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Role of National Youth Service Programmes in Economic and Social Development
1. Some Practical Problems in the setting of African Countries for Economic and Social Development

Africa is a large continent and although the countries in it differ in several important respects, no African country is so different from its neighbours in aims and ideas as to cause significant changes in their way of life. It will therefore be out of place to suggest methods which African governments may employ to channel the energies of their young people into work of national importance.

African countries on the whole face a whole range of difficult development problems, socially, economically and politically, and real progress depends on the solving of these problems. The economic and social development of Africa demands that many more Africans learn how to produce more wealth, both for personal consumption and also to pay for all the many government services such as schools, hospitals, roads and water-supplies they need. There is the need for everyone to become literate, able to understand the changes that take place, and able to play his part in wisely controlling the destinies of his country. Higher and technical education is needed, so that more and more people become well qualified for administrative and technical posts at every level in the government service and in industry. Again, much progress still needs to be made to develop a feeling of national unity strong enough to bring together the people of different regions in the countries, tribes and minority interests, and to give them all an overriding sense of responsibility for the general welfare of their countries.

Economic progress is, indeed, a fundamental need; for only a very great increase in African wealth can provide the requisite foundation on which a satisfactory social and political structure can be erected. This depends mainly on the development and utilization of Africa's human resources. Africans need better food; they must produce the means, either directly, by increasing their production of food, or indirectly, by producing other commodities they can exchange for it. The key factor is not merely increased production, but increased production, especially food, per head of the population. If increased output coincides with an even greater population increase, the standard of living must fall.

African countries need greatly extended health and medical services. Health problems are obviously important. While health standards remain low almost all desirable economic and social development is adversely affected. In fact, improvement of health is basic to the whole problem of development. In Africa, poor health is still responsible for a great deal of inefficiency among adult workers and it also has a very bad effect on school attendances and on children's ability to learn.
One common reason for a low standard of general health and well-being is lack of sufficient food, but health is also affected where the food eaten, however ample in quantity, lacks some of the substances the body needs to keep it in full health. Thus a badly balanced diet may cause nutritional diseases. Health standards are affected by other conditions also. Thus some diseases such as leprosy are spread by close and frequent contact of healthy persons with lepers; others, such as tuberculosis, by breathing in air laden with germs given out in the breath of those who have the disease. People are more likely to get diseases of these kinds if they live crowded together in one small room, and the risk of infection is increased still more if there is poor ventilation, e.g. if door and window openings are small, and kept tightly closed at night.

Bad housing also helps other kinds of diseases to spread. A thatched mud hut surrounded with food scraps and other rubbish provides an ideal home for rats, ticks, fleas and other similar carriers of disease. Moreover, beds made from reeds or bamboo provide hiding places for lice and bedbugs. The spread of plague, relapsing fever, and typhus fever is facilitated by the existence of such conditions. Yet other diseases are spread by flies settling on human excrement, from which they carry infection to food and thence to the body. Or the excrement may enter water and spread disease among those who drink it. There is no reason to suppose that African health standard has changed very much. There has been some improvement, it is true, but there is much leeway to make up.

Africa also needs a vast extension of education at all levels. Education is the key to all future development. It is needed both to help people to become more efficient producers of wealth and to fit them better for the task of governing themselves. In Africa of former days, before economic and social conditions were altered by the white man, African agriculture, like African agriculture, was suited to the needs of the people. Except for those who had been converted to Islam no one could read or write, and there was therefore very little in the way of formal teaching. But the young were given, nevertheless, an education which fitted them for the conditions of tribal life. Skills in crafts were thus handed on, together with traditions and customs and a sufficient knowledge of the complex systems of rights and duties which ordered tribal society. Education was usually rounded off by initiation ceremonies or "regimental" training which marked the entry into full adult status in the community.

While African conditions changed little from one generation to another, and all religions, social and economic activities centred on the tribe, an education which aimed at fitting the young to fulfil their duties as members of the tribe was satisfactory or at least tolerable. But the arrival of Europeans began a period of rapid change. The activities of missionaries, traders, and settlers, and the setting of colonial governments, gave Africans many contacts outside the narrow limits of tribal life and the traditional type of education in no way helped them to benefit from these contacts. The white man therefore established in Africa an education of a European type. This early European education failed to pay sufficient
attention to African needs and to the African situation. This deplorable situation has been partly remedied in recent years by the inclusion in the curricula subjects designed to meet the needs of Africa.

As a result of the mistakes made in the early days when education of European content was uncritically accepted as suitable for African conditions, education in Africa to-day is faced with many problems, particularly when it is considered as the key to all future developments. Education in all its ramifications has been on too meagre a scale, and therefore rather inadequate to urgent development requirements. In many of the schools the teaching is of very poor quality. The children are usually taught by ill-qualified and ill-paid teachers who lack even the minimum of desirable teaching equipment. Another generally recognized problem in African education is the problem of wastage i.e., many children give up attending school before they have stayed long enough to gain some permanent benefit from their attendance. A very high percentage of pupils in most African countries leave school after only one, two or three years, even though of late there has been an appreciable increase in the enrolment of schools. The wastage means that many hundreds of thousands of dollars are being spent in Africa every year - out of inadequate resources - on children who stay at school for too short a time to gain any lasting benefit for themselves. The ideal of quickly providing some minimum of school education for every child is still far from being realized in Africa, and the provision for education of girls still lags far behind that of boys.

If education is to have its full effect in Africa it has to reach the many adult Africans who have never been to school, and who, by reason of their illiteracy, have little understanding of those influences from the outside world which are now so greatly affecting their lives. Adult education is very essential since public opinion in Africa is less influenced by children. Community education is essential to provide knowledge needed to assist people to control their own future with benefit to themselves. The number of Africans fully qualified for professional and technical posts in medicine, engineering, commerce, agriculture, animal husbandry, law and social welfare - is small and far below minimum needs. These needs can only be met by a vast expansion of education at the secondary and higher levels.

