved.

Goodwill is not lacking; may good deeds emerge.

A handwritten signature in cursive script, reading "J. A. Maraj". The signature is written in black ink and is positioned above the typed name.

J.A. Maraj
Director
Education Division
Commonwealth Secretariat

PART I

The Report of the Seminar

SEMINAR WORKING PAPER

Background

The 1969 Meeting of Commonwealth Prime Ministers instructed the Secretary-General to examine the feasibility of a series of studies on the problems of youth. As a result, surveys were conducted in Africa and in the Caribbean, and these were followed by regional seminars held in Nairobi and Port of Spain, the reports of which were widely distributed. At their Meeting in January 1971 the Commonwealth Heads of Government noted with approval the Secretariat's activities in the youth field and agreed that such activities be expanded; they further decided that a meeting of Ministers concerned with Youth matters be convened as early as possible, "to review the whole complex of youth problems, with particular reference to the problems of unemployment". Two weeks after the 1971 Heads of Government Meeting, Commonwealth Ministers of Education at the Fifth Commonwealth Education Conference recommended that the proposed meeting of Ministers concerned with youth matters should be preceded by a meeting of appropriate Commonwealth officials.

2. In August 1971 a regional seminar for Asia and the Pacific was organised, the report of which was published and distributed.

3. The meeting now proposed will complete the series and ensure that every Commonwealth country will have had the opportunity of discussing the problems of youth and development prior to the Meeting of Officials (to be held in London in June 1972) and the subsequent Meeting of Ministers (to be held in Zambia before the end of 1972).

AGENDA ITEM 1: YOUTH IN SOCIETY

"Youth" problems, especially in the developing countries of the Commonwealth, rarely originate in factors intrinsic to young people. These problems, social, economic, educational and political, result from developments and changes which are taking place in countries with predominantly youthful populations. Problems of development and societal change have come to appear as problems predominantly concerning young people. In reviewing "the whole complex of youth problems", then, it is important to examine the relationship to young people of their societies.

2. Consideration should be given to a definition of "youth". Youth may be a matter more of status than of age; the point at which adulthood is achieved may be changing, or likely to change.

3. Societal attitudes towards youth should be examined, the status and ranking of young people, their mobility within their society, the restrictions placed upon them, differences between various groups of young people.

4. The changing patterns of society and resultant modifications in attitudes form an essential background to any discussion of policy for youth. Significant changes are taking place in population size, age distribution within populations, population distribution as between rural and urban areas.

5. Physical factors, too, affect young people comprehensively; the physical environment and nutrition mould attitudes as well as physique. The impact of "instant" communication can serve to raise aspirations and demonstrate unequivocally to the less privileged the extent of their deprivation.

6. The increasing uncertainty of older members of the community about their established mores transfers itself to their successors, contributing to the current problems of disillusion, disengagement and delinquency, manifested in destructive actions (such as drug-taking, violence to self and others) and mental illness.

7. Solutions may be sought in:

- (a) greater participation by young people in the formulation and implementation of policies and programmes

which will affect their future;

- (b) improved material conditions;
- (c) improved systems of education and training;
- (d) improved channels of communication, both vertically and horizontally within a society.

8. Means to achieve these solutions will probably start with:

- (a) the accumulation and analysis of data;
- (b) the undertaking of selected research;
- (c) the early demonstration of concern by the authorities on a scale commensurate with the problem.

AGENDA ITEM II: EDUCATION AND TRAINING

The formal system

In most member countries the formal school system absorbs a major proportion of the public revenue while occasioning increasing doubts about its effectiveness. Policy-makers need guidance in clarifying the purpose envisaged for formal education and the functions which formal education can, in fact, perform; whether, for example, the school is conceived as an institution for the general education of children, as a prevocational training unit or as a "community centre."

2. Upon these decisions, which are essentially political in their nature, will rest consequential considerations of staffing patterns, buildings, equipment, curriculum and financing.

3. Planning and administration must then also take into account strategies for implementing policies.

4. The most appropriate means of undertaking vocational and technical education (see also Agenda Item III) call for consideration, including the practicability of promoting rural occupations.

5. The effect of external influences on formal education (through the imposition of international "standards", or by

examining bodies) require assessment and policy decisions.

6. The quality, status and role of teachers should also be a matter of prime concern.

7. The role of the universities and other higher level institutions should also be considered. Their future pattern will vary according to the extent to which they seek to function as instruments of national development.

Out of school education

8. The broad area of out of school education (see also Agenda Items III and IV) has so far attracted least attention and hence least finance, yet it may be that the most effective means of improving education facilities lies in this direction.

9. Programmes directed to

adults,
minority groups,
those who have completed educational courses,
the unschooled,
school drop-outs

through non-formal educational structures may help to meet the demand for education and further education at realistic costs. Redeployment of resources within the overall field of education may be necessary.

Training

10. In the formal educational system institutions which provide some form of vocational training include

primary and secondary schools,
universities,
training colleges,
commercial and technical schools,
craft schools,

trade centres,
technical institutes,
polytechnics,
rural training centres.

11. Provision outside the formal educational system includes apprenticeships in the traditional and modern sectors of the economy, industrial training schemes, in-service training, the armed services, settlement schemes, some youth services, clubs and associations, courses and the mass media, learning on the job.

12. Little co-ordination of this wide range of facilities yet exists in most countries, so that consideration of means to achieve maximum efficiency within the varied provision might be given high priority.

13. Improved systems of manpower planning would provide a valuable source of reference for educational planners, who would then be able to assess the precise role which each type of facility can play most efficiently.

14. Throughout the educational structure, effective means of selection, testing, measurement and prognosis for participants are essential to the optimum use of limited resources.

15. Reliable methods of programme evaluation could provide evidence on which revisions and further progress might be based. The development of appropriate means of assessment and of units for their development, validation and administration might be considered a priority undertaking in most areas.

AGENDA ITEM III: EMPLOYMENT

The problem of unemployed school leavers was noted on

the international level as long ago as the Addis Ababa Conference in 1961, since when the scale of the difficulty has multiplied many times. Solutions, however, have proved singularly evasive.

2. Most developing countries are hindered by the existence of a dual economy for government and private employment; most are restricted in their flexibility by heavy reliance on a limited range of exports; all are subject to the forces of international trading patterns. Meanwhile the output from the educational systems grows as the result of increased facilities for an increasing population. Decreasing the rate of population growth has been accepted as a priority aim by many governments, but the effects of such programmes will be apparent only in the medium and long term.

3. Solutions depend on increasing the rate of economic growth and the rate of employment generation in both the modern and traditional sectors.

4. Economic growth may be helped by such factors as
increased investments,
diversification of production,
a greater number of more accessible markets,
training directly related to employment opportunities.

5. Increased absorption of labour might be assisted by such means as

the development of appropriate technology and efficient labour-intensive techniques,
the subdivision of production to the maximum number of small-scale and individual enterprises,
the encouragement of expansion in the service occupations,
the employment of more people for shorter hours, (i.e. planned underemployment).

6. Some attention might well be given to
the provision of vocational guidance,
the means by which job-vacancies are made known,

procedures by which selections for employment are made.

7. For many countries the provision of employment in the rural areas presents a serious problem. The extent to which rural development is a realistic objective could usefully be discussed. The lack of appeal of rural occupations resulting from such factors as poor financial returns, low status and inadequate facilities, might be assessed. Attention might be given to the role of youth services, youth clubs (such as Young Farmers' Clubs) and settlement schemes in generating satisfying employment. Consideration might also be given to factors limiting the opportunities for young people in rural areas, such as land tenure systems, pressure on land, inadequate communications, poor storage and marketing facilities, and traditional attitudes towards young people.

8. Despite the general bias of new investment towards urban areas, the problem of urban unemployment continues to occasion concern to member countries for social, economic and political reasons. The development of apprenticeships, small-scale self-employment, service occupations, "urban settlement schemes" and voluntary co-operative activities should be considered, together with the desirability of governmental prices and wages policies weighted to encourage maximum labour absorption commensurate with efficiency.

9. Means might be considered for the improvement of manpower planning techniques and the development of appropriate means of evaluating the progress of programmes designed to generate employment opportunities.

10. The methods by which external assistance might best be used to advantage might be discussed.

AGENDA ITEM IV: YOUTH IN THE SERVICE OF COMMUNITIES

Young people need to feel that they are playing a purposeful role in a sympathetic and satisfying environment. Where there exist poor physical facilities and inadequate opportunities, the provision of opportunities for community service, as well as for recreation and leisure, may help to maintain young people's confidence in their society and restrain reactions leading to unrest.

2. In planning youth programmes, the needs and possibilities of particular groups of young people should be carefully assessed. Provision should be considered to meet the needs of clearly defined groups,

urban and rural,
at various levels of education,
employed and unemployed,
with and without stable families,
with and without problems of physical and mental health.

3. Community service includes voluntary service (including service to other groups of young people unable to help themselves) by both employed and unemployed young people. It also includes activities promoted by schools and other educational institutions. In addition to specific projects by organised groups, service can be rendered by individual or group participation in community activities.

4. Provision for recreation and leisure includes non-formal educational opportunities of a non-vocational character as well as sporting facilities and organised youth groups and societies. Such provision might be considered against the background of deprivation and disadvantage, especially in urban areas, and should include remedial and corrective training.

5. The recruitment, training and status of youth workers merits close attention, as does the development of a cadre of expert trainers to conduct courses for higher level youth workers and group and club leaders. The possibility of interdisciplinary training of youth workers and similar professionals in third-level institutions might be explored, as might the desirability of creating dual-function teacher/social workers who could promote closer liaison between institutions and communities.

AGENDA ITEM V: PROGRAMMES FOR ACTION

Youth problems have been subject to frequent definition and explanation; the overriding need now is to use this material as the basis for policy determination.

2. The scale of the problem and the limited resources available indicate the desirability of governments considering how best to accept general responsibility for all forms of formal and out of school education, in co-ordination with the other agencies involved.
3. Administrative machinery should be designed to cater to the needs of revised systems of policy formulation and implementation. Consideration should be given, for example, to the formation of inter-Ministerial links for the promotion of a common policy regarding youth problems; Ministries likely to be involved directly would include those responsible for Agriculture; Commerce; Trade and Industries; Culture; Youth and Sports; Economic Planning; Education; Health; Information; Labour; Local Government and Social Welfare.
4. Attention could usefully be paid to past experience, with an attempt to assess reasons for success and failure, especially in terms of maintaining the enthusiasm and confidence of those involved in programmes.
5. Priorities should be considered, including those with results only in the long term (such as family planning programmes) and those with short-term returns (such as youth services).
6. Priorities, too, should be established as to which groups of the population should be catered for, in what way and at what level. The relative merits need to be considered of, for example,
 - youth and adults,
 - schooled and unschooled,
 - rural and urban,
 - healthy and handicapped.
7. Similarly, priorities should be worked out as between
 - general education,
 - vocational education,
 - literacy,
 - initial training and retraining,
 - formal and non-formal provision.

8. Provision for remedial work and special attention to particular groups should be considered.

9. If only limited provision is currently possible, policy should be devised for the upward mobility of individuals through later developments in programmes.

10. Planning and evaluation of all programmes should be discussed. Such aspects as the degree of dependence on extra-national co-operation and the effects of aid on national education and employment programmes could usefully be considered, as could the identification of new sources of finance and incentives to self-help.

11. The need is frequently reaffirmed for much increased information exchange throughout the Commonwealth. This may be achieved through meetings, visits, exchanges, secondments and attachments, and occasional and regular publications.

12. Secondly, there is the need for assistance in the planning and evaluation of projects and programmes, in training and financing (including the preparation of applications for external help).

13. Thirdly, means might be discussed for increased mutual support among Commonwealth members in such fields as export market promotion and the presentation of matters of common interest in international circles.

14. Appropriate forms of co-operation in meeting the diversity of needs might be considered, including the role of the Commonwealth Secretariat as a direct participant and as a point of reference for countries developing bilateral and multilateral programmes.

SUMMARY OF MAIN IDEAS AND SUGGESTIONS

YOUTH AND SOCIETY

1. The rate of social change in Cyprus is less rapid than that observed in many of the developing countries.
2. The nature of the society is patriarchal and close-knit; the influences of the family, religion, school and social sanctions continue to operate in a way which maintains the status quo.
3. Though young people are not vociferous in their demands for change, there is increasing concern on their part about their role in the society. Such concern is likely to lead to a re-evaluation of traditional values.
4. The greatest "threat" to the power of the family, the school and the Church as the major social influences is posed by the mass media. It was recommended that the media be controlled in such a way as to ensure propagation of "desirable" values only.

From youth to adult

5. The adoption of a variety of criteria for ascribing adult status to young people leads to a schizo-phrenic self-image on the part of young people who, in one situation, might be expected to act with adult responsibility and in another might be treated as children.
6. Criteria used, alongside physiological and psychological factors, include entry into employment, marriage, national service, franchise and responsibility in law.
7. The prolongation of education to tertiary level has a delaying effect on the achievement of adult status since a student remains financially dependent on others during this period.
8. A young 'drop-out' who has entered employment may be considered an adult in some respects, particularly if he is in a position to contribute to the family budget.

Social interaction

9. There exists a communication gap between the elders of the society and the young people. Since little doubt is felt by the elders about the desirability of and rationale for the mores transferred by them to their children, the need for assistance to be given to the parents to enable them to understand young people's outlook and vice-versa is evident.
10. If the elders and young people are brought together in the hope that mutual understanding and co-operation will ensue, a sound strategy for achieving this aim must be developed; confrontation might otherwise lead to nothing more than a hardening of positions.
11. In addition to joint activities between older and younger people, an expansion of the adult education programme might help to reduce the "knowledge gap" which constitutes a part of the generation gap.
12. Recreational facilities for young people are inadequate. In many areas, social interaction among young people is limited to activities taking place within the family, the Church and the school. Opportunities and facilities for young people to mix with others of the opposite sex are even more limited. The provision of more facilities, including youth clubs, is an urgent priority. Though ultimately mixed youth clubs are highly desirable, clubs might initially be mixed at least on a part-time basis.
13. Though responsibility for providing recreational facilities for young people lies with the Government, industry should be encouraged to assist.

Participation

14. Though young people proved their willingness and ability to take an active part in the development of their country during the struggle for independence, young people today are not given responsibilities in decision-making, planning or implementation of policy either at the national level or at the village level.

15. The elders of the society should be made aware of the potential contribution of young people in community and national development.
16. In Cyprus as elsewhere the media tend to advertise the more negative and undesirable aspects of the life of young people. Efforts must be made to bring to the public's attention the more positive qualities of young people.

Co-ordination

17. Lack of co-ordination among government departments, among voluntary organisations and between these two groups has led to duplication and overlapping of programmes for youth. The Government's proposal to establish a semi-official committee, with representation from interested Ministries and voluntary organisations, was welcomed.
18. It was hoped that, in addition to co-ordinating on-going activities, the Committee would also give attention to the planning, implementation and evaluation of programmes to meet those needs which are neglected at present.
19. Detailed studies of youth problems and needs are required if planning for youth and development is to be efficiently undertaken.

Priority groups

20. Particular efforts should be made to study the problems of (a) young people living in villages; (b) young women and girls; (c) young people who do not enter secondary school. Special attention should be given to provision for these groups which are particularly "under-privileged".

EDUCATION AND TRAINING

21. The school is regarded as an extension of the family in the socialisation process. In view of the strict authoritarianism of the traditional family way of life, it might be desirable for the school to play a complementary, compensatory role rather than to exert a further repressive influence.

22. The re-orientation of teachers, with particular reference to methodology, should be considered a priority need.
23. The gap between theory and practice as evidenced in the formal education system can only be rectified by a re-appraisal of the system and continuing revision thereafter.
24. Since society is dynamic, its education system should be dynamic, and should, moreover, take into account the fact that the education purveyed is intended to equip a youngster for life in a society which continues to change.
25. There is need for much better articulation between the different parts of the education system.
26. At the secondary level there is need for diversification of the curriculum so as to give greater emphasis to technical and vocational orientations.
27. There would appear to be need for re-orientation and training of classical graduates so as to enable them to become gainfully employed.
28. Greater provision should be made for career guidance at relevant stages of the education system.
29. The imbalance between formal and out-of-school education should be corrected by increased provision of the latter.
30. The introduction of the first phase of free secondary education for all was warmly approved.

EMPLOYMENT

31. Though unemployment in Cyprus is not as widespread as in many other countries, a large proportion (42%) of those unemployed are under the age of 25. Certain factors have contributed to the unemployment problem:
 - (a) the formal education system has classical, non-vocational foundations;
 - (b) there is widespread prejudice against manual labour and unskilled work;

- (c) the employer is in a strong position to exploit the workers;
 - (d) the size of the employment market is small;
 - (e) the manpower and economic needs of the country are changing at a faster pace than training facilities can be provided;
 - (f) there is a lack of co-ordination among the different bodies involved in education, training, and employment;
 - (g) a 'closed shop' tendency is evident in some areas of employment.
32. The young unemployed include not only untrained and unqualified youngsters but also an increasing number of secondary school and university graduates. If a large proportion of young people continue to receive a general classical education the problems of absorption into employment will increase. Opportunities for re-training are therefore urgently required.
33. At the same time there exists a need for 11,000 manual and skilled workers in industry. The answer, however, is not simply the provision of training courses. There exists on the parts of both children and parents a deep-rooted prejudice towards manual and technical work.

Vocational guidance

34. There is an urgent need for the co-ordination and improvement of the vocational guidance services of the Ministry of Labour and the Ministry of Education. Such services should be linked to manpower planning.
35. The vocational guidance services should be expanded in order that all young people might be advised at an early stage as to the most appropriate direction their studies should take. Such guidance should be available at a stage in the school career at which changes are still possible.

36. On leaving school young people should receive further advice and guidance about available employment opportunities.
37. Vocational guidance and employment services should involve parents, employers and teachers as well as young people in an effort to change attitudes to certain types of work.
38. Greater co-ordination is necessary between educational planners, employers and economic planners.
39. The under-employment and seasonal unemployment of workers in agriculture is a cause for concern and should be studied with a view to matching employment needs to available labour supply.
40. Special attention should be given to the problem of female unemployment.

YOUTH IN THE SERVICE OF COMMUNITIES

Co-ordination and co-operation

41. Though overall responsibility for youth programmes should lie with the Government, there is also a role for voluntary organisations, the Church and the political parties.
42. The proposed co-ordinating committee would, it was hoped, be responsible for drawing up policy for youth, for encouraging youth participation in community development activities, for planning and evaluating programmes.

Voluntary organisations

43. Government support should be given to the voluntary organisations. Such support should include finance, land, building permission, etc.

Youth leaders

44. There is a lack of trained youth leaders to encourage young people to use their initiative in developing projects. Such training should preferably take place

in the home country, and appropriate training courses should be organised.

45. In view of the difficulties likely to be encountered in persuading the elders of the society to entrust the welfare of their young to a new kind of agency in the process of socialisation, it is essential that those selected for training should have a highly developed sensitivity to social change.

Participation

46. There is a need for youth to be involved at national level to demonstrate their ability to other young people and to their elders. Status has to be won.
47. Youth should be involved in decision-making at all levels. In villages, where it is the practice for young people to perform only the "donkey work" in implementing ideas, an opportunity should be given to young people to serve on the village councils as equals.
48. The constructive activities of young people should be given greater publicity, if possible by giving youth an opportunity to make itself heard via the mass media. The establishment of a youth bulletin might give further support.
49. Youth associations and activities should be based on youth interests and preferences and should not be prescribed by the elders. Young people should be given more opportunity to plan and organise their own activities and programmes.

CHAPTER 1

YOUTH IN SOCIETY

Introduction

During the last decade world-wide attention has frequently been drawn to aggressive and often violent action on the part of young people, action which has been directed against various aspects of the societies in which they live. Initially such activities were perceived as being symptoms of "youth problems", but closer examination of the nature and origin of these problems has led to the belief that they are not problems which are intrinsic to youth but rather problems of development in societies whose population includes a large proportion of young people.

In Cyprus, as elsewhere, society is undergoing a transformation, albeit at a much less rapid pace than that evidenced in most countries. In this age of instant communication, of travel, of tourism and increasing educational horizons, it is impossible for a country situated, as Cyprus is, at the cross-roads between East and West, between Europe and Africa, to remain untouched by imported values and ideas.

In addition to the changes wrought by external influences, the different aspects of development within the society will also affect its nature. The economic growth of a country is desirable, but if such growth results in increased wealth for the wealthy and little return for the poor, the maintenance of a wealth gap is likely to cause strong reactions. If economic growth is achieved at the expense of full employment, again those left unemployed at a time of national wealth may feel doubly frustrated.

