ECONOMIC COMMISSION FOR AFRICA
Regional Seminar on Problems
and Needs of Youth in Africa
Kampala, 14 - 23 September 1969

PROBLEMS AND NEEDS OF YOUTH IN AFRICA

By

Mr. I.K.K. Balaba, Deputy Head
Social Development Section
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Youth Needs, Problems and Measures in Africa</td>
<td>1</td>
</tr>
<tr>
<td>General Setting</td>
<td>1</td>
</tr>
<tr>
<td>II. Youth Needs</td>
<td>4</td>
</tr>
<tr>
<td>Health</td>
<td>4</td>
</tr>
<tr>
<td>Socialization</td>
<td>4</td>
</tr>
<tr>
<td>Education</td>
<td>5</td>
</tr>
<tr>
<td>Employment</td>
<td>5</td>
</tr>
<tr>
<td>Welfare Services</td>
<td>5</td>
</tr>
<tr>
<td>Social Security</td>
<td>5</td>
</tr>
<tr>
<td>Participation in Decision-making and in Government</td>
<td>6</td>
</tr>
<tr>
<td>Special Categories</td>
<td>7</td>
</tr>
<tr>
<td>III. Youth Problems</td>
<td>8</td>
</tr>
<tr>
<td>Urban Problems</td>
<td>8</td>
</tr>
<tr>
<td>Main Problem</td>
<td>8</td>
</tr>
<tr>
<td>Rural Problems</td>
<td>10</td>
</tr>
<tr>
<td>Education and Training</td>
<td>11</td>
</tr>
<tr>
<td>Health Problems</td>
<td>11</td>
</tr>
<tr>
<td>IV. Measures Required to Deal with Youth Needs and Problems</td>
<td>12</td>
</tr>
<tr>
<td>Youth Programmes</td>
<td>12</td>
</tr>
<tr>
<td>Special Measures</td>
<td>13</td>
</tr>
<tr>
<td>Education with a Wider Meaning</td>
<td>13</td>
</tr>
<tr>
<td>Unemployment</td>
<td>15</td>
</tr>
<tr>
<td>Studies and Research</td>
<td>16</td>
</tr>
<tr>
<td>Policy</td>
<td>16</td>
</tr>
<tr>
<td>Co-ordination of Activities</td>
<td>17</td>
</tr>
<tr>
<td>Voluntary Organizations</td>
<td>17</td>
</tr>
<tr>
<td>Youth Participation</td>
<td>18</td>
</tr>
<tr>
<td>Government Main Contribution</td>
<td>18</td>
</tr>
<tr>
<td>V. National Youth Projects</td>
<td>Page</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Kenya</td>
<td>20</td>
</tr>
<tr>
<td>Malawi</td>
<td>20</td>
</tr>
<tr>
<td>Upper Volta</td>
<td>22</td>
</tr>
<tr>
<td>Togo</td>
<td>23</td>
</tr>
<tr>
<td>Nigeria</td>
<td>24</td>
</tr>
<tr>
<td>VI. United Nations Contribution</td>
<td>25</td>
</tr>
</tbody>
</table>
YOUTH NEEDS, PROBLEMS AND MEASURES IN AFRICA

General Setting

Many African countries are becoming increasingly concerned with the critical situation created by the increasing number of young people: their needs and measures required for the fulfilment of their needs and dealing with the inherent problems. Governments as well as voluntary organizations have come to recognize that, in a large measure, success in achieving sustained and meaningful long-term development depends on the national ability:

(i) to promote welfare measures that will improve the physical and mental well-being of youth before and after their joining the national work force;
(ii) to provide the facilities for their necessary basic education and skill training; and
(iii) to create an economic environment in which productive and rewarding work opportunities are available for youth.

The reasons for this are quite apparent. These young men and women, who comprise about 40 per cent of the population in many African countries, have a working life of about 40 years in front of them. Given the opportunities, they are the ones whose contribution will help to modernize the society and economy. Given direction, their energies and ideas will be vital to the process of nation building.

Depending on resources as well as the particular characteristics of the social and economic set-up, each country has its own pattern for dealing with these needs; but the basic problem is the same for all countries; i.e. of providing welfare, skill training and employment for youth within the context of economic and social priorities in development.

Many countries in Africa are with increasing concern turning to the needs and problems of youth in both rural and urban areas. These needs

1/ In this context young people refers to the 12-25 age group.
are very pressing ones and their urgency is all the more appreciated when it is realized that today's youth are the adults of tomorrow and that neglect of their needs of today may jeopardize the whole development process tomorrow. It is quite clear that success in this field depends on meaningful and long-term planning to meet the needs of youth through developing and improving national youth programmes.