Another practical problem in the setting of African countries for economic and social development could be seen in the field of labour. Labour was required on plantations and mines, and the people quickly responded to opportunities for wage-earning. But social organization has changed more slowly. Men leave their wives in their village homes while they go in search of temporary work, and by their absence they disorganize agriculture and rural society. Yet, because their absence is often only temporary, there has been little growth of stable urban societies where wage-earners can lead a family life under decent conditions, and acquire industrial skills of permanent value. Custom and social organizations are still in large measure based on the small-scale tribal societies of fifty years ago; but the economic conditions under which men now live are those of modern large-scale societies. For Africa to escape from strain and stress,
hardship and discomfort and to lessen social evils, she must adapt herself to the modern situation.

The lack of jobs combined with stagnation in the rural areas, which drives large number of young country folk into the towns in search of work, merely increases unemployment and prevents the young from acquiring the necessary skills. Many of them settle down as best as they can living from hand-to-mouth or being supported by a more prosperous relative. Often, they have never worked or held a steady job and they have no idea of labour discipline. Some of them become delinquents. Almost all feel disappointed and bitter and eventually become social misfits.

The schools are partly responsible for this state of affairs. Education, which in any case is available only to a section of the young population, is far too often unsuited to the needs of African countries. The "educated" young i.e., to a large extent those with a primary, post-primary or secondary schooling, often prefer non-manual work, if possible in the already over-crowded civil service. It is true, however, that lately growing numbers of them have shown some willingness to swallow their prejudice against manual work, but there is a shortage of jobs of this kind as well.

The main burden of remoulding African society falls on its own educated men. Unfortunately, the education of the African élite has done little to assist them with this task. It has too often been narrowly restricted to providing professional or technical training and merely to providing useful cogs in the machinery of government and of industrial and commercial enterprise.

Yet another problem facing Africa for economic and social development is its youthful population. By world standards today, countries in Africa have high annual net increases in their populations, typically between 2 & 3 per cent. As a result, there are high proportions of children to total populations. Frequently between 40 and 50 per cent are below the age of fifteen with consequent dependence on adult workers for provision of their needs for food, clothing, health, education and so on. The rate of advancement in the economies must consistently exceed the annual net increase in population in order that people's expectations for improvements in their living standards could be met. Because of the increasing numbers of young entrants to the labour force each year, the need of making the economic and social arrangements that would reveal suitable beginning employment opportunities for youth becomes urgent.

Finally, if we hold the ideal of a free Africa of responsible self-governing States, must we not also give at least equal emphasis in schools and colleges and in adult life to the provision of opportunities for political education? As men obtain political power they must be able to form sound political judgements if power is to be used wisely. But sound political judgements must be based on knowledge. Good intentions are not enough.
According to Delisle Burns in Political Ideals, (Oxford University Press):

"It may be that men and women of goodwill are most admirable, but they are dangerous if they are ignorant. And in political action knowledge is even more required nowadays than good intentions. . . . . no man can make up by good wishes for his ignorance of facts."

From whichever angle we view the factors which hinder progress - the misuse of land, the inefficiency of labour, the poor organization of production and marketing, the prevalence of disease, the lack of education, or the difficulty of promoting sound political development - we are brought back in the end to two root causes: the poverty of much of rural Africa and the lack of adequate education.

It is against this background that we can now discuss the role of National Youth Service Programmes in economic and social development in Africa.

2. Who are the Youth

The concept of youth varies throughout the world. Countries differ in their ages of consent, voting rights, driving, conscription and criminal responsibility. Again there are differences which sometimes obtain within a country as the legal age of compulsory schooling, the minimum age for employment, the onset of puberty, the age of marriage, and the age of criminal, as compared with civil, liability. The term "Youth" is generally used to indicate young people between the period from late childhood through adolescence to young adulthood and will include youth who are still at school as well as those who are married and have children.

For the purposes of this paper the term "Youth" is used to indicate young people between the ages of twelve and twenty-five. In certain cases older persons may be involved. All young people below twelve years of age should be the target for children's services. Three categories of youth will be the concern of this paper. They are youth who are in school, those who have finished school, and those who have never had any opportunity to attend or finish school.

This age group termed "the youth" should be helped because apart from understandable humanitarian motives, these young people are considered as having perhaps 30 to 40 years of working life in front of them. Given the opportunity they are the ones whose contributions will help to modernize the society and the economy. Given direction, their energies and ideas will be vital to the process of nation-building.
Poor health and lack of physical stamina at the time of entry to the national work force can result in low performances, in personal distress of many kinds, and can retard self-improvement on the job. Similarly, lack of skill training of the most suitable kind may lead to waste of reservoirs of latent talent that could be put to good account in work processes throughout the economy. Furthermore, where there exist large and increasing numbers of hopeful yet idle, youth — a condition that applies in varying extent to every African country at the present time — the negative implication can be far reaching. Such unemployment among youth (or their dissatisfaction with whatever modest tasks they may find to perform), especially when continued over a lengthy period, is destructive to the lives of these young people themselves, brings grief to their parents and relatives, and ultimately considerable loss of productive power to the nation.

Young people themselves are now required to take an active part in community life and development far earlier than in the past. Whereas it was once thought that young people had no other function than to prepare themselves for later life, it is now realized that they want and ought, to take part in political and social life very early and to assume their place in the community as soon as possible. That is why young people must be integrated into society and regarded as young adults, not as growing children. They must shoulder their responsibilities and be helped to do so.