A measure of the maturity of a society might well be the role and responsibility accorded to youth. Tomorrow's world is for today's young and no percipient government can plan for

tomorrow without seeking opinions of those who will be directly affected and allowing them an opportunity to participate in the planning and implementation of programmes for their future. The part played by young people in the struggle for independence in Cyprus demonstrated in an undeniable way the ability of youth to serve the interests of the nation. If young people now begin to fight for their own liberation, the only adequate reward there can be is their emancipation.

As has been mentioned, the rate at which changes are taking place in Cypriot society is slow, compared with elsewhere. The nature of the society is close-knit and familistic, and the agencies which exert traditional influence upon it, namely the family, the Church, the school and social sanctions, operate in a way which assists in the maintenance of the status quo. Though the outward appearance of the social order is one of stability, the pressures for change are increasing and the need for re-evaluation of existing values is beginning to make itself evident.

The transmission of values

The seminar discussed the socialisation of the child in Cypriot society and agreed that the main agencies in formulating the behaviour patterns of the young were the family, the school, the Church and the media.

(a) The family

There was unanimous agreement that the family exerts the greatest influence on the development of the child. Moral discipline is traditionally strict and in a recent survey a large number of young people indicated that they felt oppressed by the restrictions imposed upon them by their parents.

The seminar believed that societal changes were beginning to break down traditional family interaction. Increased opportunities for education had brought about a situation in which some young people were more aware and knowledgeable than their parents. Frequently, as economic needs increased, mothers as well as fathers sought employment, thus reducing the opportunities for parents to oversee their children's activities.

Unlike the elders in some other countries, however, there exists in the minds of the parents no doubt as to the desirability of the mores which they are transferring to the young. The existence of a generation gap was acknowledged by

the seminar but no agreement could be reached as to the size of the gap. Some believed that the family system was so entrenched as to permit of only a negligible lack of communication between parents and children, whereas other participants thought the gap was marked. The latter group suggested that opportunities should be created to enable young people and their elders to meet on common ground. It was pointed out that dangers existed in direct communication, which could lead to a hardening of positions. What was required was a programme for improving the interaction and understanding between young people and parents with an underlying strategy aimed at strengthening the links which already existed.

The seminar also recommended that a programme of adult education should be organised on a larger scale in order that the knowledge gap between parents and children might be bridged.

(b) The school

The school was believed by the seminar to be perceived by society largely as an extension of the family in the socialisation process, though at the same time the school was expected to bring about innovation in the practicalities of life. Teachers were expected to hold acceptable standard views on matters social, political and religious, and to maintain a discipline as strict as that exerted in the family. The imposition of middle-class values has caused in many young people a feeling of oppression in school.

The seminar suggested that if the child was severely restricted within his family there might be a case for according to the school a compensatory role. The school might, while preserving what was best in the view of society, recognise the restrictions imposed and provide a complementary way of life. The main problem within the school was not, it was felt, a matter of what was taught but rather the way in which teaching was carried out. There was approval for the suggestion that re-orientation of teachers, focused on methodology and interaction, should be encouraged.

(c) The Church

The seminar agreed that the Church had a strong influence on society as a whole and on young people in particular. The role of the Church and that of the family in the socialisation process were recognised as being essentially intertwined, since

the moral and ethical values being transmitted by the parents had their foundation in the teachings of the Church.

(d) Politics

The political situation existing in Cyprus during the last twenty years has been such that no-one could remain aloof. Political fervour in one direction or another is very evident among young Cypriots, who display a highly developed political awareness. There can be no doubt that political considerations have exerted a great influence upon many young people today. This influence will, no doubt, continue just as strongly.

(e) The mass media

The greatest threat to the power of the family, the school and the Church as the strongest influences upon the individual is posed by the mass media. The family, school and Church tend to be introspective and can ignore a great amount of external activity. Television and radio, however, while being introspective in a more analytical way, introduce external values in the shape of general news items, films and advertisements.

The seminar believed that the media should be controlled in such a way as to ensure that only those values which were acceptable to the society were propagated. If society considered its own socio-cultural heritage worth preserving, only action of this kind would prove effective against the widespread influence of the media.

The media was also criticised by the seminar for its misleading portrayal of the values of young people in other countries. Almost without exception young people were brought into focus only in adverse contexts, such as riots, sit-ins, drug-taking, etc. It was considered vital that more attention be paid to the good qualities which were to be found in the majority of young people.

The seminar believed overall that although the family, the school and the Church still maintained a firm hold on the society, it was important for people in Cyprus to be aware of the possibility of the social fabric being undermined by the media in particular and, perhaps, as the tourist trade increased, by the influx of values from the more lax cultures of the European countries.

The concept of youth

In very broad terms "youth" may be defined as the period of life which extends between the end of childhood and the achievement of adulthood. Chronologically this definition would embrace the age group of 12 to about 25 years, from the onset of puberty to acceptance as a fully fledged member of the community. In most countries, however, though the lower limit is usually acceptable, the point at which youth becomes adult varies according to the criterion used. The existence of different criteria within one society can lead to a kind of schizophrenia among young people, who in one situation might find themselves expected to behave as children and in another to act as responsible adults.

The seminar discovered that a large number of criteria for acceptance into adulthood operated in Cyprus, in addition to the more individual considerations of physiological and psychological maturity.

(a) Employment

Not long ago all young people leaving school and entering employment were, regardless of their age, accorded adult status. With the expansion of the education system, however, a much larger proportion of youth continue into the secondary schools and thus are denied recognition as adults on this basis. It became apparent, in fact, that to continue one's education through to tertiary level, during which period a young person remains financially dependent, delayed his acceptance as an adult, even though a primary school leaver, several years younger, who had entered employment was considered an adult. This was found to be especially true of those younger people who through employment were in a position to contribute to the family budget, while those still in schools and universities continued to draw from it.

(b) Marriage

The seminar noted that young people were tending to marry as early as 16 years of age in some areas and that marriage was likely to bestow adulthood upon the couple immediately. Consideration was given to the fact that a desired marriage was sometimes prevented by financial considerations relating to the dowry; such restrictions would again have a delaying effect on a young person's achievement of adulthood.

The improved status conferred on marriage was, it was felt, apparent in terms of freedom within the family, of freedom outside the family and of the responsibilities which the society now allowed the couple to have.

(c) Legislation

Other criteria, the seminar agreed, included franchise, national service and liability in law, each of which individually might be expected to accord adulthood to a young person. Certain inconsistencies, however, were evident in the legislative determinants laid down. For purposes of joining the National Guard, for instance, a young man had to be 18 years old. To vote, however, one had to be 21. A young man might therefore be sufficiently adult to defend his homeland, yet too youthful to have a say in elections. It was also noted that a minimum age for marriage was laid down by the Church, and that for certain kinds of employment and training a minimum age had been decreed.

The seminar agreed that the transition from childhood to adulthood in Cypriot society depended, generally speaking, on a combination of the above factors and that conflicts brought about by the various criteria in the perceptions of the society could only lead to confusion in the minds of the young people whose status was being assessed.

Identification of the problems

There has been in Cyprus no vociferous or violent expression of youth's dissatisfaction with their role within the society, yet there is acknowledgement of the existence of a number of difficulties facing young people. The seminar found that these arose in several aspects of life.

(a) Employment

In 1970 a total of 3,836 people were registered as unemployed; of these 1,635 (42%) were under the age of 25. Though the majority of these were unqualified or unskilled school leavers, unemployment also affected graduates of the secondary schools and even to a small extent university graduates. Many of the secondary school graduates were aspiring to clerical occupations since they lacked vocational or technical training. At the same time there was a shortage of some 11,000 manual and skilled workers in industry. The problem is, however, not simply one of provision of training facilities. Social attitudes

reveal a deep-rooted prejudice towards manual and technical work, both on the part of parents and students.

The seminar recommended that vocational guidance services should be expanded to reach all students at the stage of education where a choice had to be made. At present vocational counselling, when available, frequently comes too late in the student's school career for a change of course to be made. It was suggested that the guidance service should also involve teachers and parents in an effort to change unfavourable attitudes to certain types of employment.

It was felt essential that vocational guidance should be linked with manpower planning since, in some cases, by the time the student had completed his training, the kind of job to which he had been directed was no longer available or had been out-dated by the introduction of technology.

(b) Education

Many young people have indicated that they feel oppressed within the school system and have expressed some dissatisfaction with the administration and the curricula of the schools. The seminar felt that in society generally certain values were held as ideals but were not practised. In the schools too, there existed a gap between theory and practice. This conflict between values in practice and ideals had not gone unnoticed by the students, many of whom considered that a revision of the school system was urgently required.

As far as the provision of education was concerned, the seminar recognised with approval that expansion had continued at a swift pace, and welcomed the introduction of free secondary education for all, although slight scepticism was expressed about how soon this would be put into practice.

(c) Recreation

Facilities for recreational activities in Cyprus, especially in the villages, are deemed by young people to be inadequate. The facilities which do exist are almost all for one sex only, usually for boys. Today's cry is for opportunities for mixed social interaction in youth clubs, where young people might be free to meet and exchange views without condemnation on the part of their families.

(d) Involvement in the community

Life in Cyprus, especially in the villages, is dominated by the elders. There seemed, according to the seminar, to be a need for the elders to be made aware of the part which young people might play in their communities. The passive role ascribed to youth had frequently led young people into a state of apathy, though in several instances the initiative of some groups had been followed up enthusiastically and had set an example to others of what youth could do for the community and the society.

(e) Communication

During the seminar discussions it became evident that communication gaps existed between various groups. As has been mentioned, a generation gap was recognised and the need for channels for enabling closer communication between adults and young people was expressed. One suggestion was for a "school" for parents, at which parents could be helped to appreciate the changes in society and consequently the changes in the expectations of their offspring. Similar instruction for young people was also deemed necessary, though it was realised that such mutual appreciation could not be achieved simply by bringing the two groups together.

Co-operative activities in which the young and their elders could join forces were also recommended. The young people, however, had expressed desires for their own clubs where they might be completely independent.

The desirability of increasing communication between the age-groups by affording young people an opportunity for involvement in planning activities was approved by the seminar.

Communication, it was found, was difficult not only in a vertical direction but also horizontally, between different groups of young people. The lack of facilities for social interaction, to which reference has already been made, has prevented co-operative ventures among young people. In particular there exists a need for programmes to increase communication between the sexes. Though most of the schools in towns are mixed, the general fashion is for segregated schools and the youth clubs which have been established are all segregated.

The seminar expressed approval for the establishment of mixed youth clubs under the auspices of which social relation-

ships between young men and women might develop and lead in turn to local co-operation between all age-groups.

Special groups

Though the problems mentioned face almost all young people in Cyprus, some groups appeared to be more restricted and under-privileged than others.

(a) Young people in villages

Since the villages are small units of the society, the pressures prevalent in the society as a whole are often experienced much more intensely in the villages than in the towns. The strictures of the traditional way of life impinge much more heavily in a situation where everyone's deeds are very soon public knowledge. Family traditions, however, are still strong and continue to resist the influence of new ideas taking root in the towns. The main problem facing young people living in villages was considered by the seminar to be a lack of provision for social interaction. A fortunate few may travel to the nearest town and back to work or to school, but public transport facilities do not provide for late return journeys to the villages. In most villages there is little in the way of facilities for socialising and entertainment, although the evening institutes afford opportunities for coming together in some areas. The problem is not, however, simply a matter of provision. The attitude of the village communities to social intercourse among young people of different sexes is one of entrenched disapproval. The present social activities of the village, namely chatting, walking and reading, are pursued in segregated groups or in family groups. The young men of the village have an advantage in being able to assemble at the local café, whereas the only meeting places for girls are the home, the school and the church.

The seminar recognised the need for youth clubs to be established in the villages, perhaps segregated initially or with "mixed" evenings and eventually, with the approval of the local people, on a fully mixed basis.

(b) Girls

The position of girls in Cypriot society was considered by the seminar to be particularly underprivileged. Family traditions oblige young women to lead extremely sheltered lives with little opportunity for social interaction outside the family,

school and church. Girls with a brother were considered fortunate in that the brother would serve as a chaperone in certain situations; the lot of those without was much less happy since they would be denied such opportunities for lack of a suitable companion. Such difficulties do not face only young girls of school age, in villages and in towns, but are experienced even by young women in tertiary level institutions who, on the brink of becoming, for example, qualified primary school teachers, are still obliged to seek their parents' permission to attend a social gathering.

Another difficulty facing young women was found to be the insistence of social traditions on marriage. The lack of opportunity for interaction between the sexes, together with the necessity for a dowry, has raised problems for many young people. In many cases marriages are semi-arranged by the parents with a young man willing to accept the dowry offered. In others, a young girl may be prevented from marrying the man of her choice for lack of an adequate dowry. Even if the man concerned were willing to marry her regardless, the pressures brought to bear upon him by his family and the society are frequently sufficient to deter him.

Although one group of the seminar believed that declining importance was being placed on the dowry system, another group felt that on account of the rapid increase in the price of land and housing the dowry had become more important since it ensured that the newly-married couple would have at least somewhere to live. As one participant put it, "Husbands are getting more expensive every day."

Whether or not the dowry system is as strongly rooted as it was, there is evidence that a number of marriages have taken place without a dowry where the girl is qualified for employment. The seminar was unable to decide, however, whether the potential salary was perceived as a substitution for the dowry or whether such action represented a total rejection of the dowry system and a move towards marriage based solely upon the mutual regard of the couple concerned.

The importance placed by society on marriage results in the identification of another under-privileged group, namely unmarried young women. Regardless of the reasons for their remaining single, which might include lack of a dowry, lack of an offer of marriage or simply a desire not to marry, society accords very low status to this group and they remain within the

family group with little hope of achieving adult status before middle age - if indeed then!

(c) Primary school leavers

Another special group identified by the seminar was composed of those primary school leavers who do not have an opportunity to enter secondary schools. The entrance examination for the secondary system allows some 85% of primary school leavers to proceed to the secondary schools. Of those remaining, some enter private fee-paying schools, others enrol in the government apprenticeship schemes, a few find employment, despite the fact that the minimum age for employment in Cyprus is 16 years. Not all are absorbed into education, training or employment, however, and a large number of youngsters, mostly girls, find themselves leading an aimless life for the next few years.

In some areas eight-grade primary schools have been established, which provide semi-vocational education for an extra two years, up to the age of 14 years. The seminar recommended that the number of these schools be increased until such time as secondary education becomes free and compulsory for all. It was also found desirable that in the meantime an attempt should be made to identify those young people for whom the education system failed to make provision in order that appropriate programmes could be put into operation for them. The seminar recognised the desirability of co-ordinating such activities with those of the various trade unions, under whose guidance many of the school leavers who had managed to enter employment were working.

CHAPTER 2

EDUCATION AND TRAINING

Introduction

In many countries the desirability of expansion of the formal education system has been widely accepted and during the last two decades universal education has been a popular political cry. Such expansion has, however, rarely stemmed from or been accompanied by a reappraisal of the objectives of the system and its underlying philosophy. The implications of this omission on the part of many governments has led to widespread problems in terms of the preparation of young people to lead a satisfying life after leaving school. In some instances, for example, university graduates have much greater difficulty in finding employment than, say, a secondary school drop-out.

The aims of the education system in Cyprus are, in the words of the Minister of Education,

"to crystallize in the consciousness of our young people the need for self-knowledge and humanitarianism and at the same time to help them arouse their creative powers latent within themselves. Parallel with this, they will be helped to acquire an alert, enlightened power of thought and to mould an honourable and ethical character, as well as free convictions enabling them to develop into strong personalities, worthy of their national and religious traditions, and well-integrated creative citizens, capable of drawing satisfaction and joy from the continuous struggle that adds beauty to life."

The achievement of these aims is sought through not only the formal systems of education and training but also an increasing number of out of school activities, and the importance

placed on education by the Government is indicated by the large increase in public expenditure in this field between 1965/66 and 1969/70. The percentage of the National Budget which was allocated to education in 1969/70 was 13.4%, whereas in 1965/66 it was 12.9%. Of the £5.4 million spent on education in 1969/70, it is interesting to note that expenditure on public primary education amounted to £3.2 million, on public secondary to £2.8 million, on private secondary to £0.8 million and on post-secondary to £2.3 million. (Of the last figure, £1.7 million was estimated to be the amount spent on Cypriot students studying overseas.)

Formal education

Responsibility for formal education in Cyprus lies largely with the Ministry of Education. A number of training activities are also organised by other government bodies.

(a) Primary education

Cyprus provides free primary education for all its citizens from the age of 5½ to 6 years extending to the age of 11½ to 12 years. Every community, however small or remote, has a primary school, a situation which leads, unfortunately, to the existence of small units in the rural areas which are quite uneconomic if high quality education is to be provided. Though the increasing occurrence of urban drift is creating problems in some directions, this tendency is at least facilitating the creation of larger, more viable school units.

The curriculum includes the standard basic subjects and in addition covers cultural and recreational areas such as music, art and physical education.

In an effort to provide further education for those young people who for a variety of reasons might be unable to enter secondary education, the Government has established nine eight-grade primary schools in the rural areas. These provide an extended course for pupils up to the age of 14 years, the content of the course being of a vocational nature and including such subjects as wood-work, metal work, domestic science and agriculture.

(b) Secondary education

Secondary education in Cyprus is at the present time voluntary.

Plans have been made, however, for extending free (and gradually compulsory) education to the age of 15 years. In September 1972 the first year of the secondary cycle will be free and it is intended over the course of the next few years to make the second and third years freely available.

The selection process which takes place at the end of the primary stage enables approximately 85% of primary leavers to proceed into the secondary system. Apart from the fact that fees are low, the number of scholarships and grants available to needy pupils has increased. Of those who fail to gain a place at a public secondary school, some are absorbed into private secondary schools and others into the apprenticeship scheme. A large number, however, remain without opportunities for furthering their education.

The first three year cycle of the secondary course (the "gymnasium") concentrates on general studies and aims to give pupils a basic foundation for later studies. For those who are academically unable to proceed to the specialisation stage the first cycle is believed to provide an adequate amount of knowledge and skill for a useful and satisfying life.

The second cycle (the "lykeion") caters for pupils of from 15 to 18 years of age and provides specialised courses in certain areas. There exist departments of science and mathematics, classical studies, commercial studies and foreign languages, in addition to technical, vocational and agricultural schools, and, though the emphases are placed on these subjects, general studies are continued to effect the balanced personal development required for every-day living.

(c) Tertiary education

Cyprus has no university at present. Students wishing to study at university level are therefore obliged to do so overseas. The majority study in Greece, since the secondary leaving certificate in Cyprus is accepted as an equivalent to the Greek. University entrance is thus facilitated. Other students continue their studies in other countries in the immediate area, in Britain and in other Commonwealth countries.

Third level education and training is provided in Cyprus in several areas including primary teacher training, which is conducted by the Pedagogical Academy, and forestry courses offered at the Cyprus Forestry College.

Third-level technical training is available at the Higher Technical Institute in a number of engineering fields. Opportunities for other technical training are provided by the apprenticeship scheme, organised jointly by the Ministry of Labour and the Ministry of Education, the Technical Evening Classes, run by the Ministry of Education, and the Dhekeli Retraining Scheme, organised by the Ministry of Labour. The latter aims to retrain secondary school graduates for employment in fields other than white-collar work, for which there is a large demand.

Facilities for nursing education are provided at the School of Nursing which operates within the Nicosia General Hospital and also at the School of Mental Nursing. Courses for training as health inspectors are organised by the Ministry of Health.

The Hotel and Catering Institute and the Central Hotel Training School provide training in many aspects of the hotel trade, and assistance with private and public enterprise is available through the courses and other services organised by the Productivity Centre which is supervised by the Ministry of Labour.

Out of school education

Courses are available in a number of activities, including foreign languages, service as tourist guides, agriculture and horticulture. Evening centres in the rural areas provide opportunities not only for educational courses but also for recreation and social activities. Within the Community and Youth Work Programme a number of youth centres have been established which provide similar facilities but are, of course, intended to cater essentially for young people.

Such, then, are the facilities provided under the auspices of the Ministry of Education and the Ministry of Labour for education and training in Cyprus.

An overview

The seminar considered the objectives of the education system and the extent to which they were being achieved through the various institutions. Although the general view was that within the formal system the aims were being adequately met in quantitative terms, there was some disagreement about qualitative achievements.