A great many of the youth problems arise mainly as a result of the inability of the family, the community and the government to satisfy their legitimate needs. Many of the social transformations occurring today are affecting the lives, roles and circumstances of the young. Transformations which have taken place in the family structure have resulted in children breaking free of their families at increasingly early ages. This has denied them of the traditional security, parental care and control, thereby exposing them to all the danger resulting from their inability to adjust to changed conditions. Left to fend for themselves they are often reduced to living by their wits on the fringes of society. Equally the withering away of the traditional economic and social structures have resulted in a number of ills the most sufferer of which are the young men and women.

There are a diversity of youth problems due to the many categories of young people and the wide variety of their social, economic and cultural situations that any generalization is difficult and unrealistic. For the basis of our discussion, I am making only one distinction, which is between urban and rural youth. This simplified distinction takes no account of the manifold differences between countries and within each community, the aspirations, needs and attitudes of youth and the measures that these call for which inevitably vary from one case to another.

The rural youth, which is still the biggest category in African terms, present different problems as their role is mainly concerned with rural economies. Most of these are still dependent on subsistence economy, working and living off the family farm or livestock keeping, and obtaining their essential manufactured goods from the proceeds of the small-cash crops grown on the family allotment, sale of livestock or fishing. Although the rural youth is also faced with problems much similar to those
experienced by the urban youth, economic and personal problems are, no doubt, more severe in an urban environment.

The urban youth, whose ranks are being constantly swelled through the flight from the land, lives in an environment of different social, economic and psychological situations. He is faced with economic, educational, health, physical, social and psychological problems. The urban youth, not having found his place in the new economic, social and cultural set-up faces far more complex problems than his rural counterpart.

Governments of African countries are facing growing problems arising from the need to organize national programmes, which will cater for the needs of young people and enable them to participate more effectively in national development. Urgent measures are required for combating ill-health, lack of skills, unemployment and under-employment among young people to enable them to participate fully in the economic and social development of their countries.

This paper attempts to define the major areas of problems and needs of youth with which African Governments are currently faced and the difficulties experienced in the development of national youth service programmes which would provide not only employment opportunities for both urban and rural youth, but which would essentially offer them opportunities for both formal and informal education, leisure time activities and facilities for discovering and developing their personal resources so that they may be better equipped to play their responsible role in the social and economic development of their countries.

The paper suggests a number of guidelines and objectives for our work in the seminar. These are not exhaustive but have been made with the sole purpose of stimulating thought and discussion. No conclusions have been drawn except one that the questions it deals with are serious, complex and immediate and that they are of concern to all African countries.
YOUTH NEEDS

In practical terms it would not be necessary to discern economic and social needs from socio-economic problems as the two tend to merge into each other. However, since without these needs there would be no problems, a distinction must be drawn between the two to be able to relate cause to effect.

The needs of youth in developing countries of Africa are many and varied, but most of them are common to them all. These could generally be summarized as:

(i) Provision for good health;
(ii) Guidance in social attitudes (socialization);
(iii) Provision of formal education and acquisition of specific skills;
(iv) Full and secure employment;
(v) Provision of welfare services;
(vi) Social security;
(vii) Participation in decision-making and in Government.

Notwithstanding, the basic need of young men and women in Africa today is adequate training and opportunities for gainful employment.

Health

In the field of health, there is a need for health education, embracing public health and nutrition, medical care and opportunities for a sound physical and psychological development.

Socialization

Although it could be argued that the socialization process for the young thrives more on actual opportunities for having developing and meaningful relationship at work, leisure, etc., there seems to be a need for counselling and guidance in social attitudes, especially at school and the period preceding employment. It is also necessary to develop their national consciousness, patriotism and good citizenship.
Education

In the field of education, the education for youth should prepare them for a working life, leisure time activities, civic and social life. Besides formal education, there is a great need for vocational training, career guidance and civic education. Education in its wider sense should also cover the need for self-confidence and confidence in the society and its future.

Employment

The needs of youth in relation to employment involve a need for a good foundation for work, including a good general education and appropriate training and a need for development and learning at work.

Welfare Services

There is a need for welfare services designed to enable individuals, groups and communities to meet their needs and solve their problems of adjustment to a changing pattern of society, and through co-operative action to improve economic and social conditions. In developing societies, social welfare services emerge partly to meet human needs that can no longer be satisfied exclusively through the traditional institutions of a more static period.

Social Security

The youth need security. Security means the feeling that you belong somewhere, that you are of importance to someone, that you can get help if you are in trouble. As an increasing number of youths can no longer depend on their families for economic and social security, they are not only in need of paid employment but also want to feel secure in their jobs and assured of a place in the society in which they live. There is a need here for governments and non-governmental organizations to provide social security systems to render assistance in cases of dire need or destitution. Many of the undesirable elements in modern African society, especially juvenile delinquency, are to be attributed to the insecurity felt by the youth in changing conditions, in a new and unfriendly environment.
Participation in decision-making and in Government

The youth of today no longer wish to accept blindly decisions made on their behalf, either at home, school or at Government level. They feel a need for change and a wish for them to secure the position and consideration in society to which they consider themselves entitled and a general desire to have a say in matters affecting their welfare. It is noticeable in many African countries today that young people want to play an increasingly active part in matters affecting their countries. When this aspiration comes up against the existing structures, there develops a problem of what is commonly known as 'conflicts between generations'.