However, not all young people are ready (while some are actually reluctant) to be integrated into the new social pattern. There are those who are ready to throw all their energies into vocational, civic, social and education activities for the good of society in general and for other young people in particular; but there are also those who refuse to play the game of life according to the rules and become a prey to boredom, passive pleasures, and vocational mediocrity or who may even lapse into delinquency. Both these groups call for consideration, and all possible measures must be taken which are likely to satisfy the positive aspirations of dynamic youth on the one hand and to help those who lack incentive on the other. The latter must be able to obtain advice, guidance and the additional education which they need to find their way in life and to follow it to their satisfaction.

Society as a whole and indeed all sectors of the national and international community, are aware of the problems of young people, of their needs, their future and their education. No proper idea can be formed of the development of present-day society if young people — its most dynamic factors — are set apart from it. It is therefore only natural that the community as a whole should be concerned with them.

3. Youth Services: Programme Content

Youth services in some form or another should be set up in every African country at national, provincial or regional and local levels; and that much effort should be directed to giving moral or financial backing to out-of-school educational activities. Youth organizations should receive
support and be able to develop freely within the framework of the various obligations imposed by their countries' development, and that they should be given ready access to new educational facilities. It is also important to ensure that adult education organizations help their members to adjust themselves to the new world, so that genuine contact may be maintained between the different generations.

The aim of the youth services is to help the individual boy or girl to become a good citizen to find a useful job and earn a fair living in it, and to enjoy a satisfying personal life. No one else in any country is more discussed, argued about and advised than the individual boy or girl who is about to start work. A further aim of the youth services is to try to discover and meet the requirements of the youngsters themselves.

Young people are frequently blamed for lack of responsibility, lack of aim, lack of self-respect, and lack of respect for others; they are assured that everything is being done for them and that they are doing nothing in return. It is not yet sufficiently widely understood that a sense of social responsibility depends largely on a sense of social worth. If denied sufficient chance to gain recognition and prestige as individuals, young people may take refuge in — or take revenge by — rudeness, destructiveness and crime for which the only reason given may be "I did it for fun." Offenders may have just those energies which can be satisfied by actively serving the community — if some will show them how to do it.

It is accepted that the basic unit of civilization in Africa is still the family; full and interesting family life is a thing with which no one interested in the welfare of young people will want to compete. Nevertheless, home life is too often lacking in room for recreation and in the security given by job, sympathy and understanding. Boredom and frustration enter the lives of thousands of young people. The gang-spirit, normal during this age period, can easily be turned into senseless or vicious misbehaviour. Fortunately that spirit can also be steered in directions likely to make young people into responsible and public-spirited citizens. The work of direction or redirection is the special task of the youth services.

Because of their great energy, mobility, and risk-taking ability, it has often been assumed that young people are more amenable to change than adults. Probably it is more true to say that youth is neither progressive nor conservative by nature, but rather a force willing to be renewed. What makes the adolescent and the young adult important elements in the renovation of society is the fact that they usually do not accept the established order as a matter of course, and they have relatively little vested interest in the spiritual and economic spheres. Further, youth is the element now benefitting the most from education and so has an added potential for change; hence it becomes necessary to involve them in national development.

Young people are not only open to change; they are often ready to promote change. In spite of the fact that young people do not have the
same status or authority as their elders, it is generally considered as a safe strategy for the youth to take the lead in some aspects of development and where useful to act as intermediaries for experts in approaching the local population in a development project.

Yet for all their potentialities, there are factors seriously impeding the participation of youth in development. Not all adults in traditional societies want to learn from youth. Not all adults in transitional societies want to accept advice from young people who have already accepted different manners or clothes or ways of life. In some societies young people themselves may share with the older generation some philosophical attitudes of detachment from material development or prejudices which keep them from the menial tasks so often necessary in development.

For young people to be involved in national development, it becomes necessary that the programme content for youth services should aim at meeting the needs of youth from the wholistic approach—mentally, physically and spiritually. Taking into consideration the other needs of health, education, opportunities for work, housing and leisure-time activities, the programme content should allow young people to work as volunteers for periods of varying duration; and to include youth in community development.

In Africa schemes for channelling the energies of youth into development projects are not unknown. Schemes that have been established in recent years in different parts of the continent vary in character. Some form part of the armed or military service, others are largely independent of them; some emphasize training, others seem to favour production; some are voluntary, others compulsory. Although provision is usually made for the entry of younger volunteers the great majority of these schemes have the obvious drawback that they take in young men only at the age of 20 or 21. But problems of idleness among young people or of training them in their responsibilities towards the community begin well before the age of 20.

Though these schemes face a variety of practical difficulties, it is only through such schemes that larger groups of youth could be involved in national development. It is therefore important to revitalize such schemes where they exist and to establish some where they are absent, taking into consideration local aspirations and cultural practices. It is also important when planning such schemes to seek to link the welfare approach with the investment approach in relation to the potentials of young people.

The advocates of youth service programmes have nowhere taken full advantage of the opportunities offered by the investment approach in competing for scarce development resources. They have allowed youth programmes to be treated on the whole as "consumption" activities, coming correspondingly low on the scale of priorities. These programmes are often judged on the grounds of maximum feasibility, under which they have to be classed either as an unfortunate necessity to be held as low as possible or else as a desirable luxury which can be postponed without great loss. The advocates have yet to learn how to present all their aims not
only as good in themselves but also as good for the nation, so as to give them a claim upon investible resources at par with other types of infrastructure work (transport, power, housing etc) or with direct industrial investment.

Since education is the key to national development, it becomes necessary now in Africa to revolutionize the educational systems bequeathed to us by the Europeans. It has become necessary to set up a new type of education especially for the rural majority since Africa is predominantly rural. The new type of education should be agriculturally oriented, and can first take the form of special courses to train a new type of rural school teachers. Such special courses should provide ample opportunities to them to learn improved methods of cultivating crops. At the same time these future teachers will be given a general education, because they will in turn have to give their pupils some schooling of a traditional type.