Within the primary sector, the seminar recognised the problem of curriculum content. Although for a number of children education ceased at the primary stage, the curriculum is related wholly to preparation for further education at secondary level, rather than to being an education in itself. Drop-outs from the education system at this stage were, the seminar agreed, inadequately catered for and the need for an increased number of eight-grade primary schools was recognised. The seminar welcomed the proposals for free secondary education and agreed that provided such a decision could be rapidly implemented the problem of providing for primary drop-outs would be reduced.

The two stages of the secondary system were believed by many to be insufficiently inter-related. Though the benefits of exposure to a general course in the first cycle could not be doubted, the seminar felt that for those for whom the course was terminal many difficulties were raised.

The need for sound vocational guidance at this stage was marked, since pupils then reached the point at which decisions had to be made about the type of second cycle they wished to pursue. The seminar recommended that the vocational guidance services of the Ministry of Education and the Ministry of Labour should be expanded and improved in order that all school pupils might benefit. The seminar stressed the importance of making counselling services available at an appropriate stage before decisions were made. Frequently changes from one type of course to another were difficult, if not impossible.

In considering the kind of society which Cypriots declared they wished to see and in examining the contribution which education and training could make to the evolution of such a society, it became clear to the seminar that there would be need for a major re-appraisal of the content of education at the various levels and for much closer articulation among various parts of the system than there appeared to be at present.

It was agreed that societies were dynamic and that education systems should be likewise. Today's 13 year olds would be in the prime of their lives at the dawn of the 21st century and in so far as it was possible to anticipate the nature of the society in which they would then live, there was a responsibility for preparing them adequately. All of this could not be achieved within the formal systems and the need for serious consideration to be given to non-formal systems of education was emphasised. The seminar agreed that the imbalance between the present formal and non-

formal elements had to be redressed, and recognised that through a well-structured approach to out-of-school education and training the investment could yield richer dividends in a shorter time.

It was agreed that re-appraisals of content or structure would not necessarily achieve the desired results unless reconsideration was also given to the quality, status and role of teachers. Their preparation for the new demands that were likely to be made in the light of the evolving society would have to be taken care of in their training programmes. This matter was viewed as being of the highest priority.

While the re-orientation of the curriculum at primary and secondary level was taking place, it was also important to re-examine the scope and purpose of higher education. The seminar felt that it was necessary for such institutions to see themselves as functioning much more effectively as instruments of development, and agreed that if they were in fact to operate in this way the time was right for this to be taken into account as new institutions were being conceived.

The seminar agreed that it was necessary for continuous evaluation to take place. This was necessary not only at various levels but also of the system as a whole. Although it would be difficult to assess objectively whether all of the stated aims were being achieved, the seminar felt that this should be no excuse for not attempting to assess the degree to which education was contributing to the production of well-integrated, creative citizens. It was important that citizens should not only grow in knowledge and in humanitarianism but that they should feel secure and in tune with the society which they themselves help to fashion.

CHAPTER 3

EMPLOYMENT

The present situation

The problems of unemployment, underemployment and mis-employment have become urgent issues not only in the developing countries but now also in the more developed. Cyprus had for many years virtually full employment. As the economy has developed, manpower needs have changed and the beginnings of an unemployment problem are becoming evident.

Though unemployment is not as widespread as in many other countries, a large proportion (42%) of those unemployed are under the age of 25 years and the situation is beginning to give rise to concern. Whereas in many countries the problems faced by unschooled or partially educated youngsters in securing employment greatly exceed those faced by young people who have passed completely through the secondary system, in Cyprus it appears that secondary school graduates and even university graduates are almost as unhappily placed as their less educated counterparts, as far as employment prospects are concerned. Another group which is severely affected by inadequate employment opportunities is women and girls, regardless of level of education. Though workers in the agricultural sector are at least employed, frequently such employment is either under-employment or seasonal employment accompanied by spells of unemployment; agricultural workers constitute, therefore, another group to whom attention will need to be given.

Secondary-school graduates

In 1971, 23.4% of the total unemployed were graduates of secondary schools. Though this represents a slight improvement on the figures for 1969 and 1970, the situation is nevertheless

disturbing. The seminar believed that the main reasons for the 666 young people in this category were the type of education they had received and their attitudes to the employment opportunities which were available.

As was noted in the previous chapter, the education system and its objectives are based wholly on the classical tradition, with emphasis being placed on the development of the individual as a well-balanced, rounded personality. Although during the last decade the scope of the education system has been broadened to include a number of vocational and technical courses, the system has not yet widened sufficiently to cover all needs. Only recently has the inter-relation between education and training for gainful employment and between training and employment opportunities begun to be taken into account by policy-makers.

The problem of adverse attitudes to certain types of employment is prevalent not only among young people themselves but also among their parents. At the present time, opportunities do exist for employment in various technical fields, yet many unemployed school leavers are unwilling to turn to jobs which do not have white-collar status. Their aspirations tend to be largely towards clerical work, in which area openings are scarce. The number of technical training places has increased considerably over the last few years, yet these places are not always filled. The reason for this is again one of attitudes; parents tend to want their children to continue classical education in the belief that this would lead to a more remunerative, high status job in the end. At the present time the technical training courses are producing only 20% of the country's needs, and graduates of such courses do not experience any problems in finding employment. An advantage of such courses to the students is that graduates have found that they do not need to work in their specialised field; it is apparently possible for trades to be switched, depending on the market.

In so far as school drop-outs are concerned, the problem is lessened to a great extent by the fact that the aspirations of these have not been raised by extended education and attitudes are therefore more favourable to employment in any field and at any level. Training for some of the drop-outs is provided by the apprenticeship schemes and the hotel trade schools, the disadvantage being that the products of such courses are identified later by society at large as those who "did not make the grade".

Graduates of third-level institutions

In 1971 the number of unemployed university graduates was 183. Though by international standards this figure is low, the fact that the number is increasing at a fairly rapid annual rate is giving cause for concern. The more the opportunities for education, the more the graduates, and during 1971-72 over 11,000 Cypriots were attending higher education institutions in Cyprus and overseas. No doubt not all of these will return to Cyprus for employment but nevertheless jobs of the kind to which they aspire are likely to be available for only a small percentage. In the field of primary education, for instance, the number of students accepted for courses at the Pedagogical Academy is related to projected requirements for Cypriot schools. Any primary teachers trained overseas would therefore find it very difficult to find a suitable teaching post at home.

As might be expected, a large number of Cypriots continue their higher education studies in neighbouring countries. In some cases, special problems are created particularly for graduates who followed courses in which the medium of instruction was not one of the major international languages. In such cases their marketability is seriously affected.

The attitudes of graduates to non-professional employment again are of reluctance to take up jobs which they perceive as being below their aspirations. There is a widespread belief that on account of the investment made in producing graduates it would be unwise to persuade them to accept other types of employment. Such action might be further complicated by the psychological difficulties involved in carrying out a job for which one had not been trained. Conscious of these factors, the unemployed university graduate finds himself in an extremely frustrating situation.

Also operating against graduates seeking employment are the bilateral agreements between trade unions and employers, which have resulted in most cases in closed shop practices in many industries. The seminar believed that there was some indication, however, that such action might be slowly giving way to advanced placement for higher qualifications.

Manpower requirements in the fields likely to interest graduates have been projected for 1976 as being an additional 4,000 for professional, technical and related workers and 1,100 for administrative, executive and managerial staff. Quite clearly

the problem of unemployed graduates is going to become severe if measures are not taken immediately to ease the situation.

Women and girls

Female graduates represented 69.8% of the total unemployed secondary school graduates in 1971. The reasons for such a high rate were felt by the seminar to be the irrelevance of their education to employment openings, their desire to work in the clerical field, and the unavailability of suitable employment for females in industry. Since few opportunities exist for clerical workers, there is an urgent need for openings to be made in other fields which would prove attractive to girls.

Agricultural workers

A high percentage (36%) of the economically active population were engaged in agricultural work in 1970. Not all, however, were employed throughout the year, nor were all fully employed. The problems of underemployment and seasonal employment in this sector of the economy were believed by the seminar to merit immediate attention, and it was felt that they might be eased to some extent by increased mobility of labour.

In addition to the two main reasons for employment difficulties, namely the irrelevance of classical education to employment needs and openings, and the attitudes of young people to employment in non-white-collar positions, the seminar attributed some contribution to the problems to the limited demand for employment generally, owing to the small size of the island, and to the limited variety of work which was available. The lack of co-ordination between bodies responsible for education, training and employment was also recognised as a drawback. The seminar felt that the efforts made in terms of vocational guidance were inadequate and should be not only expanded but also geared to manpower planning.

Prospects for the future

Manpower projections have been made and data compiled in the 1966-1969 survey indicated a change in the occupational structure of employment. The trend was away from less-skilled occupations towards technical, managerial, administrative, clerical and supervisory occupations. Despite the fact that the trend has been accompanied by an expansion of education and training facilities, it seems likely from the projections made for

manpower requirements in 1976 that all people seeking employment will not by any means be absorbed.

The largest anticipated demand is for craftsmen and technical workers, of whom an additional 16,900 are estimated to be required by 1976. The output from the various training courses in this field in Cyprus is not likely to amount to more than 6,000 people; there will thus remain a need for almost 11,000 craftsmen, for whom few training facilities are at present available.

In the professional grades, which have the next largest demand, a total of 4,000 people will be required by 1976. In view of the large numbers of Cypriots now engaged in third-level studies with a view to entering this type of employment, a severe problem is likely to develop within this category.

A further 3,150 workers will be needed by 1976 in both the services and the clerical fields. As has been noted, the majority of secondary school graduates aspire to clerical work, but since output from the schools is estimated to reach 17,900 young people within the interim period a large surplus is likely. The situation will be aggravated by the competition between school graduates and university graduates who have not found employment in the professional fields.

Some proposals towards solutions

The seminar expressed concern about the likelihood of a worsening of the employment situation and suggested that certain lines of action should be taken urgently to ease some of the problems.

It was felt that society as a whole was not aware of the economic and social changes taking place in Cyprus. A public information programme was suggested as a means of enlightening students, parents and employers on the changing economic and social needs of the society. The trends observed in the manpower surveys merited attention and should be explained to members of society.

Through such a programme it might be possible to change the attitudes of both parents and young people towards particular kinds of jobs. From the man-power projections it was clear that the technical field offered most opportunities and it was essential

therefore that emphasis be placed on the valuable contribution that could be made to society through employment in this field. Another agency which might assist in inducing a change of attitudes, the seminar thought, was the Church, whose influence was widespread.

The seminar believed that such action should be reinforced by expanded and improved vocational guidance services. The current efforts of the Ministry of Education and the Ministry of Labour were appreciated, but it was felt that a co-ordinated effort would prove much more efficient. The seminar recommended that vocational guidance should be available for every pupil, at the appropriate stage in his school career. Decisions about which branch of the education system to follow were made at an early age, and it was essential for guidance to be given before the choice was made, since changing courses at a later stage could be difficult, if not impossible. Without guidance, the talents of young people were frequently under-utilised.

The seminar agreed that vocational counselling should concern not only the pupil, but also his parents and teachers. In many cases the parents were in need of sound information about employment prospects and, further, about the aptitudes of their children.

The desirability of linking vocational guidance with manpower forecasts was recognised. Without reliable data and information, guidance might prove inaccurate, since the rate at which development is taking place in Cyprus is so rapid that the possibility exists of certain types of jobs being outdated before the student is able to enter the market. The process of industrialisation had frequently brought about the redundancy of particular kinds of workers.

The seminar suggested that in order to reduce irrelevance and overlap contact should be established between those responsible for education and training and the employers. A recommendation was made for a co-ordinating body, with representation from schools, industry, trade unions and appropriate Ministries, to be concerned with various aspects of planning related to education and employment.

It was agreed that, though it would be easy to lay much of the blame for the employment problem on the education system, the real difficulty was one of attitudes. The first step towards

effecting changes in the education system would be effecting changes in attitudes among society in general. Only after people had accepted that some types of employment were as "respectable" as others could they be persuaded that changes might effectively be introduced in the education system.

Such actions might, the seminar felt, prove effective in the long-term. Meanwhile a number of short-term measures might be introduced in the hope of easing the problems of those already unemployed.

Secondary school and university graduates should be encouraged to retrain or to accept jobs for which they had not been trained. The availability of training places in technical subjects has already been mentioned and it would seem that in view of the demand for personnel great emphasis should be put on employment prospects in this sector.

The seminar expressed the hope that some influence could be brought to bear on those employers who operated on a closed shop basis. As has already been noted, there is some indication that this situation is improving.

In the technical field an amount of exploitation has been experienced. In many crafts no standards exist; one plumber, for instance, might be more or less qualified than the next, and could ask any wage or alternatively be paid any wage. The seminar expressed its approval of the proposed visit in 1973 by an ILO expert to investigate this matter and also the proposal for legislation about industrial training and the establishment of standards.

The possibility of expanding the social services and thus absorbing a number of young people in employment was also raised, an important advantage being that this was a field which young women would probably find attractive. The seminar agreed that the participation rate of females in the employment force should be increased. Society was now ascribing a different role to females and the pressures for more employment opportunities were increasing. The need for programmes for young women was emphasised, as was also the need to urge employers to accept females for a wider variety of jobs.

The seminar was of the view that the under-employment and seasonal employment of workers in agriculture was a cause for concern and recommended that the situation be studied with

a view to providing employment by matching manpower needs to available labour.

Employment problems in Cyprus are thus not restricted to uneducated young people, who represent in most other countries a large proportion of the total unemployed. An increasing number of secondary-school and university graduates are affected. If a large proportion of young people continue to receive a general classical education the problems of absorption into employment will increase. It was the view of the seminar that the entire situation required immediate close study and positive action.

CHAPTER 4

YOUTH IN THE SERVICE OF COMMUNITIES

Youth in Cyprus form by no means a minority group: over 30% of the population are aged between 12 and 25 years. Despite this fact, and despite the valiant part played by young people in the fight for independence, society continues to accord most young people a lowly status. As has been noted, there are signs of discontent, although no violent rebelliousness has yet been experienced. Underlying the discontent is a desire on the part of youth to be considered as having an important place in society. If more severe reactions are to be avoided, it seems essential that more positive action should be taken to provide young people with wider opportunities to participate in the life of the society.

Participation

The extent of youth involvement in community life was found by the seminar to vary according to area of residence and among the various groups of young people. In the villages particularly, young people were allowed to play only a subservient role. The village councils were composed of adults, with, in the majority of cases, not even token representation by one or two younger members of the community. Decision making was carried out by the elders; young people were brought in to implement the required action, to perform the "donkey work", as it were. The need for a change of attitude on the part of the elders was recognised; it was also realised that such a change could only be effected by endeavour on the part of young people to demonstrate their willingness to participate, their ability to act with responsibility and their potential contribution to their community and their society.

The need for the involvement of young people in decision-making at the national level was also recognised. Through such

involvement youth would have an opportunity to set an example both to other young people and to their elders. The seminar believed that the role that youth could play in development was not recognised either by the establishment or by society at large, and that the situation could be remedied only by a fight for status by young people themselves. Youth could not be considered to be integrated in the community or society as a whole until such time as it was involved in the decision-making processes at all levels.

The youth image

Though youth is, as has been noted, not a minority group, the image a society has of young people is all too frequently based on a minority of youth. The attention of the mass media is drawn to incidents which depict the less desirable attributes of young people and rarely are the more worthwhile characteristics brought into public view. The seminar agreed that the media might adopt a more constructive policy in focusing upon the virtues of the many rather than only on the vices of the few.

One proposal which emerged from the seminar as a means of publicising the part which young people are trying to play in community and national life was the production of a youth magazine or bulletin. At present, nothing of this kind is published in Cyprus specifically for young people. In addition to informing the general public about the activities of young people, it might also draw the attention of the authorities and other interested parties to the needs of the younger generation.

Programmes for youth

The seminar agreed that overall responsibility for youth programmes should lie with the Government. There was, however, an important role also to be played by voluntary organisations, the Church and the political parties, all of which have done a great deal to assist young people through the provision, largely, of opportunities for recreation.

At the present time the most pressing need, it was felt, was not simply for the provision of facilities and the introduction of new programmes but rather for co-operation and consultation among the various bodies working in the youth field. In many areas an amount of wasteful duplication and overlapping takes place; in one village it might be possible to find three separate evening classes for the same subject being organised by three different agencies. Lack of co-ordination of this kind is not only prevalent

among such agencies as the voluntary organisations, the Government and the Church, but also within these groups. In the case of the Government, in particular, there seems to exist a great degree of overlap between one Ministry and another.

In order to improve co-ordination among the voluntary agencies and the Government, the establishment of a semi-official committee has recently been proposed. The committee would be composed of representatives of all interested parties, Government and voluntary. It was hoped that representatives from the voluntary organisations would include young people themselves so as to reduce the likelihood of further prescriptions for youth by adults.

The seminar also expressed the hope that, in addition to co-ordinating on-going activities, the committee would give attention to the planning, implementation and evaluation of programmes designed to meet those needs which are at present neglected. The need for detailed studies of youth problems and requirements was emphasised; without basic information of this kind planning for youth and development could not be efficiently undertaken.

The seminar considered that a further purpose of the proposed committee would be to encourage the participation of youth in the current activities and in community development projects. At the present time a large number of young people were unaware of the activities in which they might join, others had not been encouraged to do so, and for others, particularly rural youth, there were few opportunities anyway.

Youth leaders

It was felt that the encouragement of young people to become involved in community development projects would be best carried out by qualified youth leaders, of which there was a serious lack. No training courses are available in Cyprus; any training is at present pursued overseas, and is therefore not wholly relevant to the particular needs of Cypriot youth. The seminar realised that the selection of young people for training in this field was an important issue, in view of the sensitivity which would be required in dealing with both the young people and the parents. The difficulties of persuading parents brought up in the village tradition to accept yet another agent likely to affect the attitudes of their children were very much appreciated.

The seminar believed that the proposed co-ordinating committee should also give attention to training policy for youth leaders and workers, bearing in mind the desirability of preparing young people to emerge as leaders for future youth activities. Consideration should be given, too, to the training of trainers, thus ensuring a multiplier effect for funds expended in this area.

Service to the community

A co-ordinated policy for youth would, the seminar felt, lead to wider opportunities for young people to prove their worth. Apart from the educational and recreational aspects of the work of the youth centres, much good work was being done in the field of voluntary community service. In this way youth was beginning to play an important role in the development process. The Community and Youth Work Programme was in fact launched by the Ministry of Labour and Social Insurance as part of the Second Five-Year Development Plan (1967-1971). Youth work has, since the drawing up of the Plan, been perceived as an integral part of community work.

The objectives of the Programme are:

- (i) the motivation of communities to take appropriate action for the solution of social problems, where necessary through financial assistance in the form of grants-in-aid; and
- (ii) the provision of services for the welfare of youth and the mobilisation of youth to establish their own institutions through which they could promote activities for self-development, as well as for the development of society.

A number of youth centres and youth clubs were established, the aims of which are:

- (i) to promote the progress and welfare of youth through opportunities for satisfying their basic needs;
- (ii) to train youth in citizenship and the assumption of responsibility; and
- (iii) to help develop youth culturally and socially and enhance their ability to participate effectively in the development of their country.

Not all young people are drawn into the activities of the centres, however, and there exists a need for more facilities, especially in the rural areas, and for a widespread attempt to be made to reach those young people who are at present not catered for. Moreover, in view of the fact that of the 26 centres now in operation, only eight cater for girls, the seminar felt that more centres should be created on a mixed basis.

Among the activities carried out by young people under the auspices of the centres and clubs are voluntary labour for building community facilities, such as play-grounds and sports-grounds, general assistance in improving the appearance of the villages, visits to and services for groups of people who are not wholly taken care of by government services (the elderly and the sick, for example).

As in many countries, most of the activities in community service are undertaken on a spare-time basis, as activities to be carried out after school or after work. The suggestion was made that a valuable contribution could be made by young people while actually at work or at school. The attention of the seminar was drawn to the paper prepared by Mr Alec Dickson for the Commonwealth Caribbean Regional Youth Seminar, in which a wide range of activities performed by young people are described.

Voluntary organisations

The seminar approved the efforts made by the various voluntary organisations to improve the lot of young people. It was agreed that the Government should recognise the contribution of these agencies and should increase its support for their activities, not simply in terms of financial assistance but also by providing land, buildings, building permission, etc. The voluntary organisations, it appeared, were not interested in financial returns, and their involvement with young people was for essentially philanthropic reasons.

CHAPTER 5

PROGRAMMES FOR ACTION

The seminar reflected upon the discussions on youth problems in Cyprus and recommended that certain initiatives be taken with a view to easing some of the difficulties. Although reviews of the various problems had been made previously by visiting experts from overseas, few of their recommendations had to date been implemented. The seminar expressed the hope that determined use would be made of the report of the present meeting by those in a position to take action. The opportunity for an exchange of views among representatives of all departments and organisations vitally interested in youth affairs was welcomed, and participants were convinced that their deliberations had sown seeds for action. The work would begin, in fact, where the seminar ended.