This phenomenon is both on the national and international plane that no one is unaware of it and is marked by frequent events of youth demonstrations and manifestoes, sit-ins and sometimes violent protests. This is more noted among student organizations all over the continent.

One aspect of this problem worthy of special note is a conflict, intellectual and moral, tending increasingly to divide the young from adults. With modern means of communication making it possible for them to disregard frontiers and acquaint themselves with all cultures, the young appear to have created a sort of international culture specifically of 'youth' in opposition to the adult culture, still fixed in the traditional patterns. Hence an antinomy, in opinions, behaviour and ethical principles, that affects the very foundations of modern society and raises problems whose gravity is acutely felt on both sides and which are, perhaps the hardest to solve in the present circumstances.

Youth needs are urgent and pressing in many countries. Their fulfilment is becoming more difficult every year as the number of young people involved increases year after year. These needs are not only felt by the young people themselves, but also by governments, voluntary organizations as well as public-spirited individuals. Although the needs are experienced both in urban and rural areas, there is a difference of degree and urgency more marked in urban areas. The fulfilment of these needs is one of the most pressing problems facing African Governments today.
Needs must not be understood as a set of items as such, but as a relationship between the goods and services utilized by a person and the resulting level of his welfare and performance. Ordinarily, the larger the amount and the higher the quality of goods and services supplied, the higher will be the level of resulting welfare and performance.

Special Categories

The physically and mentally handicapped youth, whose number is quite substantial in many countries,² have special needs in addition to those experienced by the rest of their generation. These require special attention and planning. They involve special schools, specialized training, rehabilitation programmes, sheltered employment and in some cases full-time care requiring a variety of specially trained personnel — medical doctors, physiotherapists and occupational therapists, social welfare workers, vocational counsellors, teachers, and employment officers. At certain stages of rehabilitation, special facilities and equipment may be needed, particularly in medical rehabilitation.

There is a need in some communities to overcome traditional public attitudes of indifference or superstition concerning the handicapped, and to enhance public understanding that the handicapped person is an individual with the same rights and many of the same needs and responsibilities as any other member of the community.

It should be appreciated that the special needs of youth are usually additional to the general and basic needs of the whole population. Youth programmes are, therefore, additional to the ordinary social programmes which often do not cater for the special needs of the youth.

²/ Estimated at between 8 to 10 per cent.
YOUTH PROBLEMS

It would perhaps not be necessary to list the youth problems here, as, except for some personal ones, youth problems have a direct bearing on their needs which have already been enumerated in the previous section. However, I think mention should be made of the urban youth problems which, as explained earlier, are more complex and pressing and demand immediate attention if worse situations are to be avoided.

Urban Problems

These may briefly be stated as: unemployment, low-paid jobs, lack of skills, lack of basic education, lack of vocational training opportunities, poor housing conditions, insanitary conditions, over-crowding, lack of recreational facilities, frustration and loneliness, restlessness and instability, feeling of neglect and being unwanted, insecurity, and often lack of understanding from responsible authorities. Many of the personal problems experienced by urban youth arise out of the inability of the young person to adjust himself to urban patterns of living based on a new social order, new habits and values.

Main Problem

Briefly stated, the main general problem facing the countries in Africa today is the rapidly rising populations, which mean that great numbers of young people are reaching adolescence without any schooling, or with only a few years of primary education, with perhaps a poor foundation of health, with little or no training for the newer types of employment and with great uncertainty as to whether they can find jobs. Added to this general trend, may also be cited the pressure of new patterns of socio-economic needs and the inadequacy of existing urban and rural economic settings in terms of meeting these needs.

For many countries it is the job-seekers with very little or no formal schooling who present the most serious problem of unemployment. Most of these cannot be trained in specific skills because of lack of basic education. Many can only do menial jobs, and as their number
increases every year, the problem of too many youths chasing too few jobs becomes serious. The economy of most African countries cannot absorb all job-seekers.

In present-day Africa, many more children go to primary school than ever before and, consequently, many more young people roam the cities in search of work. Every major city has its pool of unemployed youth growing as each year passes.

About three-quarters of all the unemployed in African cities are under the age of 30; of these, the predominant number by far are school leavers. A school leaver can be defined simply as a person who has received a certain amount of schooling and cannot go further with his formal education either because of limited family finances or because of shortage of institutions for further schooling.

If the school leaver follows his father to the farm he would be doing something that he could have done without going to school at all, in the circumstances, it is only reasonable from an economic viewpoint that he should migrate to seek his fortunes elsewhere.