Rural education centres could then be opened all over in each country where these trained teachers could put into practice what they have learned.

These village centres could receive for a three-year period young children from the area, generally aged 12 to 16 years. Through practical tasks the children could be taught the advantages of improved agriculture - not an imported European type of agriculture, but one adapted to their environment, which they can readily appreciate and which they will be able to continue practising in the future, with crops they are familiar with, and with specially selected seeds and in soil which has been properly fertilized.

If this form of education is introduced and practised, it is highly probable that the economies of many African countries may find themselves gradually transformed. This type of teaching may cost a pupil only about a third of the cost of traditional schooling. Also, the young rural people who may attend this type of school may be reaching in just three years the grade level which it takes four years to reach in a conventional primary school.

In Africa the child's social environment is subject to rapid change. The school, therefore, has to teach the child how to live not only in conditions which now exist, but in those which may develop, and its further task is to qualify him to help changes in the existing environment to come about. Thus for many children a good deal of what is taught in the existing schools is not supported by what they see actually practised in ordinary village life. Present African education is handicapped by an environment which hampers rather than aids the effectiveness of school work. It is possible to attack this particular problem by educating the parents of the young people: adult education is indeed, an urgent necessity in Africa.

Specialists who have been trained in the agricultural centres could influence farmers with proper guidance and women's lives could be changed by social centres. In these social centres could be grouped dispensaries,
schools and model kitchens. Here the African woman could learn things which will soon be indispensable to her; how to make the baby’s cereal; how to prepare meals which differ from the monotonous traditional menu but are composed of locally available products; how to acquire, for good housekeeping a sound understanding of hygiene and health; and finally and eventually, how to read and write.

The most hopeful time of attack, to enable immediate action to be taken rather than to wait indefinitely to implement an ideal, would be to encourage the existing schools themselves to grow more food in school farms and gardens, concentrating on the production of easily grown foods - beans and the like - rather than on gardening of a professed experimental or educational type.

Primary education should not alienate youth from work in rural areas. At the same time, primary education should include a "knowledge for living" as well as be geared to jobs likely to be available in the economy; should inculcate a sense of the "nations purpose": should reflect the "cultural heritage". The implication of these views is that the curricula should be sensitive to local economic and social conditions, to the possibilities of their improvement, but should not be narrowly vocational.

Thus, mathematics should use local market examples; history and geography should involve national and African material as well as that of other continents. The school garden, school farm and handicrafts should be given more practical meaning and be the background for innovation locally. Since most African schools can claim to have such practical subjects, the real question is that of upgrading what currently exists. What should be taught should obviously be decided by African conditions, so that pupils might leave school well equipped to understand both the problems which will face them and the means by which these can be solved.

A very special place should now be given to agricultural training in primary schools in Africa. Schools should have annexed to them, farms or gardens where they do not exist. They should make possible active teaching, through experiments and demonstrations of theoretical knowledge. The school garden should give practical training. Thus practical training must be joined to very basic theoretical teaching which will lead to an understanding of scientific method.

This new educational feature will help the young people understand the revolutionary changes that are taking place in their countries' agriculture and to reflect on the progress which would follow judicious application of science and technology. The produce of the gardens which the youngsters and the instructors take care of in their schools should also be used in school canteens (which should be established in every school), and thus becomes a regular new source of nourishing food for the pupils.
Part of each school garden must be reserved for certain experiments (in types of fertilizers, improved specimens of plants, increased output, experiments on plants which are prevalent but ignored in the area, etc.). The pupils will thus have right in front of their eyes, adjacent to their classrooms, subject-matter for a good number of valuable lessons.

The project carried out by pupils in the gardens must sustain their interest, because if the children are interested then their families will be no less so and then, through the children, it will be possible to activate the rural population and make it accept vital reforms and new techniques which are indispensable for the proper care of their land. The work of the gardens must never become drudgery. It must be fully carried out by pupils and teacher together.

Too many young people are leaving the countryside nowadays in search of illusory salaried jobs in big cities. These jobs give them a narrower life than that which they could enjoy in their own villages if only they possessed a few simple but important ideas about agriculture and developed an interest in working on the land. A primary function of school gardens, therefore, is to lead children away from the notion that manual tasks are inferior. Their instructors' attitude can influence them and help them understand the value of this work, to give them a sense, above all, of its nobility.

To help Africa attain a practical, realistic, agricultural education, it should be closely related to good nutrition. Like other educational centres, stock farming educational centres could also be established to train interested young people how to produce egg-laying chickens destined for small stock farms to be opened all over the countries. The training should also aim at improving local breeds of fowl. The work of the centres should aim to a large extent at popularizing nutritional improvements. Furthermore, the centre could include in its curriculum the production of fodder for cattle, made from local products, and all the medicines needed to prevent parasitic and contagious diseases in cattle. Students who receive training in these centres must endeavour to allow as many farmers as possible to benefit from their training. A great effort at improving stock could be made in Africa by cross-breeding to enable the production of milk. After their nutritional education trainees should make it a point to campaign in the rural areas for the drinking of the milk produced. They should also campaign for increased consumption of meat, fish, eggs and poultry. This will doubtless contribute to an awareness of nutritional responsibilities among various strata of society and consequently a transformation of health conditions in the African countries.

While making suggestions for the opening of these centres, I am not unmindful of the inescapable problem of getting teachers to man the centres. This problem may be partly solved by getting the youth to study and discuss and appreciate the present need for education so that they come to realize more clearly that their hopes for Africa can never be realized without a
regular supply of a sufficient number of keen and efficient teachers. This could arouse their patriotism and induce large numbers to choose teaching as a career.