Youth leadership training

The need for trained youth leaders was held by the seminar to be an urgent priority. Frequently youth work was carried out by those already fully occupied in other posts, a situation which sometimes led to inefficiency in both areas.

Whether such training took place in Cyprus or overseas, it was felt that youth leaders should be particularly sensitive to social change. In Cyprus, where society entrusted the transmission of values largely to the family and the teacher, there was likely to be some initial difficulty in persuading parents to accept another kind of agent in the socialisation process.

The assistance of the Commonwealth Secretariat would be welcomed in the provision of a person experienced in the field as a consultant, to advise on the most appropriate kinds of training, on methods of recruitment and selection, and on the financial implications of establishing a local training course.

Facilities for young people

The seminar agreed unanimously that there should be increased provision for young people in the form of youth clubs, which should preferably be mixed. In view of the prevailing attitudes of society towards mixed activities, however, it was suggested that initially new clubs might be segregated with "part-time" mixing on, perhaps, two or three evenings a week.

The possibility of encouraging industries to provide recreational activities for young people was also mentioned.

Education

The role of the school was frequently brought into question during the discussions. The seminar agreed that a revision of the curriculum was urgently needed and recommended that such reappraisal should be followed up with continuing evaluation.

The seminar recommended that the adult education programme should be expanded in order that those who had not had an opportunity to further their education beyond the secondary stage, or more particularly the primary stage, might be enabled to play a more confident role in their community.

Employment

Although the unemployment problem in Cyprus is small in comparison with many other Commonwealth countries, unemployment for the individuals affected is a matter of vital importance. The seminar recommended that vocational guidance services should be improved by being linked with manpower planning and should be expanded so that all young people might be given sound advice at the most appropriate stage of their school career as to what type of employment they could most profitably direct their studies towards.

There was also a felt need for assistance for young people leaving school at various stages to find suitable employment.

Exchange of personnel

The value of visits by young people to other countries was accepted by the seminar, which sought the assistance of the Commonwealth Secretariat in arranging such visits.

The Commonwealth Secretariat Clearing House Fund might, it was suggested, enable one or two people with a keen interest in youth work to visit developing Commonwealth countries with a view to broadening their insights into and understanding of the problems faced by young people elsewhere.

Research into youth problems

The seminar realised that many new issues in the youth field had been brought to light in the course of their deliberations, and all seemed to merit deeper study. Apart from newly acknowledged aspects of the youth situation, in most areas there existed a marked lack of data and information. The need for further and deeper research was recognised. It was suggested that such projects might be carried out in co-operation with the Commonwealth Secretariat, which might assist financially by means of its budgetary provision for commissioned research.

Co-ordination of activities

Responsibility for youth programmes in Cyprus lies with several agencies, with the result that overlapping and duplication of activities occur frequently. The decision of the Government to establish a semi-official co-ordinating committee was warmly approved by the seminar, which expressed the hope that the proposed committee would direct its initial energies to co-ordinating on-going activities. It was realised that at the same time, however, some attention must be paid to the planning, implementation and evaluation of programmes to meet needs which exist yet have so far been ignored.

The seminar agreed whole-heartedly that co-ordination should be translated in practice into co-operative interaction rather than "mutual interference". The autonomy of participating bodies should, it was felt, be respected and maintained.

Some doubts were expressed about how soon the proposed committee would be established. In view of the probable time-gap between the seminar, at which so many valuable exchanges of views had been made, and the setting-up of the committee, it was recommended that lest the advantages be lost the seminar participants should form themselves into an unofficial group, perhaps entitled the "Cyprus Youth Liaison Committee". It was hoped that in this way discussions between all those interested in youth might be continued. The representatives of the various youth organisations were encouraged to conduct similar seminars

within their groups to afford an opportunity for the views of young people in school, in employment, in towns and in villages, to be heard. Further seminars might be held at the regional level and later on a pan-Cyprian basis. The seminar agreed that through the interaction of young people attention could be focused on particular issues and in this way it would be possible for policy to be influenced from below.

The seminar expressed its gratitude to the Secretariat for the way in which the meeting had been conducted and requested that, if possible, a second Commonwealth seminar should be held in six months' time to ensure that the recommendations of the present seminar were followed up effectively.

PART II

Addresses at the Opening and Closing Sessions

Opening Address
by the Hon. Mr F. Petrides
Minister of Education

Mr Chairman, Ladies and Gentlemen:

Youth is sometimes optimistically referred to as the "golden hope for the future". Whether this hope will prove true or not will depend on the kind of youth whose development the adult society is influencing by either doing the right thing for the young people or the wrong thing, or by failing to do the proper thing at the proper time. The main questions are: "What is the right or proper thing?" and "Which is the proper time to do it?" The answers to these questions are by no means easy or absolute, in the sense of being perpetually applicable, for the setting in which they are to be studied is continuously changing. Moreover, questions and setting are an integral part of each other, impossible to isolate, and this adds to the difficulty. And, to make things still more difficult, the relationship and whatever dialogue exists, or is attempted between adult and youth, is in actual fact relationship and dialogue between the youth-that-was and the youth-that-is. And the youth-that-was usually displays little understanding for the youth-that-is and this spoils the relationship.

The problems of youth are numerous, varied and complicated. They are serious not so much because of their number as because of their complexity. There are sociological, psychological, educational, financial, political, moral and, perhaps, other facets of these problems, which make their study an arduous task. Furthermore, there are organisational and administrative aspects, which, in their turn, create additional problems of equally great importance and complexity.

All these problems are by no means peculiar to Cyprus: they are problems of general relevance and wide-spread applicability. Nevertheless, some of these problems acquire a special character in view of their relation to specifically local circumstances.

I am aware that this seminar intends to look into these problems from both their universal and their local standpoints, with an emphasis on the latter. Considering the composition of this seminar, I am certain that you will succeed in your work and

that you will be able to come up with a number of useful and practicable suggestions.

You are a select group and a privileged group. You are select because all of you are either actively and successfully engaged in youth activities at this moment, or have been so in the recent past. In any case, you are all actively interested in youth problems, and that is what really matters in this case. To those of you who will not be fully covered by the definition of "youth" as you will formulate it at some stage of your work, I have two pieces of advice to offer: never be tricked into agreeing that you are no longer young, and never forget how you felt when you were actually young, not only in spirit but also in body.

You are privileged because you are lucky enough to have as leaders during your three-day deliberations such distinguished personalities as Dr James Maraj, who is the Director of the Education Division of the Commonwealth Secretariat, and his expert collaborators. The rich experience of Dr Maraj and his collaborators and their broad outlook will enable you to investigate our youth problems in a thorough and comprehensive way.

You are also a unique group. You are, as far as I know, the first group of such a widely representative character that has ever attempted to study the problems of Cypriot youth. The youth of Cyprus is looking to you for help and is expecting a great deal from you. I wish you all the best of luck in your work.

Address
by Dr J.A. Maraj
Director, Education Division, Commonwealth Secretariat
at the Opening Session

Mr Chairman, Honourable Ministers, Distinguished Guests,
Ladies and Gentlemen:

I should like in the first instance to thank the Government of Cyprus and the Organising Committee for the honour which they have done me in asking me to chair this seminar. I am acutely aware of the very difficult task which lies ahead as we attempt to grapple over the next three days with the complex problems to which the Minister referred. I take consolation, however, in the fact that I have the full support of my colleagues from overseas. We have been reinforced by a strong team of Cypriots, home grown, specially selected and well experienced. They will take us through the situational reports over the first few periods. I take consolation, too, in the fact that Honourable Ministers have taken time off from their very heavy schedules to be with us this morning, and if I am to gauge from the reception which I have had over the last two days when I visited various Ministries and Departments, then I am confident that there is a tremendous amount of interest in this area of activity. This makes me more optimistic about the task and I trust that it will not be as difficult as I anticipated earlier.

I have been asked to put the seminar into perspective. It seems to me that I ought to make it clear that the initiative for this grew out of a meeting of Prime Ministers in 1969, when the area of youth activities was identified as an area to which the Commonwealth Secretariat might give attention. We conducted several studies in different Commonwealth countries, and reported in 1971 at the much publicised Singapore Meeting of the Prime Ministers on what we had done in Africa and in the Caribbean. Heads of Government commended us on what we had achieved and instructed us to continue the work by having a similar seminar in Asia and the Pacific. This we completed in August 1971. It occurred to us, however, that two Commonwealth countries which had not been included in these studies and seminars were Malta and Cyprus. I should like to remind the audience that the Prime Ministers regarded youth matters of such great importance that they have instructed us to convene later this year a meeting of Commonwealth Ministers concerned with such matters. These

Ministers will meet in Zambia and their remit from their Prime Ministers is to make a comprehensive review of the whole complex of youth matters, with particular reference to unemployment.

In order that the Ministers might have before them the appropriate information on which to make decisions, we thought it best to complete the cycle of regional seminars by holding one in Malta and one in Cyprus.

I suppose you would like to know what sorts of things we propose to talk about. Basically there are five areas. We would like to examine closely the changing role of youth in society, and in this connection I think Cyprus has a tremendous amount to offer. For from my brief glance at it and from my discussions over the last two days it has become quite clear that some of the strains and the tensions which appear to exist in other countries are perhaps less marked here and it may be that in examining the changing role of societies and of youth's position in them, perhaps what we learn from Cyprus may be of benefit to many other countries in the Commonwealth. We shall be examining questions relating to education and training, whereby the faith which was held in the conventional patterns of education and training seems to have been shaken in many parts of the world.

We shall also look squarely at the problems of unemployment. How might employment opportunities be created or generated in order to alleviate the difficult problems which face most of our countries? Already in Cyprus I am given to understand that very well qualified people are beginning to experience some difficulty in obtaining employment immediately and I hope that from the discussions which will ensue Cyprus may perhaps get some ideas for coping with this problem.

We shall be looking, too, at the ways in which young people might contribute more effectively to the development process. I have heard it said that young people should not ask what their countries can do for them but rather what they can do for their countries. I am one of those who subscribe to the view that young people are looking for opportunities of contributing effectively to their societies and in considering the role of youth in community development, we shall explore specific ways in which this may be accomplished. Finally the seminar will give consideration to concrete programmes of action which might be possible at national level, regional level or international level.

Mr Chairman, this seminar would not have taken place had it not been for the vision and perhaps also for the support of a large number of people. I have not had the opportunity before of paying tribute to the Commonwealth Foundation in the presence of the Director, Mr John Chadwick, who is with us this morning. Every one of these five seminars has been financially supported by the Board of Trustees of the Foundation and I would like to record our appreciation to Mr Chadwick and to the Board for all the help we have had from them. I too would like to join with the Chairman in thanking Dr Vanezis, who provides one of the strongest links we have with Cyprus. Through him we are able to keep in closer contact than we might otherwise have been. I should make it known that Dr Vanezis is Chairman of the Working Party preparing for the Meeting of Youth Officials. Judging from his performance in London, it is clear that Cyprus exports not only sherry of the finest quality but first class people as well.

The presence on the Commonwealth team of Mr Rabukawaqa and Mr Kihumba is, I think, some evidence of the multi-national nature of the organisation and I am particularly pleased that they agreed to come and share their experiences with us.

Mr Chairman, I would have done less than justice if I did not express my appreciation for the excellent preparations which have been made by the inter-ministerial committee; and I would like to thank you, Sir, and your colleagues for all that you have done in setting the stage for this meeting.

I should like to thank the Honourable Minister for his encouraging address and for outlining a path which we might follow, if our deliberations are to be in the interest of Cyprus and of our other member countries. I should like also to pay tribute to the Principal and staff of the School for the Deaf, where we are meeting today. It is clear to me that this institution is a seedbed of progress and of achievement. It is seldom that one sees so many inspiring things done by people who have been less privileged, and if because we have the seminar here, we too were to be inspired by their achievement, I think we would have done well indeed.

I said yesterday that I thought it would be a great pity if in Cyprus we were to attempt to isolate youth, to put it into the dock and to treat it as though it were a special problem. I have indicated earlier that I am convinced that problems which we call youth problems are in fact problems of development in countries which have predominantly a youthful population. But while there

seems to be a trend for young people to believe that it is only what they say that can be right or can be considered, I would like to remind them, since there are a fair number present this morning, that youth does not have any prerogative on vision or imagination or energy. It seems to me that here in Cyprus it is still possible to promote communication and contact between the young and the not so young so that this country might move even further forward.

Finally, Mr Chairman, the complexity of youth problems, their urgency and their potential dangers are, I think, sufficiently known and appreciated to ensure that they cannot be disregarded. I hope that this seminar will not only produce scholarly discussions and an interesting report, but that there will emerge concrete programmes of action, so that our efforts would not go to waste.

May I thank you, Sir, and your colleagues for your presence and your encouragement in the area of youth development, and may I say on behalf of those of us who have come from abroad how pleased we are to join hands with you in this venture.

Closing Address
by the Hon. Mr A. Mavrommatis
Minister of Labour and Social Insurance

Mr Chairman, Ladies and Gentlemen:

I am afraid that my closing address cannot possibly follow on the traditional lines, that is to say review the work of the seminar, sum up its conclusions and the consensus of opinion and end with the proverbial "the success of this conference can only be gauged after the necessary tabulation and careful consideration of the views expressed". With the exception of the very last part of the phrase which I hereby endorse and repeat, I shall prove to be unconventional in so far as the summing-up part is concerned because due to pressure of work I could not attend the conference, follow its proceedings and start preparing my closing address.

Before proceeding, I think I must say that the choice of venue was very good indeed, not only because the view and the surroundings at the Deaf School, as well as its facilities, leave almost nothing to be desired but also because it has a symbolic meaning in symbolising the care and at the same time the proximity that we feel we should have for that less fortunate section of our youth, namely the handicapped.

In Cyprus, although I think we have been blessed by a young generation which has time and again proved itself in almost every field, we have yet done by comparison very little for them. Recently our youth has acquitted itself perfectly well and came out with flying colours in the struggle for independence. Although we had in the past been quite willing to use - and I am using the word "use" in its literary sense - our youth in furthering most of our aims and objects, some of them very noble but fortunately fewer not so noble, yet what we did for them, apart from offering educational facilities and very few and only rudimentary other facilities, was nothing much.

Lip service to what we always call "our hope for the future" has, however, always been paid. Fortunately, during recent years at least three Government Ministries and also the private sector have started more serious efforts in the field of youth. But again there has been no coordination and at the same time we never really involved them in the development process.

As Dr Maraj has stated, it is not a question of what the country is to do for them but what they can do for their country.

We should first of all realise fully the changing role of youth in society today, and also bear in mind that, though fortunately as yet we in the developing countries have not been plagued by the difficulties regarding youth movements in more affluent societies, this is possible. We have also our own local problems which we should first identify and then prepare a concrete programme of action to redress and improve. In forging this remedial policy we should never lose sight of the fact that we should involve the young themselves in the process. Recently I had a rather difficult task to convince a committee of colleagues of mine to adopt a recommendation of the International Labour Organization concerning special schemes for youth employment and training schemes for development purposes. These schemes were designed to give young persons the necessary skills to enable them to adapt to the pace of changing society and to take an active part in the development of their country, thereby meeting problems which have come into prominence on a very wide scale during recent years. My difficulty was due to the fact that many of us, whether we are willing to admit it or not, still adopt an extremely conservative and at the same time fatherly attitude towards our youth. We always think that we know better what is best for the young ones and that all they should do to progress is to follow our edicts. Despite initial difficulties I am in the happy position to say that the sub-committee has unanimously agreed to recommend the adoption of the relevant instrument. I am certain that during your deliberations you have covered such problems as employment, that you have paid special attention to the problems that our secondary education graduates face nowadays and to the ever increasing problem of employment of our university graduates. I feel confident that the contribution of Dr Maraj and his collaborators for the solution of such problems must have been very much appreciated.

The Ministry of Labour is now providing a wide range of services covering basic aspects of youth needs such as:-

- a) employment and vocational guidance
- b) leisure activities
- c) industrial health
- d) welfare and safety
- e) cultural and social development

- f) participation in socio-economic development
- g) care and rehabilitation of the delinquent, deprived and handicapped, and
- h) welfare of youth.

The Ministry of Education to a great extent and the Ministry of Agriculture to some extent provide similar or comparable services. Yet this range of activity is estimated to cover a lot less than five per cent of the total youth population and in this figure we include services offered by voluntary organisations. It is very significant that we have ourselves studied the services for youth and when foreign experts were called in to help we all identified our principal problem, namely co-ordination. In our efforts to provide more co-ordination we have set up the Pancyprian Social Development Board as a main co-ordinating body in the field of social development. One of its first tasks was to appoint a youth sub-committee with the youth institutions to study the whole subject and report back to the Board. I am given to understand that this sub-committee has almost completed its task and its report is to be studied by the Board during its next meeting.

I am confident that the report and the conclusions of this seminar will contribute greatly towards our efforts for the development of youth services in this country. Before concluding I wish to thank the Commonwealth Foundation and the Commonwealth Secretariat for their invaluable assistance in making this seminar possible. I want also to thank Dr Maraj and his collaborators for their contribution, the organisers of this seminar, and in particular the Ministry of Education and the Deaf School for making available their premises.

Finally, I want to thank all the participants for devoting their time to the seminar and for their contributions thereto.

Address
by Dr. J.A. Maraj
Director, Education Division, Commonwealth Secretariat
at the Closing Session

Mr Chairman, Honourable Ministers, Distinguished Guests,
Ladies and Gentlemen:

At the kind invitation of the Honourable Minister of Education, it has been my privilege to serve as Chairman of our deliberations on youth and development during the past three days.

The outcomes of the seminar will, I am sure, enable us to describe the situation in Cyprus much more adequately when we meet the Youth Officials in June and the Ministers later, but I hope, Mr Minister, that we have done more than this. There can be no doubt that by bringing together all parties concerned with youth a beneficial exchange of views has been facilitated and people have been stimulated to think without the usual blinkers, as it were.

One fact which has become more evident as the discussions have progressed is that opportunities for co-operative action among all interested parties are inadequate. It is my hope that by initiating this coming together participants will continue to work more closely in the effort to meet the needs of young people. Furthermore, we trust that opportunities for youth to participate in the social and economic progress of the country, as people in their own right, will increase; from our deliberations it is more than clear that young people are able and willing to make an important contribution to the development of this society.

Our discussions, Mr Chairman, have ranged over a wide number of topics - the role of youth in society, education and training, employment, service to the community and so on. Several suggestions and recommendations have been made and these will, of course, be incorporated in the report of this seminar. Whether or not the seeds which have been sown during the last three days will come to bear fruit will depend wholly on the use which is made of the ideas which have been thrown up by those who are in positions of authority and whose responsibility it is to effect changes and implement recommendations.

One of the recommendations was for urgent attention to be given to the provision of youth leadership training. The Commonwealth Secretariat would be pleased to meet a request for assistance, in the form of consultancy services, for instance. Increased provision for exchanges of young people was also suggested, not only for exchanges of young people as young people but rather as young farmers, teachers and so on. There might also be a role here for the Secretariat. If, for example, a person working in the youth field wished to visit a developing Commonwealth country with a view to examining youth work being carried out there, it might be possible for the Secretariat to assist through the operation of the Clearing House Fund which, though modest, exists for precisely this sort of purpose.

Frequently during discussions the point has been made that no close studies of the needs of young people have been made, that no reliable data have been compiled for certain areas of activity. There appears to be a need for information of this kind to be collated, since without basic data co-operative and effective planning cannot be carried out.

The proposed establishment of a semi-official co-ordinating body to plan, implement and evaluate programmes for youth was warmly welcomed by the seminar. In view of the likely gap between this seminar and the establishment of the committee, I should like to suggest that the participants of the seminar continue the good work by forming themselves into an unofficial group, perhaps entitled the 'Cyprus Youth Liaison Committee'. The representatives of the youth organisations might organise seminars among their own members; inter-organisational seminars could also be held, at the local, district or national levels. In this way it might be possible to ensure that the progress made this week is not lost, that more young people are stimulated into thinking constructively and are motivated to purposeful activity.

An interesting proposal has been made, Mr Chairman, for a re-convening of this seminar in approximately six months time. This is, I think, a most satisfying recommendation in that it is evidence of the belief of the participants that the present seminar has been worthwhile and also of their genuine concern for improvements to be made in spheres which affect youth. The Secretariat would be very pleased to assist in a second seminar and I would hope that it might provide a target date before which some of the ideas raised might be put into practice. As I have said before, the seeds for action have been sown and the real work begins where this seminar ends.