As an illustration of this problem, it is indicated that in 1968, Uganda with an estimated population of 8 million had 642,000 children enrolled in primary schools (1 - 7 years of education) in 1968, which was 47 per cent of the total school age population at these levels. Roughly one-third of those who attended primary school attain secondary school places or in other institutions - teacher training and agricultural schools.

The main pressing problem here is that of young people who left school after or before completing their primary education. As has been indicated only one-third go to secondary education and a small number obtain jobs which may be menial ones. In all, more than 30,000 young people complete their schooling each year without any possibility of either continuing their education or finding employment. There is also the other 50 per cent of children who never attended school but all the same expect to get jobs. The cumulative effects of this problem over a number of years presents a very serious situation. The situation is
typical of many African countries.

Until recently, all those who secured education beyond primary level had no difficulty in obtaining jobs, but the position has changed because of the very large numbers of young people attending post-primary educational institutions and schools and the expansion in the number of jobs is not keeping pace with the increase in numbers being educated. This goes to indicate that even those with some secondary education may have little hope of getting jobs.

Aspirations aroused through the process of formal education, and hopes and expectation aroused by political leaders after independence for a better future, create frustration to the young mind as he faces the realities of the situation. The problem of unemployment among school-leavers thus represents a deep-seated social problem in most African countries.

When unemployment stretches over a long period with consequent insecurity, there follows the threat of increasing juvenile delinquency, crime, prostitution, physical ill-health, mental disturbances and sometimes a resort to drugs. Besides, when a society becomes more and more divided into those who enjoy comforts of modern living and a large number of unemployed, as the trend seem to indicate in Africa today, there is always a distinct threat to national stability.

Unemployment of any kind has a high social and economic cost. Those not working reduce the standards of living and the potential savings of those who are; and for the nation, when development is urgently being sought, unemployment means a tragic waste of human resources.

Rural Problems

In rural areas, the great exodus of young people to urban areas tends to lower farm production and delay agricultural modernization. There are countries where many villages are being depleted of able-bodied young men who leave their villages in large numbers for what they consider better opportunities in big towns.

The absence of satisfying jobs and basic amenities in villages and rural towns is one of the reasons why many school-leavers reject
traditional occupations in rural areas and leave their villages as job-
seekers in the larger towns and cities.

This large and rapid influx into cities brings pressure on the city
services - health services, water supply, housing, sewage and refuse
collection etc., leading to urban squalor and vast shanty towns on the
fringes of big towns and cities with all the social problems they entail.

**Education and Training**

On the educational standpoint, we notice that the educational system
introduced by the colonists prepares the youth for what are usually termed
the white-collar jobs in towns. It does not prepare the rural youth to
either cope with rural life or give him any skill to take up adequate paid
work. As a result, the school drop-outs and those not trained in any skill
find it difficult to get assimilated in the economy. This problem, no
doubt, calls for a closer look on our educational system which many now
believe needs to be adapted to our contemporary needs.

The other pressing problem in the training field is that young people
who wish to acquire some skill in order to better their lot, find it
extremely difficult to do so because of either lack of basic education or
inadequacy of training centres. Apprenticeship is in most cases also not
available.

**Health Problems**

On the question of health, poor health resulting from bad feeding,
over-crowding, insanitary conditions of living etc., result in lack of
physical stamina at the time of the youth's entry to the national work
forces. Not only does this result in lower performance at work, but also
often in loss of the job and personal distress. Here, a vicious circle
develops where ill-health leads to unemployment and unemployment to ill-
health.
MEASURES REQUIRED TO DEAL WITH YOUTH NEEDS AND PROBLEMS

To meet the youth needs enumerated earlier, services under health, educational, vocational and social welfare auspices are necessary. In urban areas, these services need to be brought into focus and given opportunity for concerted action in comprehensive urban programmes for families, children and youth. In rural areas, they can have a part in integrated rural development programmes. Of considerable importance in rural areas is agricultural extension and home economics extension services which reach young people, especially through young progressive farmers' activities.

It is considered desirable that rural youth programmes should include not only individual projects in the field of agriculture, home economics, handicrafts and other skills, but also group projects such as the improvement of roads, improvement of sanitary conditions, digging of wells and building of sports and recreational grounds which would serve the whole community.