Since the education of girls suffers from some sort of handicap, it is necessary that special programmes should be mounted to meet the needs of girls. To meet these needs, Vocational Training Centres for girls could be encouraged. New Centres of practical education could also be opened where none exists. The candidates could be volunteers between 16 and 18 years old to receive a complete training. There should be general education, instruction in civics, hygiene, cooking — even work in embroidery, painting and basket-weaving all designed to keep them busy almost all day long. The morning could be reserved for traditional school work; the afternoons could be divided among manual tasks, sports, games, hiking accompanied by singing. Later on, a few of the girls could go to teach pilot projects in rural villages, while others remain at headquarters to help guide subsequent classes. This formula if properly applied is bound to be effective in giving practical education to African girls.

Another field in which girls could be gainfully employed is that of nursery nurses who look after children under school age in day nurseries provided by local government authorities and other voluntary bodies. Training courses could be mounted for these girls to attend in their working time. Classes in subjects of general educational value (as well as classes directly connected with their work) could be provided at the training centres.

In many ways the satisfactory education of girls is even more important than that of boys. To a large extent the solution of the problems of agriculture and soil erosion, no less than those of health, depends on the education of women. Because of the lack of education of women in Africa, nursing, teaching, social welfare and other professions which normally depend on women for at least part of their recruitment are starved of suitable candidates for training.

One way to solve African problems in development is to spread literacy more widely, both in the vernacular and in English or French. The power to read the printed word opens the way to further knowledge, not only at school but during the whole of life. The spread of literacy, preparation for training in vocational posts, and the provision of knowledge which will enable children as they grow up to understand a little better the problems they will have to face: these are all necessary and desirable aims for African schools, but there is a further aim — the development of character and the teaching of the right use of leisure. There is also the need to include some study of civics in the curriculum to foster common citizenship.
The schools make a second contribution to material progress when they also fit students to undergo professional or technical training on which, equally with wider general knowledge among the masses, African material progress must depend. Education for professional or technical work provides opportunities for larger incomes as a rule than the peasant farmer or labourer can possibly obtain.

Very many Africans of all ages are still ignorant of the nature and functions of money and of taxation. In many of the more backward areas the people regard the latter as "tribute" and fail to connect it with the provision of necessary government services. Ignorance of this kind is easily removed by an elementary course of instruction which can be understood and appreciated by quite young children. While this misconception remains it can be a source of danger to the well-being of the people. It allows ill-disposed persons to lead others to believe that all that prevents general prosperity is government refusal to raise wages all around, and that the government is draining away the people's wealth for its own advantage.

Pupils at all levels and types of educational and training institutions need to have their interests continuously brought into conjunction with the society's aims and difficulties. Towards this purpose, work camps during vacations for secondary school pupils, as well as vacation field work allied to government departments can be beneficial.

To encourage an understanding by the youth of the immensity of the task of bringing better health, nutrition, education to the people, they could often be given a part in the field administration of social work programmes. For example, young educated boys and girls can assist health workers in administering smallpox eradication programmes. Also vacation work by secondary and university students can be directed towards social work, such as helping in educative programmes for handicapped people.

There should be plenty of opportunities for those who wish to continue their education on lines chosen by themselves. University, local government authority and various other bodies should provide a great range of evening classes at low fees, covering an enormous variety of subjects. By means of these evening classes a student can work privately for a university degree or a technical diploma, or advance his usefulness in his daily work, or develop personal interests and skills merely for interest and recreation.

This provision of further education for anyone who wants it, like the provision of public libraries or swimming-pools, is not exclusively a youth service. Many adults of varying ages make good use of evening classes, but the effect of these classes is naturally greatest among young people.
Vocational and pre-vocational training are essential means of providing opportunities to out-of-school youth as well as those who have not had the benefit of primary education. These schemes intend to bridge the gap for early school-leavers with the objective of developing rational work attitudes and simple skills needed locally; to infuse technical knowledge and understanding slightly above the existing level in any given area; and to teach young people to use and to produce slightly more sophisticated tools than those in current use. These programmes can usefully be expanded and made available to those who have not been to school.

National youth services or related schemes should be established in countries chiefly to give young people concerned a further chance of education and training; to instil into them good work habits and attitudes as well as respect for work itself, to enable them to build up their countries and local communities, and to generate through such development work new opportunities for employment and settlement.

The main general problem facing African countries is the great number of young people who have reached adolescence without any schooling, or with only a short period of primary education, with perhaps a poor foundation of health; with little or no training for the newer types of employment that are becoming available, especially in the big towns and cities, and with great uncertainty as to how best they can be involved in the national development effort.

Under such circumstances, to help young people to find employment it is necessary to train more youth employment officers in African countries. The Youth Employment Officer's main duties are to collect and provide information about careers and employment for boys and girls leaving school or under the age of twenty; to advise such young people on their choice of a career and to help them to find and keep suitable work; and to put employers in industry, commerce and the professions in personal touch with young workers. More Industries could be encouraged to recruit their employees as 'apprentices' and spend part of the newcomers' working time in teaching him the trade. By such arrangements numbers of young employed people can attend technical classes away from the factory in their working time, with the leave of their employers.

4. Preparation for gainful employment

To involve youth in development, National Youth Service Programmes should include facilities to prepare youth for gainful employment. Out-of-school activities are important in preparing youth for gainful employment. In contrast to the traditional form of education with its chief aim of teaching school subjects, out-of-school education establishments are the movement for a new humanistic, active and all-round education centres in the overall personality of the pupil and aim at his full development and preparation for life.
The basic function and essential duty of every good system of education is not so much the imparting of knowledge as the overall development of the individual. Every form of out-of-school education must pay the fullest attention to the choice of the various branches to be taught and to syllabuses which should be based on economic and technical needs and planned with a view to the all-round development of the personality.