Before closing, Mr Chairman, I should like to express my gratitude to the four local speakers who introduced agenda items with such comprehensive and informative papers. Without their assistance we would certainly not have been able to move so quickly on to the larger issues which we have covered in this short time. The participants too have left us in their debt, for they have approached the tasks with an open mind and brought to bear in the discussions an incisiveness which left us in no doubt that they "mean business".

The seminar could not have been held at a more appropriate venue. Mr Marcou and his staff enabled us to enjoy Cypriot hospitality and courtesies in countless ways and I am sure I speak for the entire group when I say to him and his staff how delighted we were to share his world and how grateful we feel to them for making us so comfortable and welcome.

Finally, Mr Chairman, my thanks go to you and to your Government for this opportunity to be of service. May our labours be as fruitful as the efforts of those who cultivate your lands and whose harvest seems ever abundant.

Thank you.

PART III

Reports on the Cyprus Situation

YOUTH IN SOCIETY

Th. P. Stylianou
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Before beginning my talk I feel the need to express my deep esteem and congratulations to the Commonwealth Secretariat for their initiative in giving us the chance to discuss with their excellent representatives the number one problem of our times: the problem of youth in its various aspects. I believe that the interchange of experience on sociological matters is very useful. Of course we do not expect that from this brief seminar we will find the ideal solutions for our youth problems, but we are sure that the addresses delivered here and the group discussions will give us the incentives for more realistic and effective study and confrontation of our problems. We believe that our guests with their specialized knowledge and wide experience of the problems to be discussed will reinforce our endeavour to see more clearly and face in practice without further delay, resolutely and boldly, our respective problems. Undoubtedly such endeavours encourage and promote study and research by governmental and non-governmental agencies.

With this conviction, I begin my talk on the topic:
"Youth in Society, with special emphasis on Cyprus".

Mr Arnold Smith, the Commonwealth Secretary-General, has given an epigrammatic image of society today. I quote: "Populations grow; they also grow younger. Social problems change; old restraints go".(1) I believe that these four short phrases describe in general the society of our times and in particular Cyprus society as well. Every day we see the absolute continuity of change in every single thing. Everything is in perpetual flux like a river. The change into contemporary society has been so rapid that it absolutely illustrates the view of the presocratic philosopher Heraclitus "that all things are in process and nothing stays still". And the same philosopher likening existing things to the stream of a river says: "You would not step twice into the same river."(2)

The problems of youth are not the same in content or in expression all over the world. They differ from one country to the other, because they are connected with historical, traditional and general cultural, economical and social factors, which differ

in the various countries. "But everywhere," adds the Commonwealth Secretary-General, "the root of the youth problem appears to lie in the understandable dissatisfaction of the rising generation with the established social and economic order. In the developing countries, this dissatisfaction takes on particular overtones because of its close link with the problems faced by the increasing numbers of young people who are emerging from a traditional way of life, but who find that the modern economy has not developed sufficiently to receive them and to offer them the opportunities to use their talents creatively and satisfyingly."(3)

Generally speaking, young people of today, with their revolution against the establishment, are bringing into question the very meaning of life and the accepted social order. The profound transformations in the thinking and actions that are being introduced by the young call for a re-examination of currently accepted values. Today we cannot passively observe the youth revolt. The young people are the future of the world and they make up more than half its population. We have a responsibility to take whichever measures will incite the youth to define its own role in society.

Before we proceed to the main topic, it will be useful to give brief definitions of the main concepts, because it is true, as Aristotle tells us, that the beginning of wisdom is the interpretation of the terms we use.

Greek thought, which is eternally young, will help us to comprehend the main elements of society and the social life of individuals. Plato in his Republic tries to answer the question "What is the nature of justice?", that is to say, "How are men to order their lives so as to live best?" This question leads to a new question: "What is to live well?" In actual fact, "What is to live well?" This is a decisive question. In order to examine with objective criteria the life of every human being, nowadays, this question is set before every thoughtful person. Today we usually go no further than the surface of things and when we speak about the young we usually criticize them without any inner examination of their attitudes to society. Plato, in his analysis of society and the way it is constructed, says that every man has wants, which he cannot get rid of, but which he cannot himself satisfy. As Spencer Leeson says (explaining the Theory of Education in Plato's Republic): "While all men need others, all men are, or may be, needed by others; the same limitation which forces the individual into society also makes him a useful member of it."(4) Therefore we reach the conclusion that "Each social element should do that which it is most fitted to do, thus contributing to the common stock the best that it has to give, and receiving from each

other element that of which it is itself most in need."(5) This reciprocity is the basic principle of life in society. This principle seems to be violated nowadays, and many evils in our society derive from contempt of the mutual obligations binding one group to another. As we shall see later on, the generation gap of today perhaps owes its existence basically to the violation of this principle.

And now we come to the second term - youth. Who may be considered young? There is no universally accepted definition. Usually when we speak of youth we mean one of the "age groups" of life. The word "youth" denotes a phase of life which begins at puberty and lasts ten, fifteen, or twenty years, depending on who uses the phrase and in what context. Furthermore, when we refer to the young from the point of view of social, economic and psychological aspects, the context of the term does not allow any pat general definition. This is the reason we accept here the view of a flexible statement: "That is why a compromise definition is often a pragmatic one: young people are those persons society deems young."(6) More clearly we might propose to consider a definition that the young person is he who, having arrived at puberty, is in a position to assume a specific role in the society wherein he lives. In this sense the period of youth has been growing continuously longer. During recent years the term "young" has been extended at both age-limits. Thus, for the purposes of this present study, under the term "young" I shall mean the ages from twelve to thirty. According to official statistics, the total youth population in Cyprus between the ages of 12 and 30, both sexes, amounts to 184,000. That is to say, the youth of Cyprus are 29% of the total population. Of these, 90,000 are male and 94,000 are female. There are, in fact, 4,000 more females than males. The Greek youth of Cyprus constitute 23.4% of the total population of our island (see Table I).

The young people of Cyprus may be classified according to the way they use their time, as follows:

	<u>Number</u>	<u>Percentage of total youth population</u>
Pupils in secondary schools	42,000	26.4%
Students in foreign countries (approx.)	9,000	5.8%
Working youth	91,000	61.6%
Others (approx.)	9,000	6.2%

(see Table II)

As for the place of residence, the young people of Cyprus between the ages of 10 and 29 total 200,000. Of these, 77,000 live in the towns and 123,000 live in rural areas. The percentage is 38.5% in the towns and 61.5% in the rural areas (see Table III). According to the official statistics ten years ago the total number of pupils at the secondary school level was only 28,000, whereas during 1970-71 enrolment amounted to 42,245, i. e. there has been an increase of 51%.

The number of school leavers for all secondary schools has more than doubled in the last ten years and in 1969-70 reached the figure of 4,529. Of these, 28.6% were graduates of the Classical section, 33.9% of the Commercial, 15.1% of the Science, 15.7% of Technical and Vocational, 6.1% of the General and 0.6% of the Agricultural section.

It has been observed that during the last few years in the Public Secondary General Schools, more and more pupils choose to specialize in Science and Commerce instead of the traditional Classics. In 1965-66 the proportion of pupils according to specialization were: Classics 61.0%, Science 12.8% and Commerce 26.2%. In 1970-71 the respective proportions have changed to: Classics, 40.9%; Science 25.5%; and Commerce 33.6%.⁽⁷⁾

It is worth mentioning that the population of Cyprus between the ages of 1 and 29 in the course of the past 48 years has increased 92%.

And now to end with figures, which shed light on the future, however tiresome they may be, let us mention that according to the statistics, within the next decade the youth population is expected to increase by 18%.

I now come to the main point of my talk: what is the situation of youth today in Cyprus society?

It is true that as yet we have not done any research on this subject which affects the whole island. Nevertheless, excellent work has been done under the guidance of Mr B.K. Taylor and with the co-operation of the Cyprus Government's Department of Social Welfare Services and the Social Administration Department of the University College of Swansea. For this study, I have in mind the data from two other pieces of research: the first one was made among secondary school pupils of both sexes by myself, and the second was made among the working youth (up to 25 years old) by a labour union.

One of the most serious problems of our youth is that of vocational orientation. The young people usually believe that they do not have sufficient vocational counselling for their future.

In one of the pieces of research mentioned above 90% of the pupils said that they have this problem. Usually they connect this problem with unemployment, which proportionally is higher among youth than among adults. Statistics from 1970 show a total of 3,836 persons registered as unemployed in Cyprus. 1,635 persons out of these (or 42%) were young people under 25 years old. Most of the unemployed people are unqualified and unskilled youth and school-leavers. As a result of the lack of adequate capacity of the existing technical schools, the majority of the youth leaving the schools are without any profession. They are mainly interested in finding clerical work. In Cyprus there is a disproportion between the supply and demand of manual and clerical work. According to the Government's Second Five Year Development Plan, which was completed last year, in 1971 there was a shortage of about 11,000 manual and skilled workers in industry. On the other hand, there was an equal number of redundants among the school-leaving youth who were looking for clerical work because they did not have any vocational or technical training. This problem of unemployment, especially among secondary school graduates, continues to remain acute. The basic cause of this serious problem is not the one mentioned above. Social attitudes and deep-rooted prejudices towards manual and technical work encourage graduates to look upon "white-collar" employment as the best avenue for a career and social prestige. There is no quick solution to the problem; strong prejudices against manual work among parents and students need to be overcome. An effective Vocational Guidance Service to youth is of paramount importance if this is to be achieved. Nevertheless, the problem of unemployment has expanded during the last two years among the young graduates of universities as well.

Most of our young people complain that they have no social chances and social activities outside their family home. Others say that they feel oppressed by the adults. Most of them stated that they feel oppression at school as well as in society. A lower proportion stated that they are oppressed by their family. A high proportion of the secondary school pupils supported the view that there is a need for an up-to-date revision of the way our schools function and are administered.

As for the leisure-time activities at home, shared by the young people with other persons, the most frequent are the following: discussions with their parents, sisters and brothers,

listening to radio, reading magazines and newspapers, watching television, needlework.

Do the young sometimes disagree with their parents? The above mentioned research by Mr Taylor found that a high percentage of young people have several causes of disagreement. The figure reaches 94% of the boys, while the respective percentage of the girls is 70%. The most usual causes of disagreement between the young and their parents are: dress, especially in the case of the girls over, for example, the wearing of mini-skirts, and the running of the household. Parents frequently object to their daughters' going out for a stroll with friends or wanting to visit relatives, or to attend festivities and wedding parties. Usually there are disagreements about boys' leisure time activities such as staying out late at coffee-shops, and about requests for more pocket-money or about the way money is spent.

Life outside the family for our young people is not so richly varied, although they admit that they most enjoy doing things with their friends, away from their families, and outside their own homes. In this case they usually go for walks, play indoor and outdoor games (especially football), if they have a playground. In the villages especially, the boys frequent the coffee-shops; girls have more restrictions than the boys as far as concerns going out of their homes. Girls usually meet friends in their homes, in church on Sunday morning, at school, and sometimes in the streets. The most common activities of girls with their friends are "talking"; especially about school matters like lessons or their teachers, about fashion, about their dowry, about the relation between the two sexes. Girls' activities with their friends include working or studying together, walking, singing, doing needlework, reading magazines or listening to the radio. The boys, when they meet their friends, usually talk about sports, school matters and girls. Other discussion topics of boys are where to go and what to do, radio and television programmes or politics.

There is a strong indication that we need "youth clubs" where the young people may go and enjoy several activities. For the time being the most popular recreational facilities for the young are coffee-shops, playgrounds (wherever they exist) and summer cafés. The girls usually complain that many of the existing recreational facilities are accessible only to boys. They also complain that they have particular difficulties meeting anywhere to do anything at all. Although there is a traditional prejudice which hinders the boys and girls from being together in the same

place, the young people would be in favour of joint activities. For instance, a youth club where both sexes could go would enable them, as they believe, to become better acquainted, to exchange views, to discuss and behave freely. The youth who oppose joint activities usually stress the pressure of public opinion against them. "It is something forbidden", they say. The majority of the young people prefer a youth club instead of a club open to both adults and young people. They support this because, as they say, adults and adolescents have different ideas, interests and problems and they do not understand one another. In this way they will feel free and have the minimum of interference.

The research made by Mr Taylor indicates that the young people consider the age of 23 to 27 for a man and 21 to 23 for a woman as a good age for marriage. The majority of the young people think that they themselves should choose their own marriage partners, although quite a high percentage believe that both young people and their parents should be involved. As to the question whether the young people consider that a dowry should continue to be given for girls, a higher proportion of girls - but also many boys - are not in favour because of the burden on poor families and the opportunities today for young couples to work and gradually meet their own needs. However, the tradition of the dowry for girls is, on the contrary, becoming even stronger nowadays, because the problem of housing is a major problem for young married couples. The prices for rent and plots of land for building are exorbitant for the young couples.

There are strong indications from the pieces of research mentioned above that our young people are ready and eager for greater involvement in community affairs. Their common point of view is that with guidance, responsibility and opportunities young people could show more interest and co-operation in community problems, express their opinions, serve on committees, organize activities and participate in the administration of their community.

In Cyprus we do not find any expression of the so-called world-wide "youth rebellion" in the form of either philosophical or political movements. We do not have any revolutionary activity of youth striving actively to change society.

The structure of our society is traditional and its setting is familistic. The authority of the elders, which at first glance cannot be seen, is paramount. The youth are the obedient servants of their parents. During the last twenty years there has been a strong tendency towards emancipation. Nevertheless, although many steps have been made in this direction, the family tradition

is so deep-rooted that it is still continuing to resist, and I am of the opinion that it will not easily disappear. Many prejudices create strict limitations, especially for young girls.

Beyond a doubt, the established mores of the older population have received a shock from the modern notions of to-day's society. A transformation is in the making in our society, but this transformation is going on slowly without demonstrations and loud outbursts. This is the reason why our society is ideal from this standpoint. We may say that our older people accept social innovations as long as they are slow and natural. Thus the older people of Cyprus do not yet have that increasing uncertainty which is usually one of the reasons of inter-generation conflict nowadays.

Because of this attitude of the older people against the violent transformations in the society, we do not find among the youth of Cyprus the problems of disillusionment, alienation and delinquency - problems which are manifested in destructive actions such as drug-taking, violence or mental illness.

There are many other social factors which exercise a minor or major influence upon the youth of Cyprus. Such factors are the Church, education, the general political situation and the mass media. Unfortunately, it is not possible for all these factors to be analysed nor for the extent of their influence on young people to be discussed within the framework of a short talk.

Karl Mannheim in the period of World War II wrote that youth must play an important role if social progress is to be achieved: "I believe that static societies which develop only gradually, and in which the rate of change is relatively slow, will rely mainly on the experience of the old."(8) On the other hand, a dynamic society would give youth a high status so that it would have the chance to use all the pure spontaneity of its strength, both spiritual and physical, for the benefit of society. "The dynamic societies which want to make a new start, whatever their social or political philosophy may be, will rely mainly on the co-operation of youth. They will organize their vital resources and will use them in breaking down the established direction of social development."(9)

In concluding, may I say that I feel slightly guilty! I genuinely believe that the topic I have dealt with could cover not just one book but many books, and anyone who would assume the responsibility for this task would need much time in order to complete it conscientiously - although, to be sure, topics related to a constantly changing society never reach completion.

Foot notes

1. Youth and Development in Africa, Commonwealth Secretariat, London, 1970 p.vii.
2. Cratylus 402A, Plato. Also in The Presocratic Philosophers, G.S. Kirk & J.E. Raven, Cambridge University Press. p.197.
3. See No.1.
4. The Theory of Education in Plato's Republic, R.L. Nettleship, Oxford University Press. Introduction p.4.
5. Ibid. p.5.
6. In Partnership with Youth, Unesco. p.10.
7. Statistics of Education in Cyprus, School Year 1970-1971, Statistics and Research Department, Ministry of Finance, Cyprus.
8. Diagnosis of our Time, Karl Mannheim. p.33.
9. Ibid.

APPENDIX

TABLE I Cyprus: Youth population by age-group and sex

Age group	Total	Male	Female
12-17	76,202	38,937	37,265
18-20	24,555	11,279	13,276
21-25	45,370	22,166	23,204
26-30	38,129	17,422	20,707
Total	184,256	89,804	94,452

TABLE II Cyprus: Youth population by way of using time

Way of using time	Total	Percentage
Pupils in secondary schools	42,245	26.4%
Students in foreign countries (approx.)	8,547	5.8%
Working youth	91,277	61.6%
Others (approx.)	9,227	6.2%
Total	151,296	100.0%

TABLE III Cyprus: Youth population and urban/rural distribution

Age	Towns			Rural areas			Total
	Total	Male	Female	Total	Male	Female	
10-14	23,042	11,844	11,198	44,060	22,415	21,645	67,102
15-19	18,365	9,506	8,859	29,293	13,940	15,353	47,658
20-24	19,088	9,346	9,742	27,994	13,293	14,701	47,082
25-29	16,781	8,240	8,541	21,458	9,556	11,902	38,239
Total	77,276	38,936	38,340	122,805	59,204	63,601	200,081

EDUCATION AND TRAINING

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A. INTRODUCTION

"Cyprus firmly believes," His Excellency the Minister of Education Mr Petrides declared on the occasion of the International Education Year, "that education is a cause for which no sacrifice is too big. For we are well aware," he continued, "of the fact that education is the only sure capital investment for the survival and the future of its people and, moreover, that there is no greater value on earth than Man."

On another occasion, in the same year, the Minister of Education stated briefly but clearly our education's general and fundamental objectives and orientations: "Our basic aim is, through the school system, to crystallize in the consciousness of our young people the need for self-knowledge and humanitarianism, and at the same time to help them arouse their own creative powers latent within themselves. Parallel with this, they will be helped to acquire an alert, enlightened power of thought and to mould an honourable and ethical character, as well as free convictions enabling them to develop into strong personalities, worthy of their national and religious traditions, and well-integrated, creative citizens, capable of drawing satisfaction and joy from the continuous struggle that adds beauty to human beings and life itself."

In its efforts to achieve the above-mentioned objectives the Government of Cyprus tries through the formal educational system, the various institutions and projects for training and other out-of-school means to give each individual every possible opportunity to develop his or her potential to its highest possible degree.

In 1965-66 public expenditure on education was 2.0% of the G.N.P. and by 1969-70 it had risen to 2.4%. On the other hand, public and private expenditure for the same period went up from 4.1% of the G.N.P. to 5.0%. The 1969-70 percentage of the National Budget which was allocated to public education was 13.3%, whereas in 1965-66 it was 12.9%. This amount of money compares very favourably with what is going on in other countries of the world.

The future of these schools is very much at stake now that the Government has decided to extend free education to the age of fifteen, starting from September, 1972.

The state kindergarten system in Cyprus is still not well developed. By far the greatest amount of work in this field is done by private enterprise.

Secondary education

Secondary education is at present voluntary and pupils have to pay fees depending on the financial status of their parents. There is an entrance examination aimed at keeping out the children of lowest ability, i.e. about 10-15%. Free education up to the fifteenth year will begin as from next September.

Private and foreign secondary schools conduct their own entrance examinations and requirements vary from school to school, some being very demanding, others much less so.

In January 1971, 83.7% of the pupils who had completed a primary school course the year before were attending regular classes in the first year of a secondary school, public or private.

Public or private secondary education is organised along comprehensive lines. There is the first cycle of general education for the ages 12-15, and the second cycle of more specialized education for the ages 15-18. The first cycle is usually referred to as the "gymnasion" stage and the second as the "lykeion" stage. For traditional reasons mostly, but for technical reasons as well, the two stages of secondary education are not as yet separate, self-contained school units. With very few exceptions they are parts of one six-year school under one headmaster but the idea of separate three-year lower and three-year higher schools seems to have many supporters.

The lower secondary school or gymnasion is a period of general education with the proper admixture of academic and physical activity required to secure optimal intellectual, emotional and physical development. For some pupils, the gymnasion is an observation period, giving them time to know themselves and their interests better and giving parents and teachers opportunities to appraise more accurately the inclinations and abilities of their children before they offer their advice as to which specialization branch should be followed in the senior school. For others, and in particular those who are

Our economy, until recently, was based almost completely on agriculture. During the last two decades industrialization has been developing and so our whole educational system had to be re-examined in order that the required labour force and, especially, the necessary skills might be made available in adequate numbers and at the proper professional levels for industrial progress to continue growing and productivity and quality of products to improve.