Youth Programmes

Programmes of youth may be focused around three major fields of activities:

(i) Activities connected with the preparation of young men and women for their effective participation in the social and economic life and development of their communities and countries and their involvement in the development process of their communities and countries as the best agents of development;

(ii) Activities connected with the preparation of young men and women for constructive citizenship and their active participation in service to their communities and countries;

(iii) Activities to enable youth to make constructive use of their leisure time for the promotion of their physical and mental development. Programmes are required, especially in urban areas, to provide outlets for the energies of idle youth.
Special Measures

Special measures deserving special attention include school education, out-of-school educational activities, vocational training, recreational facilities and activities aimed at encouraging the enlistment of young people in the service of the development of their country or their local community. Equally important are special measures required for dealing with special groups such as the physically and mentally handicapped youth, the newly urbanized youth in shanty towns accommodation, the destitute and homeless. Special measures are also required for the treatment and rehabilitation of juvenile delinquents. Many of the measures taken in these instances are modelled on patterns from European countries, but they should, more and more, be adapted to meet the special conditions of the contemporary African scene.

Education with a Wider Meaning

As indicated earlier, our educational system has proved to be somewhat inappropriate to our needs. This calls for a close look at this problem to see how best it can be adapted to our needs. In meeting this problem, there appear to be a number of approaches open for consideration from both the side of education and the side of employment.

In our evolving societies, the whole concept of education needs to be reformulated. Education should be viewed in its widest meaning to include indigenous learning process, on-the-job training, community improvement education as well as the formal classroom instruction. Equally important it should include inculcation of attitudes favourable to social change, life and work. Education should be geared to prepare young school leavers for satisfying and remunerative employment either in urban or rural areas. For those with a bent towards farming, assistance should be given through agricultural extension programmes to help them become progressive farmers while working on family land holdings. In the urban setting, vocational training centres, on-the-job training should be given to youths whose educational background make it possible for them to benefit by such training. Apprenticeship in promising small industries is also recognized as one of the more effective ways in trade training.
On-the-job training approach has been found to be more useful and less expensive than vocational training whose capital outlay per pupil is considered very high. Experiments have shown that training on the job tends, in comparison with vocational schooling, to be faster and more practical. Such efforts may be greatly strengthened by small Government subsidies or tax exemptions to employers who accept and train young persons.

Another different kind of vocational training on the job is exemplified in Nigeria's apprenticeship system, which has been described as a kind of indigenous education. Derived from traditional apprenticeship practices, but now extended to cover crafts of modern as well as traditional type and formalized into a regular system, this growing scheme already provides training and entry into employment for some 2 million young Nigerians. These are mostly young school-leavers over the age of 14, who have had from four to nine years of formal schooling. Apprenticed under formal contracts, usually in writing, they pay a fee for their training, generally about £5 or £6 per year, for periods of three to five years, and often receive from the master some cash spending money or goods in kind. For the master, who is usually an independent operator, the apprentice's fees, which are paid each year at the beginning of the annual period, provide significant capital for beginning or enlarging his enterprise. In large enterprises this contribution of capital is not so important.

The apprentice in the small enterprise learns not only the manual skills but also something of managerial and business techniques. When all the conditions of the contract have been fulfilled, the master awards a "diploma", and the Government administers a 'trade test' which if passed leads to a 'certificate' showing the standardized grade attained by the apprentice. He may now set up in independent business for himself, if he obtains the capital, or else work for wages under the same master or in another, perhaps larger and more modern, firm until he can accumulate the necessary resources for independent business.

This system thus promotes badly-needed new entrepreneurship to a degree perhaps far outrunning the formal craft schools. Perhaps in
order to hasten progress a design is needed for infusing within this network of apprentice training a range of improved technical and business skills. What is needed are various blends of classroom and on-the-job training – technical education combined with part-time work and full-time apprentice combined with special technical courses, and subsequently assistance for small enterprises to be provided by "an Industrial Extension Service".

Unemployment

Unemployment among the youth being the main problem facing many African countries, it is important to consider some of the measures being taken by some countries in dealing with this problem.

In the Central African Republic and Zambia as examples, large farm settlements have been set up to bring school-leavers back to the land with modern farming practices and allow their efforts to be a demonstration to traditional farmers in their home areas. In spite of all the training, financial and other assistance given to the youth to settle down on their farms, the projects have by no means been all a success. The ever-increasing number of young people coming up on the labour market every year, many of whom have no wish to stay in rural areas, still leaves the problem unsolved.

The problem of reducing unemployment, or to put it the other way, of creating employment opportunities for all, is to a large extent the same as the problem of development itself. This obviously will take long-term effort. By stepping up the rate of investment and by building capital and abilities at key points, the demand for labour of all kinds will grow, particularly if care is taken to adopt labour-intensive processes wherever technically and economically feasible. As national output increases, a large number of people are drawn into the productive system. The higher the rate of economic growth achieved, the greater the number of employment opportunities that will be revealed or can be self-created. To attain this higher rate of economic growth, related to a higher level of employment, calls for certain basic choices in policy. Local capital formation is essential to industrial development. To this end a
realistic national incomes policy is essential. Saving and investment must be encouraged. This involves some sacrifice by the individual.