It cannot be denied that school education everywhere could do a lot more, whether in providing young people with vocational training or in supplementing the vocational training which they should, in order to become integrated in the economic life of their country. In many countries, economic necessity every year compels a percentage of the population to leave their agricultural pursuits to take up industrial or tertiary activities.

It is therefore desirable for young people to receive a general and vocational training which shall enable them to make such a change-over as smoothly as possible. This implies the provision of adequate vocational training for young people in rural areas, if they desire it. In setting up Vocational Training Centres the background of the youth in the area should be seriously taken into consideration when laying down minimum entry qualification to the centres. If it becomes necessary, various grades of Centres can be established to enable young people to graduate from one centre to the next higher one. For the period between getting from one centre to the next higher one, the student should be allowed to work in the field for at least a year thus gaining some practical experience and also making some contribution to the nation. Students should work for the maintenance of their school, and the development of nearby communities. Some days should be devoted to national service.

By providing an adequate preparation for working life it will give young people self-assurance and make them realize the important position which they can and should occupy in their countries' fight against backwardness. The use of out-of-school method of education offers the best way of integrating young people in the development process.

Another important factor to take into consideration when preparing young people for development is the need to co-ordinate the over-all planning of education with economic planning. It is important that economic planning in any African country must take into account the facilities offered by the educational system in that country, so as to avoid any possibility of well-trained individuals remaining unused for lack of a sufficiently developed industry or agriculture able to offer them employment commensurate with their qualifications. The problems of unemployment and underemployment of young people can be solved only as part of general economic development. Governments should frame and implement an economic development policy directed at increasing employment openings, in particular, it should include the implementation of infrastructural projects designed to serve as a basis of development.
In order to encourage thought on the relationship between formal education (and training) and the economy's needs the following proposals are worth considering:

(a) For primary school drop-outs: civic or "practical guidance" centres involving the teaching of civics and vocational training, with the objective of creating semi-skilled workers.

(b) For full primary school graduates: apprentice training, rural and urban "animation centres" to create fully-skilled workers.

(c) For commercial and technical school drop-outs: short crash courses with programmes in their specializations.

(d) For secondary school drop-outs: short courses to train middle-level skills.

(e) For full secondary graduates: entrance to higher technical colleges, universities; and obtaining jobs.

Training of youth (on-the-job and in special courses) given by modern establishments in the private sector provides a valuable supplement to efforts by governments and should be encouraged. This requires that suitable incentives are given to employers to provide training schemes.

Special policy attention should also be given to mature and qualified youth in their efforts to establish themselves as "modern" farmers through technical assistance by visitation or short courses carried out by the appropriate technical services.

For those girls with no formal education and who follow traditional occupations, programmes should be designed to help these girls discover their skills. It has been discovered that girls from ages 13 to 18 are particularly good with their hands in practical work, and so practical work programmes will suit this category of girls. For these girls who have attended formal schools, including drop-outs, programmes for training in home management, child care and dressmaking are most suitable. Another field that African girls could be prepared for is home nursing and house help. Institutes could be established to prepare such potential employees.

Vocational training is of major importance. Many of the difficulties that African countries are now experiencing in connection with mounting unemployment among school leavers are due to the fact that the education for this group has lacked vocational balance. The classic and grammar school education which they had received have prepared the young people only for further studies and not for employment. At best many of them can
be clerks of a low grade and are generally unsuited for independent action. Vocational and technical schools are in fact the best answer to the need of the educational system of many African countries. Traditionally, Africans have trained their youth in various occupations through an apprenticeship system where a young person is attached to a blacksmith, carpenter, or some such occupation in order that, through the years and by the time he reaches adulthood he becomes a master craftsman and is so established. Where modern educational, vocational and technical facilities are not available, especially in the villages, such a system of apprentice training may be developed and supervised within the framework of formal educational systems.

All consideration of "mobilization of the youth for national development" presupposes a state of preparedness on the part of the individual adolescent which has equipped him for useful participation in some sector of the national development programme.

Out-of-school education is generally designed for adults and young people as a substitute for formal schooling when the latter cannot be provided, or as a supplement to it in the light of the needs and requirements of the individuals and society. The types of training which it provides, varying from reading and writing to the starting levels of higher education, and the flexibility of its organization, could make of it an ideal means of helping rural populations especially rural youth - to obtain access to the different forms of education.

Up to now, programmes of extra-mural studies of the Universities in Africa have been planned to meet the requirements of secondary school leavers. Consideration needs to be given to the formulation of schemes which would include audio-visual aids for the illiterate sections of the community. The use of mass media in this way will enable large sections of the community to keep in touch with current economic, social political and technological developments.

5. Vocational Guidance

It is essential that every effort be made to provide young people with systematic information on the range of activities open to them. Effective means of providing such information for young people include documentation centres, visits to industrial enterprises, lectures and (more particularly) opportunities for contact with workers in the various sectors of the economy.

Much of unemployment problem facing African countries goes directly to lack of vocational guidance and counselling programmes. For even the few that are able to avail themselves of technical and vocational training do so without benefit of guidance and counselling and therefore embark upon courses irrelevant to duties of a labour market. Even University graduates
come to the labour market without any information as to their chances of employment or the suitability of their qualification for occupations they wish to pursue. The result is generally wastage of scarce manpower and underemployment in civil service and departments.

Information about the impact of economic and technological development on manpower requirements in different sectors and forms of work and in different parts of the country, on working conditions, and on the qualifications required, should be collected and kept up to date.