We are still not sure whether we have managed to secure the necessary services which may provide educational planners with the necessary data, so that they may be able to plan and satisfy, to a certain extent, social necessities, from the point of view of the labour force. This, however, is an international problem and it becomes even greater because of the high speed with which change is coming about, making the planning of education a very difficult task.

B. THE FORMAL EDUCATIONAL SYSTEM

Education is the social institution which is mainly responsible for the socialization, in all aspects of life, of all citizens and especially of the younger generations. In Cyprus this responsibility, as is the case with almost all countries, lies with the Ministry of Education although, as we shall see later on, some aspects connected mainly with training are carried out by other Government bodies as well.

Primary education

Since our main concern is youth, we should start from the 12th year, but just for purposes of background information we may mention that primary education is free and compulsory for six years, with children entering at $5\frac{1}{2}$ -6 and leaving when they have completed the course at the age of $11\frac{1}{2}$ -12.

The only exception to this rule is the eight-grade primary school. This type of school, of which there are nine in the rural areas only, is an extension of the six-year school by two years to the age of 14 and is intended to cater for the needs of those boys and girls who either cannot afford, do not wish or are not able to go on to a secondary school. The two classes are either attached to the village primary school or function independently in a separate school-building under a different headmaster. All schools have workshop facilities for woodwork, metal work and domestic science and own a small piece of land.

mainly English, but also French, as the language of instruction. They are all licensed schools and are open to inspection.

A special reference to technical and vocational education seems to be necessary. Although these schools, together with the commercial and agricultural lykeia, could be included in the following section on "Training", they are discussed here because they are part of the formal educational system.

The first cycle (12-15 years) of all technical and vocational schools is the same as that of all other secondary schools (gymnasia), supplemented with technological subjects such as metalwork, woodwork and technical drawing.

The second cycle is the specialization period and extends over two or three years, according to the level and course followed. The main categories of courses offered during the specialization period are:

- a) Technician courses
- b) Craft courses
- c) Vocational commercial courses

a) The technician courses extend over three years and aim at providing the developing local industry with the required personnel at the technician level. Specializations offered are mechanical engineering, electrical engineering and civil engineering.

Those who successfully complete the course usually enter industry as qualified technicians. Graduates of these courses may also proceed to further studies, inasmuch as they find no difficulty in passing external examinations, such as those of the City and Guilds of London Institute.

b) The crafts courses (2 years) aim at preparing craftsmen (skilled workers) for local industry. Specializations offered are: automechanics, electrical installations, machine-shop-fitting practice, building, cabinet making and carpentry, smithing-welding, welding-sheet-metalwork, welding-plumbing, plumbing, foundry, radio-television servicing, pottery, book-binding, catering and dressmaking.

c) Vocational and commercial courses (2 years) aim at preparing students for secretarial work for employment in both

academically incapable of proceeding to the senior school, which is intellectually more demanding, the gymnasium with its first cycle of a self-contained general study course will have provided an adequate amount of knowledge and skill for a useful life.

The senior secondary school or lykeion provides for a more diversified education. After the first three years of secondary education the school branches off into departments, each with a bias towards one particular branch of knowledge. At present there are departments of classical studies, science and mathematics, commercial studies and foreign languages, and technical, vocational and agricultural schools. The first three departments or a combination of two of them can function under one headmaster in the same building as parts of one school. At the end of or at any time during the first year of the three-year course pupils can transfer to another department without any placement examination if, for any reason, they wish to do so. Transfer becomes difficult, if not impossible, once the second year of the course has started. The technical, vocational and agricultural departments, on the other hand, are separate school units not linked with the other more academically biased branches.

Although the curricula of these various departments are biased towards one particular branch of knowledge, and this can certainly be said more of the technical than of the other types of lykeia, specialization is by no means so intense or so exclusive as to cut the pupil off from the values of the other centres of culture. It is felt that in modern society there are not altogether separate cultures but a variety of emphases within the same general culture. An attempt is therefore made to make the curriculum of each section sufficiently harmonious and balanced to meet the requirements of specialization and the need for a modicum of general culture.

Private secondary schools have been attracting an increasing number of pupils since 1960. Some of them seem to have a more flexible approach and they more readily adapt their curricula to the needs of the students, while others are academically less demanding than public secondary schools. Attendance in these schools will naturally be affected when the government decision for free education at the lower secondary school level is implemented in 1972. In January 1971 they had a total enrolment of 13,041 pupils which represented about 31% of the entire secondary school pupil population. Of the 32 private secondary schools 23 are Greek-medium schools, run very much on the lines of the public schools, and 9 are foreign schools with

government and private organisations. The curriculum of these courses is biased towards commercial subjects and languages.

Special schools

Special educational treatment is provided for children who are deaf, blind, physically handicapped or educationally sub-normal. The particular function of these special schools is to provide a system of work which attempts to overcome the learning difficulties of handicapped children and to educate them to become as far as possible self-reliant.

Scholarships

At present pupils have to pay for their secondary education (about £30 annually on the average) but a generous Government fund provides scholarships to over 30% of the pupils. These scholarships are awarded to the poorer pupils with excellent conduct and a satisfactory school record and are evenly distributed to schools in proportion to their pupil population. A smaller number of scholarships is also awarded by school committees and by charitable organisations.

Counselling and guidance

The principal functions of the counselling and guidance service are to give secondary school pupils advice and assistance which will help them with their individual problems, and information and guidance on the choice of careers or future studies. For this purpose there are specially selected and trained teacher-counsellors in each school who collect and keep detailed data about every aspect of a pupil's life.

Before proceeding it should be mentioned that there is no university in Cyprus.

C. TRAINING

Some aspects of training have already been mentioned previously in the section on the formal educational system.

Whereas the formal educational system is completely the responsibility of the Ministry of Education, in the case of training different programmes are initiated by other government bodies as well.

(1) Pedagogical Academy - Teachers' Training College
(Ministry of Education)

This is a three-year higher institution and its basic aim is to prepare and train Greek elementary school teachers, both from an academic and a professional point of view. Accordingly as the need may arise, it also trains nursery school teachers from time to time.

For the successful attainment of this aim, the Academy seeks to achieve the following objectives:

- a) the maturing of the student-teacher's personality;
- b) the acquisition of the art of teaching by the students;
- c) the learning and consolidation on the part of the students of the subject matter taught in the elementary schools, at the higher level and in a broader cycle.

The number of students admitted each year is determined on the basis of the needs of elementary education in teaching personnel as foreseen each year (average 80-90).

The students are chosen after written examinations in Greek, mathematics, physics, chemistry and history, as well as interviews.

The right to participate in the examinations is held by those who satisfy the following conditions:

- a) those who are Cypriot subjects;
- b) those who have a leaving certificate from a recognised six-year public secondary school;
- c) those who are unmarried;
- d) those who on the 31st of March of the following year are not younger than 18 and not older than 24.

The students receive a monthly subsistence allowance, as well as the books necessary for their studies, from the Government of the Republic. In return for this, the students are bound by contract so that upon graduation they will work in the field of education in Cyprus for at least five years.

The Pedagogical Academy of Cyprus grants its graduates a diploma which is accepted in Cyprus and Greece for appointment

in the elementary schools, both public and private.

The training of teachers is related to the in-service training of both elementary and secondary school teachers. The Government of Cyprus, having realised the necessity of an institution for the in-service training of teachers, has decided to establish an institute for this purpose. It is hoped that this institute will become a reality within the next one or two years.

(2) Higher Technical Institute (Ministry of Labour and Social Insurance)

The Higher Technical Institute is an engineering-oriented institution of higher learning. It was established in order to meet the needs of the country in engineering personnel. It is a joint project of Unesco and the Government of Cyprus. The cost of the project is about £1,000,000.

The Institute consists of the following departments: Civil Engineering, Electrical Engineering and Mechanical Engineering.

The duration of the normal study courses is three years and the level attained at the end of the course is equivalent to that of the Higher National Certificate (New Scheme) of the United Kingdom. Successful students are awarded the Technician Engineer Diploma.

The curricula of the Institute are based on job analysis. To this effect, extensive studies of the requirements of the jobs that graduates are likely to get are made and the curricula are adjusted accordingly. Further, there is a standing committee representing industry and the technical Government Departments whose job is the finalization and continuous review of the curriculum and the syllabus of training.

The yearly intake of students is about 80 to 85 and selection is competitive. All secondary and technical school leavers (state or private) are eligible.

(3) Forestry College (Forestry Department, Ministry of Agriculture)

This is a two year course which is designed to train men for the posts of Forester, Forest Ranger and Assistant

Forest Officer in the Forest Service of Cyprus and for similar posts in other territories. The Commonwealth Forestry Institute, Oxford, has been consulted on the organisation, staffing and syllabus of the College and confirms that the standards are fully comparable with those adopted elsewhere.

The yearly intake of students is about 12 and selection is competitive. Candidates should be graduates of secondary schools. A limited number of scholarships is awarded each year to students from other countries, mainly Commonwealth countries, through their governments.

(4) Nursing education (Ministry of Health)

A School of Nursing and Midwifery is in operation at the Nicosia General Hospital and a School of Mental Nursing at the Psychiatric Institution.

The standard of training at the School of Nursing has reached such a degree of efficiency as to secure recognition by the General Council of England as equivalent to the English Schools of Nursing.

Various courses of training are held at the school:

- (a) The three-year course in general nursing. Entrance qualifications are 12 years general education and a good knowledge of English.
- (b) The two-year course for assistant nurses. Entrance qualifications are 10 years of general education.
- (c) The three and a half year course in public health nursing, leading to the Certificate of Health Visitor. Entrance qualifications include 12 years of general education.
- (d) The two-year course in midwifery, leading to the Cyprus Certificate of Midwifery. Entrance qualifications include at least 9 years general education.

The School for Mental Nursing offers two courses of training - a two-year course and a three-year course. Entrance qualifications are at least 10 and 12 years of general education respectively.

(5) School for Health Inspectors (Ministry of Health)

This school operates from time to time according to the needs of the country for health inspectors. Entrance qualifications include 12 years of general education and a good knowledge of English. It is a three-year course.

(6) Hotel and Catering Institute (Ministry of Labour and Social Insurance)

This is a joint project of the Cyprus Government and the United Nations Development Programme. The overall objectives of the Institute are to provide industry with hotel and catering personnel of the middle and upper grades.

The training activities consist of short-term up-grading courses, seminars and practical demonstrations given in the fields of managerial systems, hotel organization and structure, hotel cost-accounting, etc.

Students of the Institute come from three sources:

- (a) high-school graduates
- (b) graduates of hotel schools and
- (c) industry-based employees with at least 3 years secondary education and 3 years experience in the hotel or catering industry.

All candidates are required to pass the Institute's entrance examinations before admission.

(7) Central Hotel Training School (Ministry of Labour and Social Insurance)

The aim of the School is twofold:-

- (a) to offer ab initio training to new recruits into the hotel and catering industry in the skills of waiting and cookery; and
- (b) to up-grade and re-train industry-based hotel and catering employees.

The Hotel Training School, jointly with the Hotel-keepers' Association, organizes, from time to time,

accelerated training courses in waiting and cookery.

(8) The Apprenticeship Scheme

This scheme is a joint effort of the Ministry of Labour and the Ministry of Education. The basic characteristic of the scheme is that apprentices are trained at the schools and in industry at the same time. A contract is signed binding the employers to release the apprentices from work in order to attend lessons at the technical schools and the apprentices to attend classes regularly. The education authorities undertake responsibility for providing teachers and instructors as well as materials and workshops. The duration of the course is normally 3 years.

(9) Technical Evening Classes (Ministry of Education)

These classes are run at the technical schools and they aim at offering further training to technicians and craftsmen already employed in industry. The course is of three years duration and classes meet three times a week for three hours each time. The technician courses are meant for persons who have been through a secondary school, while the craft courses are for those whose education did not go much beyond the primary school.

(10) Dhekelia Retraining Scheme for High School Graduates (Ministry of Labour and Social Insurance)

This is a joint effort of the Ministry of Labour and the British Military Authorities at Dhekelia. The purpose of the scheme is to retrain high school graduates who are qualified only for white collar jobs in the skills for which there is an acute demand. Courses given are usually for welders, sheet metal workers, electricians, mechanics, etc.

Each course lasts for 28 weeks. Each trainee receives a training allowance of £4 per week during the period of retraining and is awarded a relevant diploma at the end of the course.

(11) The Productivity Centre (Ministry of Labour and Social Insurance)

This is a Government of Cyprus - United Nations joint

project. The policy of the Centre is to assist private and public enterprises to utilise their human and capital resources in the best possible manner, with a view to increasing their productivity by means of (a) management development, and (b) supervisory and vocational training.

To implement its objectives the Centre uses such means as courses of short and long duration, seminars, conferences, consultancy and advisory services for management development, and workshops for vocational training. Courses range in duration from 17 to 23 weeks.

D. OUT-OF-SCHOOL EDUCATION

Some of the programmes discussed here might have been included in the previous part about training and vice versa. It seems that some overlapping is inevitable in discussions of matters of this kind.

The existing arrangements, however, in the section on out-of-school education cannot be regarded as satisfactory and some attention should be paid to this area.

The main activities coming under this section are:

(1) Foreign Language Institutes (Ministry of Education)

There is one Institute of this kind in each town. The Institutes have now approximately 5,000 students, and they function in secondary school buildings. In the afternoons they receive secondary school pupils who wish to supplement the foreign languages they study at school or to learn a new one, and in the evenings they receive adults. The languages taught are English, French, German, Italian, Turkish and Greek but other languages can be added if there is a demand. Every class meets twice a week (90 minutes each time). Fees are kept low - £7 per year for afternoon groups and £8 per year for adult groups in the evening.

(2) School for Tourist Guides (Tourism Organization)

Two kind of programmes are conducted:

a) Symposium

This is a short course organized from time to time for

existing tourist guides for purposes of in-service training, and

b) Formal Course for Tourist Guides

This is usually a 3-4 month course organized whenever there is a demand. This course has now been organized four times and each time an average of 50 people has attended.

There is an entrance examination. Other qualifications required are secondary school leaving certificate and a very good knowledge of one or two foreign languages. Students do not pay fees. At the end of the course they are awarded a diploma qualifying them for employment either by the government or by the travel agents.

(3) Evening Centres in the rural areas (Ministry of Education)

These centres aim at giving young men and women in the villages opportunities to learn a few skills and to improve their general knowledge, as well as to help them spend their leisure time profitably. They are places of learning and recreation, where boys and girls in their teens, as well as young men and women, can go after the day's work to learn and play under the guidance of the village school teacher. Work is informal and varies from centre to centre but instruction is usually available in the mother tongue, a foreign language (English), general knowledge, agriculture, handicraft, first aid and domestic science. There are also discussions on the problems of the adolescent, community development and current affairs. Other activities include games, plays, visits, folk dancing, singing and participation in national celebrations.

(4) Vocational Agricultural Centre - Morphou (Ministry of Agriculture)

The Centre organises courses which vary from 3 to 12 days on such subjects as bee-keeping, horticulture, animal husbandry, home economics (dress-making, cheesemaking etc.). These courses are attended by teenagers and adults from rural communities.

In addition to this Centre the Ministry of Agriculture organizes lectures, demonstrations and exhibitions, and makes extensive use of the mass media in an effort to help people in the rural areas become more efficient in their everyday activities.

(5) Youth Centres (Ministry of Labour and Social Insurance)

These Centres, which are at the moment functioning in towns and big communities, are part of the Community and Youth Work Programme and they aim at satisfying the overall needs of the working youth. (More about these Centres will be mentioned in "Youth in the Service of Communities".)

All existing organizations have some kind of programme aimed at helping their members in one way or another, but they are far from being satisfactory.

E. SOME SUGGESTIONS

The aim of this report has been to give a general background regarding existing situations in the field of "Education and Training". Any further comments or views might be outside its main objective. Nevertheless, some very general suggestions based on what has already been said might prove useful for further discussion.

- a) There is a lack of information based on field surveys and studies regarding what is needed in industry. A special service is needed which will help educators to plan ahead, prepare, educate and train the necessary manpower.
- b) A national co-ordinating body representative of all governmental and non-governmental bodies is necessary.
- c) There is a need for trained youth leaders both in the governmental services and in the non-governmental organizations.
- d) Particular attention should be given to the leisure time of youth.
- e) Non-governmental organizations should be given all possible help so that they may function effectively.

Youth, as is usually said, is the hope of tomorrow. Let us all help towards its realization.

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EMPLOYMENT OPPORTUNITIES FOR YOUTH IN CYPRUS

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A. THE EXISTING SITUATION

Conditions of almost full employment have prevailed in Cyprus for seven consecutive years; unemployment has never surpassed 1.2% of the economically active population of the Island. During this period an acute demand for skilled personnel has been observed in almost every technical trade and sector of economic activity, and it is expected that the same shortages will continue to exist in the foreseeable future. However, in spite of the existing acute demand in the aforementioned occupations, there still exist some pockets of unemployment. Such unemployment affects mainly (a) secondary school graduates, and (b) graduates of the university and other higher institutions.

(a) Secondary school graduates

The average number of unemployed secondary school graduates in 1971 was 666 or 23.4% of the total unemployment as against 745 or 26.5% in 1970 and 836 or 31% in 1969.

The relatively high unemployment among secondary school graduates is mainly due to the fact that the great majority of them aspire to clerical jobs only, whilst the opportunities for such employment are very limited. It is also due to the existing social attitudes and deep-rooted prejudices against manual and technical work which (i) encourage school graduates to look upon "white collar" employment as the best avenue for a successful career and social prestige, and (ii) attract more youngsters to the classical stream of education than the technical.

During the last few years there have been some indications that the situation is changing as regards male graduates. Persistent enlightening campaigns on existing employment opportunities in technical trades and the initiation and/or expansion of various industrial training activities have resulted in persuading graduates to accept training and employment in technical jobs.

The problem is, however, acute for the female graduates, who constituted in 1971 69.8% of the total unemployed graduates. The high unemployment of female school graduates may be attributed to the facts that (i) female graduates seek clerical work only, especially in the government service, and (ii) the industry has not yet created conditions to attract educated females to employment in technical jobs.

A favourable attitude of industry and the trade unions would, of course, enable Government to initiate or expand training programmes for female graduates, which are presently very limited, if not non-existent.

The table below shows the number of registered unemployed graduates of secondary schools. The month of July has deliberately been chosen as the month when most school leavers registered for employment.

	<u>Total</u>	<u>Males</u>	<u>Females</u>
July 1967	728	89	639
July 1968	785	144	641
July 1969	1216	494	722
July 1970	1064	410	654
July 1971	1027	268	759

(b) Graduates of universities and other higher educational institutions

The average number of registered unemployed graduates of universities and other higher educational institutions in 1971 was 183 as against 107 in 1970 and 78 in 1969.

The above figures, because of their magnitude, do not pose at present serious problems. However, considering the large number of persons attending higher studies abroad on the one hand and, on the other, the limited projected manpower requirements for this category, the problem of unemployed professionals is expected to be serious in the forthcoming years.

(c) Agricultural employment

Although no data is available, a form of underemployment exists in Cyprus considering the relatively high percentage of the economically active population engaged in agriculture.

It is estimated that 36% of the total economically active population in 1970 was engaged in agricultural activities whilst its contribution to the gross domestic product was only 17.6%.

The number of persons employed in agriculture was reduced from 96,800 in 1966 to 95,500 in 1971. It is estimated that productivity in agriculture increased by 8.8% during the period 1966-1971 (value added per employed person).

(d) Women and girls

Women in the labour force are estimated to be in the range of 90,000 or 33% of the economically active population in 1971 (economically active population 272,000). 54,000 or 66% of the gainfully employed women are married. The female participation rate is considered to be low and Government should consider measures that will attract more females into the labour force. Otherwise, the present shortages of skilled labour will continue to exist with the known unfavourable repercussions on the whole economy.

B. PROJECTED DEMAND FOR AND SUPPLY OF LABOUR

The economy of Cyprus is in a period of rapid economic growth evidenced by rising income, output and employment, accompanied by increases in the quantity and quality of manpower requirements.

All sectors of the economy increased their contribution to the gross domestic product between 1962 and 1971. Provision of appropriate manpower skills, therefore, is necessary if each sector is to continue to make its appropriate contribution to economic growth. Achievement of economic growth in all sectors will require increases in the quantity and improvements in the quality of manpower.

Data produced in the 1966 to 1969 Island-Wide Manpower Surveys evidenced a shift of the occupational structure of employment in Cyprus. This shift is from the lesser-skilled occupations towards technicians and draughtsmen, managerial, administrative, clerical, and supervisory occupations. Trends shown in the Island-Wide Manpower Surveys are indicative of rising manpower productivity and increases in the levels of manpower requirements.