Studies and Research

Before any youth programmes are initiated, it is vitally important to undertake appropriate studies in the light of which a decision on the measures best suited for the situation can be taken. Because of the limited resources of developing countries, mainly in the form of capital, long-range planning is essential so as to achieve the best results at the minimum of cost. If long-term solutions in harmony with the general pattern for economic development are not designed now, some countries may be pushed during an emergency to adopt stop-gap or even coercive measures that could turn out to be very costly. Temporary set-ups organized under pressure have a way of turning into permanent institutions which may not be the ones desired by the architects of national progress.

Programmes once decided on need periodic systematic assessment and evaluation to determine whether the objectives of any particular programme or service are still relevant. It would be in the light of this that a decision is taken to expand, alter or terminate the programme.

In view of the experimental nature of most national youth service programmes, it is important to have flexibility in design and in day-to-day procedures, continuous research should be provided for, including comparative cost assessments. These results, combined with exchange of information with other countries on their experiences, may well lead to adjustments within the programmes. More effective exchange of information among countries on the experiences of national youth service programmes, including information about how obstacles are encountered and overcome, would be most beneficial.

Policy

A national policy relating to youth as a particular segment of the population is desirable because of the special needs of the young people, their role in the society and the economy and the organizational problems of caring for them. A national youth policy should grow out of the
experience of a country and be consistent with its social and economic goals. It should provide a legal basis for action on youth problems, and it should provide for progressive steps in the development of youth and their participation in society. It should be sufficiently flexible to seek solutions to unsolved problems and to lead towards the society of the future.

Co-ordination of Activities

In many African States responsibility for youth activities is highly decentralized. There may be strong reasons for this, but on the other hand, there is a strong case for having one overall authority co-ordinating all youth programmes. There are frequently as many as 4 or 5 ministries and perhaps an equal number of voluntary organizations involved in aspects of youth programmes without any co-ordinating organization. Because youth needs are interrelated, these agencies overlap, sometimes conflict with each other and sometimes fail to serve each other. The changing pattern of the young person's needs means that his main care passes from one ministry to another; e.g. from the Ministry of Health to the Ministry of Education, and then to the Ministry of Labour, but without adequate provision for the transition. There are many ministries and agencies concerned with youth, yet none takes an overall responsibility. Co-ordination of youth programmes is essential.

Clearly, there is much to be gained by greater co-ordination of youth programmes. In fact the trend, as observed in some African countries, is to bring this about. The question, therefore, is: how best can these programmes, involving welfare, skills and jobs for youths, be brought into a more co-ordinated pattern and merge with overall strategy of national and local development.

Voluntary Organizations

There is a need for governments to encourage further co-ordination of the programmes of voluntary organizations engaged in youth programmes with central and local government development plans. There appears to be a strong case for public assistance to these organizations, within the limits of available resources, through grants-in-aid or help by providing
equipment, especially where such voluntary organizations endeavour to fit their programmes to the nation's needs. Such voluntary organizations often have a vital role in orienting the attitudes of boys and girls towards the country's needs.

Youth programmes of both governments and voluntary organizations should be viewed as complementary, and they should be assessed in terms of their adequacy in meeting youths' needs of welfare, of skill acquisition, and shaping young peoples' attitudes and aspirations in respect of work.

Youth Participation

The youth themselves, especially educated boys and girls, should be given an opportunity of assisting in the formulation and implementation of their programmes by helping in organizing and running of their programmes. Such arrangement often results in their increased awareness of reality and consciousness of the problems of development.

Young people should be encouraged to put forward and publicise in their own magazines or local papers their own ideas concerning measures for dealing with their needs. Economic initiatives taken by some youth will be learnt about by others. Besides this, the fact of being able to exchange ideas in this way does much to develop constructive approaches to economic opportunity.

Government Main Contribution

Besides preparing youth for their life's work, perhaps the greatest single contribution that an African Government can make for its youth today is that of arranging the economy that youth can find enough beginning jobs which are productive and rewarding and offer the possibility for gradual self-improvement. These young people would then advance according to their individual merits. In large part, their welfare and training in skill would follow from the existence of such jobs.

In a growing number of countries, efforts are being made to extend practical measures on behalf of youth, to create an infrastructure adapted to the needs of the young generation, and to develop activities organized by the young people themselves and by youth organizations. As things are
at present, however, we cannot but wonder whether the existing structures, measures and activities are adequate to cope with current problems and whether, at the rate matters are proceeding, they can, as far as practical programmes and approaches are concerned, keep resources and efforts geared to the needs and problems.

In many African countries measures taken to deal with youth problems include establishment of governmental or para-governmental organizations to deal with youth problems, developing or intensifying self-organization by young people within the institutions formed for the service of youth.