The public in general, and young people and their parents in particular, should be better informed with regard to the variety of careers, the opportunities for employment which they offer, the qualifications they require and the means of acquiring such qualifications. A variety of methods may be employed for the provision of such information: press, radio and television; the publication of career guides, the organization of lectures and discussion groups; visits to factories; periods of practical training in industry, etc. Youth organizations and movements should be directly involved in these measures, according to each country's needs.

Information should be assembled concerning the actual conditions and future prospects of employment in the various sectors and forms of work in different parts of the country, due account being taken of developments to be expected to follow implementation of economic development plans.

Vocational guidance services should be set up or expanded to reach all those who require their assistance, wherever they may live, and to provide them with advice on the choice of a career and how to qualify for it. These services should also provide all possible assistance to young people in the realization of their aspirations, particularly with regard to training or employment. They should have an adequate staff, suitably trained and provided with objective information concerning the employment situation and projects.

Special efforts should be made to provide information and vocational guidance for young people in rural areas, many of whom will leave the land to take up work in other sectors, particularly in the towns. For this purpose, the organization of pre-employment training designed to acquaint young people with the basic elements of certain trades, could help to ascertain their tastes and capacities and thus be of assistance in the choice of an occupation.

The first task of guidance and preparation for working life is to provide the individual with every opportunity and all available means for education, action and development.

6. Preparation for Civic Life

The preparation of young people for civic and social life may take place notably in two particular ways: the first is to teach young people
the principles of social and civic life, and the second is to encourage the active participation of youth in the affairs of the community. Both of these ways are important and should be used.

It is difficult to define education for social and civic life, because of the variety of meanings attributed to it by various people. However, it seemed to be generally agreed for social and civic life is that kind of education which is a part of integral training and prepares young people actively and successfully to carry out their responsibilities as members of a community - family, local, national and international. The aims of social and civic education are to prepare youth to accept their responsibilities, to create an awareness of current problems, and to encourage cooperation within youth as a group and between youth and other organizations.

It is recognized that one of the important reasons for the need for out-of-school education is that there is a high level of youthful population in the majority of countries of Africa. Despite a great number of youth organizations there remains a large mass of unattached youth which must be reached. Therefore, there is a need for programmes to increase the active participation of youth in the social and civic affairs of the country.

As a general principle material development must be followed and complemented by social and civic development. As a result youth must be adjusted to the situation of economic, social and civic change.

Youth must be taught the social and civic facts of their country, but this must be done within a global context. This is more important now than ever before, because of the similarity of problems within the various regions of the world. Social and civic education is important within the developing nations, because of the importance of the role of youth in the development of the nation as a whole. It is important because of an active participation of youth in the affairs of the community and of the state. It is important because of the growing interest in social and political matters among young people in those countries on the one hand, and because of the existence of a certain proportion of youth who, on the other hand, have a passive attitude towards politics and social involvement.

In the field of out-of-school education, radio, television, magazines, special seminars, special guest speakers and study groups are used to further social and civic education. Teaching methods which encourage an active participation of youth and which leave some of the initiative to the younger people should be used. In this way, the teaching would not only have an informative aim, but would be designed to encourage a critical attitude amongst young people towards their social and political institutions. This type of criticism should be analytic and designed to help young people better to understand their own national institutions.

Governments must assume a greater role in the education of their young citizens. Governments must provide the necessary materials for their continuing education outside the formal academic structure and must help produce
economic and social conditions conducive to the effective development of young people. At the same time, voluntary organizations should also share responsibility in those matters.

7. Preparation for Leisure-time

Preparation for leisure-time activities must take account of all these factors: economic and social conditions, political systems and circumstances, the level of economic and social development, increased prosperity and the amount of leisure-time which this makes possible.

It also depends on population growth, on the different categories into which young people fall (according to the time they have spent at school, and to the school attendance rate as compared with the actual number of children of school age), unemployment, environmental influences (family environment, housing conditions, town or village life), and it also depends on the organization of society, and on the leisure opportunities available to young people of different age-groups in the various countries.

Leisure pursuits cannot be organized except within the context of the community in which they take place. There is the need to make a preliminary survey of the environment with which the activity of the young people themselves should be associated: the political sympathies and circumstances of the community, their religion, professional interests, level of culture, level of education, their social standards and economic status. Upon this survey, suitable programmes should be drawn up to meet the needs of the youth.

Available resources should be mobilized and then assessed for their suitability for the type of leisure activities required of the youth. The contribution being made by existing many-sided organizations and by specialized associations to educate the youth should be assessed so as to determine their suitability or their role in the programmes which aim at meeting the needs of the youth. Existing physical facilities at the disposal of the youth such as sports fields, community centres, libraries, concert halls, should be under the control of youth organizers so that these facilities are properly maintained and put to maximum use. Equipment should be inspected with the view to assessing additional requirements and the overall cost of implementing all the programmes planned for the youth. The systems of supplying equipment should be flexible, so that the changing interests and whims of young people can be satisfied at short notice.

Youth of today are fathers of tomorrow. To ensure a better future for the peoples of Africa, youth leaders must be carefully screened and specially trained to undertake the work efficiently. They should assume a professional status after an intensive course. The success of programmes
developed should depend on their competence and enthusiasm with which they serve. They should lead exemplary lives for the youth to emulate - thus teaching by example.

Only a small percentage of the youth in African countries have had the privilege of formal education while others are illiterate and are engaged in domestic work, commerce, farming. Others may be idling. The category of youth out-of-school or in school have so much advantage over the others engaged in gainful employment as they have been orientated to various extra-curricula activities and are well-organized to do these activities under the supervision of trained teachers. They have specific time for leisure after school hours and can easily employ the time usefully in one activity or another. They are better able to organize themselves into groups and to manage their own affairs with little or no supervision. It is the other category of youth without background knowledge of youth activities and without any specific time for leisure that needs the attention of youth organizers. The gulf between the educated youth and the illiterate youth must be bridged.