Manpower requirements are expected to increase by 36,000 persons by 1976. By major occupational groups the additional requirements are as follows (1976):

a. Professional, technical and related workers	4,000
b. Administrative, executive and managerial	1,100
c. Clerical	3,150
d. Sales workers	1,900
e. Farmers, fishermen and related workers	2,000
f. Miners, quarrymen and related workers	300
g. Transport and communication workers	1,150
h. Craftsmen and production process workers	16,900
i. Labourers N.E.C.	2,350
j. Service, sport and recreation workers	<u>3,150</u>
Total	36,000 =====

Analysis of changes in individual occupational groups reveals that craftsmen, the group employing the largest number of persons, will experience the largest increase in additional manpower requirements (16,900 persons or 47% of total additional requirements), whilst no other occupational group approaches the 16,900 increase projected for craftsmen. The next-ranking occupational groups are the professionals with 4,000 and the service and clerical workers with 3,150 each.

Additions to the manpower available in Cyprus by 1976, i.e. from in-plant training and/or promotion by employers, the technical schools, the apprenticeship scheme and the accelerated training programmes, will amount only to 6,000 persons, therefore a need for the training of 11,000 craftsmen arises. 80% of the additional requirements for craftsmen will be needed by the manufacturing and the construction industries.

The next largest occupational group of manpower requirements is the professionals with a total of 4,000 persons. This occupational category is expected to create a problem in the near future, as a large number of Cypriots are attending universities and other higher educational institutions abroad. During the present academic year (1971 - 72) 11,600 Cypriots are pursuing higher studies. Assuming that about 60% of those studying abroad return to Cyprus with a degree or diploma, it is doubtlessly expected that there will be a significant surplus of professional, technical and related workers by 1976.

The categories of service workers and clerical workers follow with 3,150 additional labour requirements each by 1976. Due to the emphasis placed by Government on tourism, demand for personnel of the service workers category, especially in the hotel and catering industry, is rapidly increasing, particularly for basic and middle level personnel.

Another major imbalance between demand for and supply of labour is expected to prevail with regard to the clerical personnel occupational group. Demand is expected to amount to about 3,150 persons, while the output of the classical and commercial secondary schools will reach 17,900 persons. More than that, with the expected competition that is likely to exist between degree-holders and secondary school graduates aspiring to the same post, it is reasonable to assume that the imbalance between the demand for and the supply of labour in this category might be even larger. Only a small proportion of the large numbers of secondary school graduates will, therefore, manage to secure a job for which they have been trained.

C. CONCLUSIONS

Cyprus has enjoyed for quite a long time conditions of full employment accompanied with increased gross domestic product and per capita income. However, if we are to sustain this upward trend of the economy we have to take firm stands on some of the issues with which we are confronted:

(a) The educated unemployed

First, the issue of our possible "army" of educated unemployed. It should be borne in mind that the costs of somebody becoming a secondary school teacher are quite high and the economy cannot afford such a loss; to a lesser extent this applies also to secondary school graduates. Here lies a major policy issue for our society, firstly for the parents and the young people. They should re-examine their own beliefs and ideas about social prestige and successful career-making. "Blue-collar" occupations have nothing less than "white-collar" ones. If society accepts this mere truth, then Government may follow with the necessary changes in its educational system. It is of no use to blame the educational system because it does not provide industry with the required skills.

The above analysis seems to be a long-term one. In the short run, Government should exert all possible efforts to convince secondary school graduates to go through a retraining course and accept a technical-manual job. With respect to the degree-holders, employers should start thinking in the lines of employment for the more academically qualified and trade unions should render a second thought as to their belief that graduates might compete with their own members as far as promotion, acquired rights etc., are concerned. At the same time graduates should prepare themselves for accepting jobs they have not been trained for.

Government, of course, is not out of the picture. The Vocational Guidance Services of both the Ministry of Education and the Ministry of Labour and Social Insurance should be properly manned with the required expert staff. At the same time the existing retraining programmes should be expanded and new ones initiated if the existing problems are to be met. Industrial training and technical education should also be reinforced.

(b) Agricultural employment

Secondly, there is the underemployment of our agricultural population. Although there are no statistical data with accurate information as to the size of the problem, one might say that it is quite big. The solution to it, I would say, lies in the increased occupational and geographical mobility of labour coupled with some other measures such as mechanisation of farming and land consolidation. Mobility of labour, however, should not be seen as Aladdin's lamp. Increased mobility, especially geographical mobility of labour, should be seen from two angles - first, from the viewpoint of the losing region and secondly from that of the gaining region.

(c) Women and girls

Last, but not least, is the issue of attracting more women into the labour force. Once more, the problem is more complicated than it seems. Factors such as children, wage rates of husband and wife, industrial structure of the economy, customs and habits of each district, should be studied and statistically tested before any measures are taken.

From what has been said it seems that employment prospects for youth in Cyprus exist mostly in the technical trades. It rests upon the young persons and their parents to take advantage of these prospects and, to a lesser extent, upon the society to help them to choose the right avenue for making a successful career.

YOUTH IN THE SERVICE OF COMMUNITIES

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It is a paradox that the term "youth" in the minds of a large section of the adult population is associated with an immature, irresponsible, anti-social, troublesome minority. This is unfortunately fostered by the influence of the mass media, which often for the purpose of commercial exploitation emphasise the "youth culture" and on a more derogatory note the "teen-age culture" and give prominence to the negative aspects of youth life and activities. However, the evidence and the experience of Cyprus and indeed of many other countries presents the opposite picture.

In the first place, youth is not a minority. In Cyprus 31% of the total population are between 12-25 years of age, while 54% of the world's population is below 25 years of age. On the other hand, juvenile delinquents in our country comprise only 0.3% of the criminally responsible juvenile population i.e. ages 7-15 years. The needs and attitudes of our youth have certain aspects which are common to the youth of developed or developing countries: their quest for education, interest in the arts, and aspirations for the achievement of human rights and social justice. They are affected by the conflict between generations; they are imbued with the urge to make a mark on the world. They are idealists and they thrive on change.

Our youth, while influenced to some extent by the western youth culture, have also discovered the potential power of their own force through the part they played in the national struggle and in obtaining national independence for their country. As a result, some of them secured strategic political, administrative and social positions of prestige and importance, and they no longer wish to be served or to be used. This social status was won for youth in general and as a result the youth of today have a different outlook and feel more confident and more independent in their relations with each other and towards the others. They no longer tolerate being seen as objects and treated as pawns by adults. They want to become agents and beneficiaries of development rather than its victims. They want to plan their future and make decisions which affect their lives. They increasingly feel the need for participation in public affairs and in the economic

and social development of their country. Their demonstrations and school strikes are a manifestation of this urge.

The development objectives of our country, as with many other countries, are better conditions for a population which is mainly youthful, so that the linking of youth to development is inevitable. As has been said, "No development can take place if the youth people in the population are not involved. No development plans can be implemented without large numbers of young people working for them. No major benefits can accrue to the population at large without accruing mainly to the young." That is why the keynotes of modern youth policies are "participation" and "greater responsibility".

It is within this context that the Ministry of Labour and Social Insurance, through its Department of Social Welfare Services, launched in 1968 for the first time its Community and Youth Work Programme, as part of the Second Five-Year Development Plan 1967-71. It is significant of the thinking behind the Plan that youth work was perceived as an integral part of community work.

The Plan was drawn up in order to combat the threat of disruption to the traditional family bonds and close-knit community life by social changes, such as increased mobility and urbanisation brought about by rapid economic growth. It also responded to the existence of unplanned, unguided, unco-ordinated and often wasteful activities by voluntary associations in the community service field, and the belief that youth could, if facilitated, improve their culture and involve themselves in developmental action.

The broad objectives of the Community and Youth Work Programme are:

- (a) the motivation of communities to take appropriate action for the solution of social problems, where necessary through financial assistance in the form of grants-in-aid; and
- (b) the provision of services for the welfare of youth and the mobilization of youth to establish their own institutions through which they could promote activities for self-development, as well as for the development of society.

With a view to securing the welfare of youth and the promotion of their participation in community action, the Department of Social Welfare Services of the Ministry of Labour and Social Insurance on the one hand rendered direct service to youth through the establishment of Youth Centres in the three major towns, namely Nicosia, Limassol and Famagusta, and on the other hand promoted the establishment of clubs and youth centres by community welfare associations and youth organisations in other areas, including town neighbourhoods and large rural centres.

Two of the three Youth Centres, in the towns of Nicosia and Limassol, were established and are operated by the Department of Social Welfare Services. A social worker has been allocated to supervise their activities, as well as to promote youth work in the District and supervise the community and voluntary youth clubs and youth centres which have been established. The third Youth Centre in Famagusta was established by a voluntary organisation on the encouragement of the Department. This organisation assumed responsibility for the payment of rent and the purchase of most of its furniture and equipment.

The broad objectives of the youth service and the youth centres in particular are:

- (a) to promote the progress and welfare of youth through opportunities for satisfying their basic needs;
- (b) to train youth in citizenship and the assumption of responsibility; and
- (c) to help develop youth culturally and socially and enhance their ability to participate effectively in the development of their country.

The Youth Centres operated by the Department are staffed and equipped in order to provide facilities for cheap meals, rest, recreation and for the physical, cultural and social development and vocational guidance, mainly for working youth. The youth centres are run on a large measure of self-government and their members, with the guidance of the social worker, organise lectures, debates, artistic and other cultural activities, participate in regional and national sports tournaments, organise educational excursions and camping, and participate in voluntary community work projects. Increasing importance is given to the latter

activity and a fuller account of same is given later in this paper.

In pursuance of its youth policies, the Department of Social Welfare Services provides technical and/or financial assistance to voluntary organisations, youth groups and community welfare councils for setting up new youth centres, youth clubs or other youth services, or for developing existing ones, where on the basis of a proper social study it is established that there is a need for such services. At the end of last month there were 26 community youth centres in operation all over the country (8 for girls) with a total membership of 1350.

Under the Grants-in-aid Scheme the Department of Social Welfare Services during the last three years assisted financially and provided technical advice to 24 voluntary organisations and community welfare associations for promoting youth services in their communities with a sum of £5,500.

As stated earlier in the report, the Department of Social Welfare Services, through its Community and Youth Work Programme and in realisation of its youth policies, increasingly provided scope and opportunities for the realisation of the needs of youth to participate in community service projects, especially in the rural areas where the need was more felt. The community youth services in two of the major Districts, namely Nicosia and Famagusta, were organised on a District level with the establishment of Federations of Youth Centres and District Youth Committees. The Famagusta Federation of Youth Centres also organised District conferences and seminars for the promotion of youth work in their District.

The list of community service projects in which members of the above youth centres participated during the last two years is quite an impressive one. The activities described below give an indication of the type and range of the projects;

(a) A good number of the youth centres are housed in purpose-built premises of their own, which their members helped to build through voluntary labour and with materials donated by the community.

(b) Members of the youth centres offered voluntary labour work for the building in various communities of:

- (i) day care centres
- (ii) children's parks

- (iii) play-grounds
- (iv) sports grounds

(c) Youth centres initiated and participated actively in regular campaigns for:

- (i) the improvement of church-yards, village squares and cemeteries;
- (ii) village cleanliness, tree-planting and conservation of the environment, especially during the peak tourist season;
- (iii) village sanitation and mass inoculation during epidemics.

(d) Youth centres organised:

- (i) groups of volunteer blood-donors;
- (ii) visits to hospitals, social welfare institutions and army camps during Christmas and Easter for giving presents and for entertaining patients, national guardsmen and inmates of institutions;
- (iii) work-parties for repairing the houses and rendering service to needy old people;
- (iv) fund-raising activities for community welfare purposes, such as scholarships for poor students;
- (v) sports and athletic tournaments;
- (iv) community celebrations on religious or national holidays;
- (vii) handicraft courses.

(e) Members of youth centres participated in the apprenticeship scheme of the Ministry of Labour.

The youth participated with great enthusiasm in these projects and derived immense satisfaction and benefits from them through acquiring a sense of responsibility, training in

citizenship and feeling that they had made useful contribution to society. The communities also benefited through the fostering of community spirit, as well as the improvement and the enrichment of community life.

Youth service, however, is not limited to the activities of Government and community youth centres alone. Apart from the young farmers' clubs run by the Ministry of Education, there is a wide range of voluntary organisations carrying out youth work, some of which are affiliated to international organisations. Some overseas organisations, such as the United Nations Association of the United Kingdom, organised a couple of years ago work-camps in co-operation with Cyprus youth organisations. Moreover, students of secondary schools are organised in societies, the activities of which include voluntary community service.

In spite of the progress made in youth work during the last few years, there is full realisation that conditions affecting youth change at an ever-rapid pace and fresh needs arise and problems crop up which need to be faced and met. To this end, the Department of Social Welfare Services, in planning for youth for the years to come, will endeavour to make provision for the expansion and development of its youth services to meet emerging and anticipated needs. Some of the basic problems identified in the field of youth work are:

- (a) further co-ordination of Governmental and voluntary activity. The latter is considered of paramount importance for the attainment of the overall objectives;
- (b) further and deeper study of the needs and problems of youth.

PART IV

Background Addresses

YOUTH AND DEVELOPMENT IN ASIA AND THE PACIFIC

H.E. Mr Josua R. Rabukawaqa
High Commissioner for Fiji in the United Kingdom

Mr Chairman, you have asked me to comment on the background paper produced by the Commonwealth Secretariat on the seminar held last year in Malaysia for the Asia and Pacific region.

One glance at this paper cannot but impress me with the extremes demonstrated by the facts and highlighted by the figures. Extremes in area from the largest to the smallest countries, from the 1½ million square miles of India to the 2 square miles of Pitcairn. In population, from 560 millions in one country to a mere 100 in another. Not to mention the diversifying differences in their religions, languages, culture and customs, to name a few more, and then to ponder and wonder - what holds these Commonwealth countries together? There must be a unifying force.

Reading between the lines of these reports one has the impression that there seemed to be an upsurge in the youths of Asia and the Pacific. Are they causing problems? If they are, how can one sublimate these surging emotions and harness them for the betterment of their respective regions?

I am here today representing the Pacific area. I come from Fiji. The isles of Fiji in the South Pacific lie about 18° to 20° south of the Equator, spanning the international date line. Fiji comprises some 300 islands, 100 of which are inhabited by 520,000 people of a multi-racial community. The total area is about 7,055 square miles.

Sugar is the main industry and accounts for over 60% of the country's total exports. Then there are copra, gold and tropical fruits. Fish and meat are canned and exported along with some tropical fruits and vegetables. Tourism is also booming. Our gross domestic product has risen from \$F36.m. in 1950 to \$F90.m. in 1970. Our gross national product per capita in 1971 was \$400 U.S.

When our King and Paramount Chiefs ceded our islands voluntarily and unconditionally to Her Britannic Majesty in 1874, Fiji was a country with one major race. Today, it has developed into a multiracial community. More than half the population are Indians from east India; a little over 40% are native Fijians. The other 10% consist of Europeans, Chinese and other Pacific Islanders.

We achieved our political independence peacefully, without going into general elections, two years ago; and we have been continuing to progress in harmony and in peace, respecting and tolerating each other's differences. I have given you a brief background of our youth which I will now discuss very briefly.

The need to curb the zeals exhibited by youths first seemed to be recognised in Fiji by church leaders. Youth leaders were sent overseas for training; and in 1950 a Youth Department was formed by the Methodist Mission (to which 83% of the Fijian population belong) to encourage youth to take more positive participation in life. Seminars and conferences followed on a self-help basis, as there were no funds available anywhere to service such meetings. It caught on like wildfire, throughout Fiji, then Tonga, Samoa, and Rotuma followed. Now every three years seminars are held in Fiji, Tonga, Samoa, New Zealand or Australia which youths representing those countries attend. They support themselves, and pay their own fares, board and conference fees.

Themes for the seminars and conferences do not confine themselves to religious subjects. They cover all aspects of life and problems confronting youth. Most of their resolutions fell on deaf ears during colonial days, but it did not discourage them. Every year they still meet and discuss their problems, and they have been able to inject new ideas, new perspectives in the life of the Church, which encouraged them.

They have just completed a project which took them ten years to achieve. That is a three-storey modern complex concrete building which they themselves built under the direction of a professional builder who is also a member. The complex building has a concert hall with stage, dormitories, lecture rooms, gymnasium and offices. At times they were short of money and materials, but never a shortage of will and manpower to carry out manual work, during the building of that project. The building is now in full capacity use.

Following this, the Catholic Youth Movement, the SDA, the YWCA, the YMCA and the Student Christian Movement have all come into being and joined hands to tackle the problems of youth. The Boy Scouts and Girl Guides, of course, were on the ground before this, following their formal patterns.

A new trend of social service by youth emerged two years ago. In a combined Youth Conference, it was moved to accept and support the establishment of a voluntary service scheme which was to begin with the students and be part of the Fiji Student Christian Movement becoming an independent body at a later stage. The objectives of the scheme are:

1. To give appropriate service to people who are in need.
2. To promote understanding between the highly educated and the less educated people of Fiji.
3. To promote cultural understanding among the different cultures of Fiji.
4. To localise the voluntary services given by overseas groups.

Six months after the establishment, a group of volunteer students from various colleges and institutions spent six weeks during their Christmas holidays in one of the outlying islands, helping to establish a secondary school. The work done included the construction of teachers' quarters, under the supervision of students from the Technical Institute, with villagers providing the labour; the cataloguing of books in the new library by university students; work on the school garden by the agricultural students; and the teaching of health and education to parents and the community by medical students.

The volunteers also returned with the answers to questionnaires which they had obtained from the rural community, and submitted these to the Ministry of Social Services to give information on the needs and requirements of that particular area in terms of future development.

Many of these young people consider some form of social service as an urgent necessity for their personal growth. They believe it builds up their knowledge and experience and develops skill. Through co-operation in voluntary labour in

backward areas, they find reality less remote. They become more mature as far as human relations are concerned and are confronted with the limits of possibility in realising their own ideas.

Since Fiji became independent, the Government has been very much concerned with the increasing youth problems and the positive move by the young people, for it has set up last year a new Ministry, the Ministry of Youth, Sport and Rural Development. This new Ministry is seeking the co-operation and help of all youth organizations in trying to meet the needs of youth in Fiji. Its role is to co-ordinate rather than to create.

On the political scene, the youths have recently formed a multiracial political party and have styled it the "Young Alliance". The "Alliance" is the present party in power. It consists of the three racial parties: the Fijian Association, the General Electors (European-Chinese) and the Indian Alliance. So the "Young Alliance" formed by the youth is a further step to integrate the three separate races into one party - the "Young Alliance" supports the "Alliance".

It is often useful in endeavouring to identify local problems of youth, or whatever it might be, to cast our eyes around, near and far, and see how other people, though under different conditions and backgrounds, are battling with theirs. What effects have the problems had on their youth, or what effect has their solution had on their problems? In doing so, it sometimes gives one the inspiration required, the different ideas that might be tried, or it may confirm one's doubts. Even if merely to prove to ourselves how immature they are, and how effective our methods have always been all along. It is such programmes of action that rejuvenate energies, and comparisons fertilize programmes of action, giving the impetus to progress.

I would like to congratulate the Director of the Education Division of the Commonwealth Secretariat and his co-workers for what they have achieved since they were saddled with this challenging task, and for the practical approach they have developed on this most fascinating and absorbing project. An aspect of the approach that appeals to me is the way in which they have involved the youth themselves to participate in the discussion of their own problems and in identifying them.

Very often in the past the experts were called on to endeavour to diagnose where the problems are, then to formulate classical remedies to match them. Theoretically, most do look good, and may have been the best solution, but, without the participation of the party concerned, there is lack of communication and inspiration: the recommendations often ended up on shelves.

I think it was Professor John Adams who once said that if you are going to teach John Latin, you must not only know Latin; you must also know John. The experts may know Latin back to front, but who knows John and what John wants better than John himself? For these reasons, I welcome this approach in the participation of youth to help identify their own problems in co-operation with the experienced people who have the interest and welfare of youth at heart, and who have been engaged in youth work, as we have seen in this seminar.

In my opinion the youth in developing countries have been misunderstood and disregarded for some considerable time. After providing them with good education and training we tend to regard them as our inferiors. I believe the youths want to be recognised and to be treated as our equals. If we believe in equality then we must grant them their due. They should not be deprived of the opportunities and responsibilities merely because they are youths.