A number of countries3/ have recently set up National Youth Service Schemes to provide work and training for unemployed youth. Such schemes, however, raise some issues - Is a country paying more for work projects done under these schemes than it would for the same projects if carried through by the Government's usual public works programme? Are the schemes drawing away scarce administrative talent? Are the numbers involved sufficiently large to make an impact on the problem? Does the individual get the kind of specialized training which will help him to acquire a job or create self-employment when he finishes his service? These are some of the questions which need to be closely analysed when assessing the merits of such schemes in relation to the development policies of a country. Youth employment is not merely an economic problem but a social and political one as well. All these aspects must be weighed when solutions are considered.

It would perhaps assist our discussions if we look at a few examples to illustrate measures taken in some countries to deal with youth problems. I hope that in the discussion other examples and kinds of activities will be brought out to allow a fruitful exchange of views.

3/ (Cameroon, Central African Republic, Chad, Congo (B), Congo (K), Dahomey, Ghana, Ivory Coast, Kenya, Liberia, Madagascar, Malawi, Mali, Morocco, Niger, Senegal, Tanzania, Togo, Uganda, UAR, Upper Volta and Zambia).
NATIONAL YOUTH PROJECTS

Kenya

In Kenya, measures designed to deal with youth problems and provide youth welfare services started in 1957 in the form of youth centres. These initially aimed at curbing the alarming influx of youngsters moving into major towns and providing full daily occupational training to the youth who for some reasons were unable to secure admission or proceed with the normal schooling system. The second aim was to protect the youth with little or no parental control from falling into delinquency or vagrancy. Today, there are over 200 such centres with a membership of around 20,000. These centres with funds from overseas charitable organizations and local donations are providing equipment and materials for carpentry, tinsmith, shoe-making etc.

The Government of Kenya, as a post-independence measure, established a Government controlled but voluntary National Youth Service, the objects of which include rehabilitation and training of youth and assisting in the development projects of the country. The main one, however, is to "put unemployed young people into an environment that will inculcate good citizenship and provide an opportunity to the social and economic development of the country".

The service is engaged in apprenticeship and agricultural training, work projects (self-help) and academic studies for the unschooled members. After training the youngsters either establish their own business or farm or take up employment. The scheme seems to be successful as in its few years of existence it has turned out a number of well-trained artisans from its vocational training programmes, who are badly needed by the country.

Malawi

The Government of Malawi in 1964 established The Malawi Young Pioneers, a National Youth Organization intended to play a vital role in the development of the country. The organization comprised of highly-dedicated young men and women, provides instructions in the training

4/ The movement had its origins in the youth wing of the Malawi Congress Party.
camps in various aspects of agriculture and forms the spearhead of rural development.

Participants are given a highly specialized training in the art of leadership, national dedication towards the development of Malawi and in modern agricultural techniques. Related to this training in skills are rigorous physical exercises, including military-style training. These young men and women provide a core of disciplined leaders for rural progress and are an essential element in the process of stimulating positive action programmes throughout the rural areas. The first training terms were opened in 1964. Since then successive numbers of young men and women have received comprehensive training courses of ten months duration.

The major policy of the Young Pioneers is directly related to the Malawi Development and National-building Programme, especially in the field of agriculture. Its foremost aim is to educate on a large scale a young rural progressive farmer, inculcated with a spirit of civic consciousness and personal volunteering, who will play a vital role in the rapid development of the rural areas.

These aims are achieved through youth voluntary services of bush clearing before settlement, construction of feeder roads, settlement and resettlement schemes and training of rural youth leaders. There is a need within the farming community of a progressive rural youth leader who can act as a demonstrator and as a liaison between more highly qualified extension workers and his local community.

Training of youth leaders is carried out in a number of centres, spread all over Malawi. In addition to the training programme, each training centre has its own farm where the trainees grow crops similar to those grown in their home districts. The aim is to produce enough crops on the farm to make the movement self-sufficient in food. Yields are, so far, 4 to 5 times higher than the average yields at the village level.

 Provision has been made for settlement in farming by giving land and extended credit, the land being enough for 10 acres of cotton, 2 acres of food crops and 2 acres of forestry.
The Young Pioneers are engaged in three phases of Malawi development programme in the agricultural sphere.

(i) The settlement of present unoccupied land;
(ii) The Agriculture Extension Services acting as a liaison with the rural community;
(iii) Construction of feeder roads.

The results show that the movement has inculcated a spirit of service into the minds of the youth. Thousands of boys and girls are active in part-time community clubs organized and supervised by graduates of the Youth Leadership course. Each club is allocated a task to improve local community service.

Notwithstanding, the movement is not without a hitch. Recent reports indicate that MYP's returning to their villages find problems of acceptance. Although a few have managed to break through the resistance barrier, measures are required to give assistance to the trainees in their settling down. The other matter of concern is that many of the MYP's who have graduated cannot be traced. It seems there is a need for a follow-up system which could both guide these youth and evaluate their experience.