When I refer to equality, I am reminded of that memorable speech by one of Britain's foremost Prime Ministers, Disraeli, when he said that there are two kinds of equality. There is the equality that elevates and creates and the equality that levels and destroys. Raising one of his hands with his fingers closed together pointing upwards in full view of his audience, he pointed with the index finger of his other hand to the middle finger of his raised hand saying: "To that fellow, equality means the raising and elevation of the other fingers to enjoy its status." Then pointing at the thumb of the raised hand he said: "To that fellow, it means the chopping off of the rest of the fingers to come to his level, which of course would cause bloodshed and pain."

Does it ever occur to some of us, that perhaps at times the youth of today, with the advantage of learning we have provided for them, and by inheritance and through mass media of modern facilities, have developed and matured earlier than we realised, have often found themselves in the situation of the latter?

YOUTH AND DEVELOPMENT IN AFRICA

S. Kihumba

Executive Secretary, Board of Adult Education, Nairobi

Mr Chairman, Ladies and Gentlemen:

It is a particular pleasure and privilege for me to have this opportunity of coming to Cyprus. Perhaps you will remember that your own President has visited Kenya on two occasions. I hope that my President will have an opportunity to return this gesture of goodwill between Kenya and Cyprus.

I have been asked to speak on "Youth and Development in Africa". In Africa, as you are aware, countries have emerged from colonial rule and within the last seventy years many changes have taken place. Africa has progressed from the days in which it was labelled the Dark Continent to the modern days of industrial revolution. The traditional African culture, based on the kinship system, has been transformed from subsistence economies into a modern industrial society. From both the individual point of view and the national these changes have brought about a dislocation of the many ties which existed before colonial rule. On the political front new institutions have been created. Education has cut across the tribal boundaries and institutions have defined new concepts of justice, law, civic and political responsibilities, parliamentary procedure, government administration and democracy. These developments took place at a time when there was a shortage of trained manpower and a shortage of social and political means. On the economic front, as you are aware, the monetary sector, marketing organizations and the price structure are all factors which have a bearing upon a subsistence economy, on the rural peasant farmers and on the workers in the rural areas. Economic development also brings with it the organization of trade unions. These can be a hindrance if their efforts are not properly channelled towards the goal of national development.

The rate at which these changes have taken place has naturally put a great strain not only on individuals but also on the society as a whole. Furthermore, Africa has emerged in the international context. Earlier there had been communication between Africa and the Americas, Europe, and to a certain extent the East. Africa is now, however, in the mainstream of

international opinion and is involved in such co-operative bodies as the United Nations and the Commonwealth. A niche in the international field has been found by Africa mainly through the adoption of policies of non-alignment.

This is a crucial time in African history and young people are facing problems not only from within their own society but also from outside - some political, some economic. They are living in two worlds, the old and the new. We have not had time to develop our own education system. Our education system was transplanted from Britain and it was made part and parcel of our national development. In the course of the post-independence period we have had to re-think the principles on which education should be based if national development is to be promoted. This is no easy task and will take some time. It must be remembered also that, however much the education system is changed for the age group 6-12 years, the results of this labour cannot be seen before fifteen or even twenty years have passed. The education of young people, particularly teenagers, who are the nation builders, and the people who are involved from day to day in the economic and political life of the nation, has been the subject of much discussion.

One problem we must remember is the extent of illiteracy, which is a major handicap in the development of Africa. In Kenya, for example, only 60% of the school age children are going to school and after they have completed seven years of education 30% of these drop out at secondary level, for one reason or another. This results in a barrier between the planners, the leaders and the led, and also acts as a brake on economic development. How can we utilise this manpower which is not sufficiently developed to be harnessed into the total effort?

In this context and with reference to the report of the Commonwealth Youth Seminar held in Nairobi we can now look at some of the problems which the Government of Kenya and many other African Governments have tried to tackle. One of the most popular approaches to solutions is the inauguration of National Youth Service schemes. In some countries these were started as political measures to contain the independent spirit which had developed in the young people. Some people felt that the youth were becoming a political threat and expressed a desire for the energies of young people to be channelled through an organization towards more productive ends. In other cases it was felt that an opportunity was needed to complement the formal education system by offering opportunities for vocational training.

Elsewhere it was felt desirable to prepare young people for employment openings in industry and in government. For whatever reasons National Youth Services may have been inaugurated, the most important aspect is that they help in shaping the ideas which young people acquire and make them more aware of African objectives.

The Kenya National Youth Service is in a way para-military in the sense that members wear uniforms, live in camps and are disciplined. They do not get a normal wage; they receive instead a token amount of £1 per month which is either paid in cash or saved for collection by the member at the end of his course. Initially it was intended that the course should be of one year's duration. This, however, was found to be inadequate and the course was therefore extended to two years. At present there are about 7,000 young men and women involved in the scheme over the two year period.

Employers, the Government, the Army and the Police Force have displayed great interest in the graduates from the National Youth Service. It has been regarded as perhaps the greatest contribution which Kenya has made toward channelling energies of youth into the development process.

Other smaller organisations, such as Boy Scouts, Girl Guides, and the 4K clubs of the Ministry of Agriculture, aim at orientating young people towards rural development. Kenya is a vast country and covers an area of 235,000 square miles. If Kenya is to produce its own food and also to produce enough for export, the land has to be developed. The main emphasis is on trying to get youth interested in rural development through acquiring skills in agriculture and marketing. This is not the easiest of tasks but we have taken the plunge and hope that it will succeed.

Another problem which has to be dealt with when we talk about rural development is the actual meaning of the term. Does it mean building roads in new areas? Building more schools? Reorganizing the farm structure? The Government has made an effort to involve youth in long-term projects with economic implications rather than in short-term projects. It prefers to involve them in projects which young people can see for themselves as being an investment for their own future. Many parts of our country are extremely arid, and the Government has involved young men and women in irrigation schemes, in the construction

of dams and canals and improving water supplies generally. Such undertakings are a permanent investment in the infrastructure of the country. The Government has also involved youth in the construction of roads and communications. Members of the National Youth Service, for instance, are helping to construct the great road from Nairobi to Addis Ababa which will finally end in Cairo. This will be a permanent asset to the country's communications system. It is also believed that young people will feel more committed in projects which they can see will increase employment opportunities in the rural areas through the stimulation of development around the farms. Some parts of the country are as yet inaccessible and the cost of constructing roads in these areas is prohibitive. Young people have assisted in the construction of air strips, facilities which are desirable for the improvement of communication among the widely scattered communities.

These, then are the types of projects in which we feel young men and women should be involved as they not only generate employment within the immediate area but are something of permanent value. Some people have been sceptical in their assessment of the value of National Youth Services. Naturally a great deal depends upon the basic concept behind the schemes. Kenya is, at least, willing to give the Service a chance.

I have attempted to outline the part being played by young people in the development process in Kenya, largely through our National Youth Service. I shall be pleased to discuss any points with you in greater detail.

YOUTH AND DEVELOPMENT IN THE CARIBBEAN

Dr J.A. Maraj
Director
Education Division, Commonwealth Secretariat

Those who have read the tourist brochures or looked at the films sometimes come to regard the Caribbean as an area of eternal bliss in which the sun shines all the time, a lot of rum flows and calypsoes fill the air. It is not quite like that. The Caribbean happens to be a real place. It doesn't only exist in pictures or on calypso records, with its only product steel bands. I hasten to assure you that is a very different kind of area from the one portrayed in that way.

It is indeed an interesting area, partly because historically it found itself with people drawn from many parts of the world. There are people in the Caribbean who look like me, most of whose ancestors went from India to plant and cut sugar cane. There are people of African stock who were brought over in the days of slavery. We have Chinese, Jews, Japanese-people of every creed, race and religion.

In some ways it stands in striking contrast to Asia and also to Africa. Guyana, which was originally British Guiana, and which in fact is on the South American continent, (the only part of South America which was a British colony), is distinct from the rest of the Commonwealth Caribbean. Guyana has over 700,000 people on an enormous land mass, most of which is virgin territory - as yet unexplored. But apart from Guyana the rest of the people in the English-speaking Caribbean come to no more than about 4 million in all. So we are really "small fry", compared, if you like, with Commonwealth Africa where you are talking about 120 million, or Asia and the Pacific with some 700 million.

The islands are mostly heavily populated, although there is great disparity in the density of the population. In Barbados, for example, which has only about 160 square miles, there is a population density of something like 1,500 per square mile; in a place like Dominica, which is very mountainous, it is about 235 per square mile. Montserrat, which still happens to be a British colony, has been recorded as having 32 square miles but

according to information I have received over the last six months it is now 34 square miles. Perhaps it was measured when the tide was out !

What I would like you to realise is that the Commonwealth Caribbean is a series of islands set in the Caribbean sea, between North and South America. Partly as a result of its history, the general standard of education, certainly at primary and secondary level, is relatively high. There is not much illiteracy. Formal education is reasonably good. There was no university until 1948, so that people of my generation had that kind of experience outside of the West Indies. This raises a very important point which I should make at once. There is a kind of inverted snobbery now developing in some parts of the developing world. The fact that I went to university in Britain ten years ago might have been a good thing, but now that the new countries are establishing their own universities people are saying that if you haven't been educated in the home soil you cannot really understand local issues. This attitude, I think, also has relevance to a place like Malta, because one may want to examine at a certain stage whether in small communities like yours there is a need for some people - not necessarily a large number of people - to move a bit farther away and get wider experience. To be home-grown is one thing: to be blinkered is another!

I think I ought to say that the Caribbean is essentially a young people's region - 62% of the population is under 25. Nearly all children have access to primary education but, unlike Africa, there are not large land masses, there are no extensive farms, so that if a young man doesn't quite "make the grade", as they say, there is no point telling him to go back to the farm because there is no farm to go back to; he did not come from the farm in the first place.

Although I am now dealing with the Caribbean I should like, too, to draw attention to one or two issues of a general kind based on my experience in that part of the world. It is terribly important for all of us to think hard about some of these issues. So many of us are reading the same books, talking to the same people and meeting the same kinds of experts, that we may be coming to perceive certain problems which appear similar or identical. This is quite dangerous. I would encourage you, especially the young people, to take the issues and analyse them very carefully in the light of local circumstances. For example, it soon became clear in the Caribbean Seminar that when we

began to talk about unemployment and people leaving school and not being able to find work, some of the experts, the consultants, those who wear badges like mine, said: "Let them go back to the land; agriculture is the answer." I remember that at the seminar, about half way through, this question was put. "Is there no possibility of creating employment for these young people by turning to the sea?" It had not occurred to many of them that they were dealing with island communities, in the waters around which foreign trawlers were catching prawns and lobsters and sending them back again in cans for sale! The only solution they knew to the unemployment problem was "Back to the land", but there is no land to go back to. Even if some more of the land was to be used to produce more sugar, and then on the world market the prices slump, what have we achieved? We have probably kept more people cutting cane and processing it but that is about all.

I hope I have said enough to give you some sort of feel for the area. I should like in the next few minutes to deal with specific outcomes from the Caribbean Seminar.

One of the main things that emerged from the seminar was that traditional occupations were unacceptable to young people even though they could not see any alternatives. It is important to remember that you may tell the chap to go back and do a bit of craft work or fishing and so on, but he does not want to do such things. He cannot see what else there is to do, but his aspirations are fixed on the mountain tops. Meanwhile his extended family looks after him. If he does not earn money he can always go and pick a few fruits from somebody's garden. The social pressures on him are of a different order. If he doesn't want to work, he will not work, yet he will not starve.

There is also in the Caribbean the question of what is called "incomplete families". In the 1950's many people left the colonies (as they then were) and went to Britain because the streets were paved with gold. The men were getting on banana boats leaving the women behind. One of the consequences of this period is that in some families there was no head, no father figure. The implications for young people growing up did not become clear until much later.

Another matter that emerged from the seminar by way of problems and needs was a kind of new class-consciousness, whereby those who were selected for secondary schools and later went to university came to see themselves in truly elitist terms and had little contact with their peers who missed the

conveyor belt.

The terms 'rural' and 'urban' and the differences associated with this categorisation produced problems in the Caribbean Seminar as they may also do here. When one speaks about 'rural' in the African context, for example, this is understandable, but when you speak about 'rural' in the case of Barbados or Tobago you may really be talking about a twenty minute ride from the heart of a bustling city.

Nevertheless, the question of people leaving the so-called rural areas and squatting around the main cities creates new kinds of problems. Some young people prefer to come into the city and to hold their hands out than to stay on the estate and till the land. And when you get to a place like the Bahamas it can be even worse. Some school-leavers are finding it more worth their while "to use their hands"; one to carry a suitcase and one to hold out, than to stay at school, because of the large numbers of American tourists who visit that part of the world.

Another thing that emerged was that there seemed to have been a fetish, partly because of colonial traditions, for buildings and institutions which were decorative, ornamental and massive. There was a lack of appreciation of the desirability of utilising the resources of the community, of building schools using ordinary local wood, local galvanised roofing and so on. In addition it was evident that if you built something for a certain purpose you shouldn't use it for anything else. You could have a community centre right next to a school or next to a church. The school could be over-crowded, while the church remained empty for much of the time and the community centre came alive only at night. Young people in these communities have begun to open their eyes and question some of these practices under the banner of "social justice".

Governments have been under pressure and in some cases there has been a breakdown of discipline, failing communication between youth and the establishment, and fewer job opportunities. In the face of this Governments began to seek quick solutions. Some decided that the answer lay in setting up youth camps and in some of the islands youth camps were established to cater for the 16-18 year olds. In the camps young people pursued basic skills over two years, but the camps cost money. At best they are only a short term measure and their effects are only minimal on the real problems.

In the Caribbean then, people are re-thinking completely the part which youth can play in the development of their societies. This is being done with imagination and vigour. Despite the enormous difficulties some progress is being made and there has begun to emerge the new Caribbean man, not unaffected by his history but not enslaved by it either. It is this kind of being that today's youth seeks to become.

APPENDICES

1. Seminar arrangements
2. Directory of participants and Secretariat
3. List of seminar documents and background material

SEMINAR ARRANGEMENTS

Heads of Government at their meeting in Singapore in January 1971 instructed the Commonwealth Secretariat to continue its activities in the youth field and recommended that a Commonwealth conference of Ministers concerned with youth matters be convened in 1972. The Secretariat, having already organised regional youth seminars in Africa and the Caribbean, arranged for a third for the Asia/Pacific region in August 1971. In order that all Commonwealth countries might participate in the preparations for the Ministerial meeting, which is to be held in Zambia in January 1973, short local meetings were arranged for those countries which geographically lay outside the three regions already dealt with, namely Malta and Cyprus.

The Commonwealth Youth Seminar in Cyprus was arranged by the Government of Cyprus in co-operation with the Commonwealth Secretariat, and took place from 26 to 28 April, 1972. It was attended by some forty participants drawn from various youth organisations and including people actively engaged in the youth field from a number of Government Ministries. A link with the three regional seminars was provided by the presence of Mr S. Kihumba, Executive Secretary of the Board of Adult Education in Kenya, H.E. Mr J. Rabukawaqa, High Commissioner for Fiji in London and Dr J. Maraj, Director of the Education Division of the Commonwealth Secretariat. A complete list of participants is included at Appendix 2 of this Report.

The seminar was very fortunate in the selection of its venue - the School for the Deaf, Nicosia, whose headmaster, Mr Marcou, spared no pains to ensure the comfort of the participants.

In its working sessions the seminar considered the five agenda items (Youth in Society, Education and Training, Employment, Youth in the Service of Communities, and Programmes for Action) in groups, following the delivery of an introductory background address by a local speaker. These were followed by plenary sessions which ensured that differences of opinion received further airing.

The Seminar was honoured by the presence of the Hon. Mr F. Petrides, Minister of Education, and Mr A. Mavrommatis, Minister of Labour, at the opening and closing sessions. The inaugural address was delivered by the Hon. Minister of Education

and the closing address by the Hon. Minister of Labour. The full texts of their speeches are included in Part II of this Report, together with the addresses given by Dr J.A. Maraj of the Commonwealth Secretariat, who served as Chairman of the Seminar.

The Secretariat wishes to record its gratitude to the Ministers of Education and Labour and to officials of these Ministries who assisted in the local preparations for the Seminar under the chairmanship of Mr A. Christodoulides, Head of Elementary Education in the Ministry of Education.

On behalf of all participants and especially of the resource personnel who attended from overseas, the Secretariat acknowledges with gratitude the assistance given by the Commonwealth Foundation.

DIRECTORY OF PARTICIPANTS AND SECRETARIAT

Chairman: Dr J.A. Maraj
Director, Education Division,
Commonwealth Secretariat

- Mr Ch. Charalambides
Youth Section
United Nations Association (Cyprus)
- Mr C. Christodoulou
Principal Welfare Officer
Ministry of Labour and Social Insurance
- Mr T. Chrysostomou
Senior Welfare Officer
Ministry of Labour and Social Insurance
- Mr C. Constantinou
Boy Scouts Association (Cyprus)
- Miss M. Efstathiadou
Officer, Rural Home Economics
Ministry of Agriculture
- Mr C. Eliades
Prisons Department
Ministry of Justice
- Mr S. Evangelides
Chairman
Cyprus Youth Hostel Association
- Mr A. Hadjivasiliou
Cyprus Sports Organisation
- Mr N. Karamichalis
Health Inspector
Ministry of Health

Mr Ch. Karydas
Community Youth Centre

Miss A. Kashioloudi
Chairman, Student Union
Pedagogical Academy

Mrs Th. Koumeni
Inspector, Home Economics
Ministry of Education

Mr P. Koutouroushis
Senior Officer for Industrial Training and Employment
Ministry of Labour and Social Insurance

Mr M. Maratheutis
Principal
Pedagogical Academy

Mr S. Matsis
Planning Bureau

Mr Ch. Michael
Senior Welfare Officer
Ministry of Labour and Social Insurance

Mrs M. Neophytou
Welfare Officer
Ministry of Labour and Social Insurance

Mr G. Olympios
Community Youth Centre

Miss S. Orfanidou
Officer, Rural Home Economics
Ministry of Agriculture

Mr N. Panayiotou
Publications Officer
Ministry of Education

Miss E. Pantazi
Officer, Rural Home Economics
Ministry of Agriculture

- Mr A. Papadopoulos
Inspector, Elementary Education
Ministry of Education
- Mrs M. Papaonesiphorou
Welfare Officer
Ministry of Labour and Social Insurance
- Mr N. Papaxenophontos
Inspector General, Elementary Education
Ministry of Education
- Mr P. Pavlou
Programmes Officer
Cyprus Broadcasting Corporation
- Mr P. Persianis
Inspector, Literary Subjects, Secondary Education
Ministry of Education
- Mr Ch. Philokyprou
Inspector, Technical Education
Ministry of Education
- Mr G. Prountzos
Pancyprian National Youth Organisation (PEON)
- Mr Ch. Psiloinis
Unesco Secondary School Groups
- Mr A. Roussos
United Democratic Youth Organisation (EDON)
- Mr A. Stasis
Cyprus Chamber of Youth
- Mr Th. Stylianou
Assistant Headmaster
Secondary Education
- Mr V. Vassiliou
Community Youth Centre
- Dr P. Vanezis
Cultural Counsellor
Cyprus High Commission, London

RESOURCE PERSONNEL

Mr S. Kihumba
Executive Secretary, Board of Adult Education
Nairobi, Kenya

H.E. Mr J. Rabukawaqa
High Commissioner for Fiji in London

SECRETARIAT

Dr J.A. Maraj
Director, Education Division

Chairman

Miss J.S. Morrill

Report Secretary

.....

Mr A. Christodoulides
Head, Elementary Education
Ministry of Education
Cyprus

Chief Liaison Officer

LIST OF SEMINAR DOCUMENTS AND
BACKGROUND MATERIAL

General papers

GEN/1	Agenda	
GEN/2	Working paper	
GEN/3	Youth in Society	(Th. Stylianou)
GEN/4	Education and Training	(A. Papadopoulos)
GEN/5	Employment Opportunities for Youth in Cyprus	(P. Koutouroushis)
GEN/6	Youth in the Service of Communities	(C. Christodoulou)

Background Papers

BP/1	Youth and Development in Africa	(Secretariat)
BP/2	Youth and Development in the Caribbean	(Secretariat)
BP/3	Youth and Development in Asia and the Pacific	(Secretariat)

Background material

Youth and Development in Africa

Report of the Commonwealth Africa Regional
Youth Seminar held in Nairobi, Kenya,
November 1969.

Youth and Development in the Caribbean

Report of the Commonwealth Caribbean Regional
Youth Seminar held in Port of Spain, Trinidad,
August 1970.

Youth and Development in Asia and the Pacific

Report of the Commonwealth Asia-Pacific
Regional Youth Seminar held in Kuala Lumpur
Malaysia, August 1971.

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