Upper Volta

After independence the Government of Upper Volta realized the dangers of the traditional educational system and embarked on measures for the ruralization of education as a means of forestalling the mounting unemployment among young school-leavers. School drop-outs both in primary and secondary schools, supplied with insufficient and irrelevant education for job opportunities did not want to go back or stay in their villages.

According to a recent study carried out on youth, it is indicated that school drop-outs in the whole country are 73.5 per cent of the enrolment; of these 41.6 per cent are at a very low level of primary education. Bearing this problem in mind, steps were taken in ruralization of education at every level by giving the curricula a rural bias.
The school curricula was modified taking into account the realities of the social and economic environment of the country. The intention was to train young people and make it easier for them to work and stay in rural areas and serve as an instrument of development and bring about an agricultural and economic development.

Instead of the traditional 6/7 years of primary education, the new curricula in rural education narrows this to 4 years. Recruitment is mainly around 13/14 years to embrace those who have not attended or have dropped out of the ordinary primary schools. 2,600 rural training centres were planned throughout the country but so far only about 500 are operative. Out of these about 20 are for girls. These centres teach the French language, elementary arithmetic, elementary agricultural techniques and practical work in the field.

The Upper Volta experiment good as it may be it is not without difficulties. The main ones of which are:

(i) The existence of two systems of education, and therefore the decision as to which children should go to what system;

(ii) Employment opportunities for school-leavers: The utilization of graduates from these schools has been rather difficult. The output is far too large such that many have no job opportunities. Besides, some of the school leavers have no desire to stay in rural areas notwithstanding their rural education.

Togo

Among the measures taken in Togo is a very impressive operation to meet the agrarian problem, by training young farmers while broadening their cultural horizons. This is being conducted with technical assistance supplied by the Government of Israel. Local clubs of teenage boys are organized at various places in the rural areas, wherever unused land and local interest can be obtained. Half the boys start work on clearing and preparing the land, while the other half are sent to six months' training at a farm school where they learn and practice simple improved farming techniques and engage in sports and cultural and creative activities. At
the end of the 6 months' period, the separate groups change places, the trained boys now devoting themselves to practising their new skills on the club's lands, assisted by small subventions in seeds and fertilizers. Crop results to date have been good, making the 'ferme-école' almost self-supporting and the local adult farmers are reported to be learning valuable innovations from the youngsters.

Nigeria

No social and economic problem in Nigeria today is so urgent as that of finding employment for the ever-increasing number of school leavers. It has been estimated that of the annual increase of 600,000 in the labour force, 200,000 are primary school leavers. The extent of the problem of finding employment opportunities for these young people can be imagined when the number of job openings available annually in the modern sector of the economy is only 50,000.

To meet this need Federal and State Governments promoted a number of activities, including farm settlement schemes and institutes, to teach youths in modern techniques of farming. Government supplies the necessary aids and the cost of settling a young farmer on his own holding. The scheme is intended to give primary and secondary school leavers employment opportunities in the rural areas and to make life in these areas as attractive as possible.

The objectives of the Nigerian rural youth programme may be summarized as:

(i) To create interest in and develop respect for agriculture as an honourable profession;

(ii) To teach the youths informally, improved agricultural methods and practices which they can apply on their own family farms;

(iii) To develop competent agricultural leadership among youths;

(iv) To teach the spirit of thrift and inculcate in the youths the spirit of co-operation and team work;

(v) To develop character training for producing useful and patriotic citizens;
(vi) To develop pride and desire for achievements and improvements, and

(vii) To promote an opportunity for youths to develop a social and recreational centre in their rural communities.

In the field of technical and vocational training, there are quite a number of technical institutes, trade centres and crafts schools offering both full-time and part-time courses in a wide range of subjects and trades.

There are, however, difficulties hampering the development of youth programmes. These include lack of parents' support, inadequacy of training facilities, difficulty in getting real local leaders and priority of other projects over youth programme in the development plan.

United Nations Contribution

In the context of international community, various studies and activities have been carried out during the last 20 years by the Organization of the UN system. The United Nations and Specialized Agencies\(^5\) have afforded assistance to several countries for the development of out-of-school education and extra-curricular activities, the operation of national projects for the training of youth leaders, rural youth programmes and training projects, the appraisal of programmes of education, the establishment of a network of multipurpose youth centres, the planning of African regional youth document centres,\(^6\) and the establishment of vocational training centres. International meetings, seminars, conferences and study tours have made a distinct contribution in understanding problems of youth in Africa. Financial and technical aid have also been given to a number of individual member-State projects.

It is my hope and belief that the exchange of experiences and ideas in this seminar, the discussion on how matters could and should be dealt

\(^5\) ILO, UNESCO, UNICEF, WHO, FAO, ECA.

\(^6\) One centre in Algeria and another in Ethiopia.
with, will contribute in reviewing the existing programmes, both govern-
mental and of voluntary organizations, and make recommendations as to how
best the existing measures could be applied or improved in dealing with
the needs of youth.