Youth problems should be faced squarely, whatever their nature and wherever they occur and leisure should be prepared and organized in such a way as to protect young people from exposure to isolation and conflict in a changing world. Attention should be paid to the number of different categories of young people and leisure pursuits should be graded according to age.

The interests and energies of the youth should be directed to activities beneficial to themselves and to the community in which they live. Youth should be made aware of the needs of the community in which they live and must be encouraged to assist in preparation and implementation of development programmes however small their contribution may be.

Many schools do not keep pace with developments in society, the traditional forms of education are no longer adequate, leisure pursuits are needed to supplement the teaching provided at school by introducing young people to the full range of human activities, and by giving them direct experience in real life.

In areas still in the process of development, leisure pursuits have to supplement primary education (including the acquisition of literacy), to supply both general and technical education, and in this way to integrate young people in the economic and social development of these countries.

Insistence on freedom from compulsion will go a long way in bringing the most unwilling within the range of beneficial activities. There should be wide variety of choice of activity to suit individual taste and tendencies to appeal to every type of boy or girl.
The methods adopted to prepare young people for leisure should aim at the following: developing taste, judgement and a critical faculty making it easy to choose between different activities; encouraging constructive attitudes; and developing abilities. These methods should be organized within the context of the countries in which they take place.

Improved health strengthens the will and ability to do sustained, productive work at school and at home. The youth should acquire knowledge and understanding of nutritional needs and the relation of nutrition to growth and development of their own bodies. Interest may therefore be created in the cultivation of more food in back-gardens and yielding of crops to supplement that provided by their parents.

They should know more about the causes of diseases and deaths in their community and the methods of prevention of spread of infection and the prevention of accidents. Young people in Africa should participate in campaigns for good environmental sanitation. They should know the hazards related to communal living in squalid environments. At least one hour a week in "clean your house" campaigns should be organized. Young people spend their allowances on pretty clothes and ignore the essential personal belongings for maintaining personal cleanliness. Advice should be given on the importance of having a set of toilet articles for personal use so as to prevent the spread of parasitic infections, leprosy and tuberculosis.

Attendance at juvenile courts and visits to mental homes should make them appreciate the hazards involved in smoking, excessive drinking of alcohol, the use of drugs, visits to drinking bars, dance halls for adults, viewing of indecent films, reading of materials which are indecent and exalt crime and war.

In developing countries where girls especially the illiterate are given into marriage at an early age, leisure time from domestic work should be used for attending classes in sex education and prevention of spread of venereal diseases; mothercraft and care of the young pregnant woman. Young educated boys and girls can assist health workers in administering immunization to the public and in organizing health weeks and health exhibitions. Vacation work by secondary and University students should be directed towards social work such as helping in educative programmes for the handicapped.

Sports and open-air activities promote physical and mental development and character training. They can do most to counteract tendencies to become social misfits, and thus to prevent juvenile delinquency. They also have great educational value and contribute to mental health, since they lead young people to discover for themselves scales of values which they can accept. Through these activities leaders should emerge and should be associated with the planning and organization of programmes. Membership of groups with special interests such as drama societies, film clubs, literacy clubs, music clubs, recreation clubs, sports club are essential, but it is important to stimulate further initiative in order to promote yet a wider
range of leisure pursuits for young people. Among specialized activities, film clubs are particularly valuable in developing young people's critical faculties. Film production by young people themselves is also an excellent way of introducing them to present-day mass media techniques. It is imperative that young people should not be allowed to become merely passive. Active participation in all activities should be encouraged. The organization of festivals should give everybody an opportunity for cultural development and increasing knowledge.

Once young people's tastes and critical faculties have been formed, they should be in a position to hold aloof from harmful or worthless activities and maintain the ideals of the community to which they belong. They should be able to select their future career without difficulty and should be able to adjust themselves to life on leaving school. They should promote ideas of peace, mutual understanding and respect between peoples.

8. The Illiterate Youth

The second category of youth needing attention is the illiterate youth who may be engaged in farming, domestic work as kitchen hands or house maids or who may be assisting their parents in commerce. Leisure-time for these young people may be varied or non-existent.

The young farmer, without farming machinery and depending on his energy may be fully engaged on his farm until late in the evenings. When there is no farming work it is market day. Farming communities spend their evenings in enjoyment, dancing to traditional music and for relaxation. The youth are not given the opportunity for developing their talents because there are no specialised agencies to stimulate them to action. Given the right guidance by trained personnel, they should make the effort to make time for participation in activities planned for them.

Physical facilities should be provided, funds should be raised for purchasing necessary equipment for use by youth in the rural areas. Local councils should finance some projects. Through self-help activities, sportsfields, community centres should be constructed for use by the youth. This area of activity needs trained specialists in youth leadership to organize activities and to make periodic evaluation of the progress being made. Activities should be varied to meet all tastes and aptitudes and funds should always be available to satisfy every whim of the youth in order to sustain interest. Activities should aim at educating young people to read and write in their own vernaculars; they should make the youth aware of their local health problems and should encourage them to participate in health education programmes - interpreting films, shows making of posters and helping in campaigns against squalor and poor environmental sanitation. Young people should assist in self-help projects aimed at building public amenities. They should have respect for work and organizers should instil in them the dignity of labour. They should be assisted to develop their talents and be guided into different careers, but this procedure should not encourage rural exodus - effort should be made to find employment avenues within the area. Provision
of modern amenities, pure water supply and particularly electric lighting, telephone communication, television and radio, good roads and safe means of transport should encourage the youth to stay in their areas and help to develop it.

Young people who have the aptitude for making handicrafts should benefit from an apprenticeship system of training.

African countries are now concentrating on rural development the aim of which is to create industries, raise agricultural standards, establish industries and find employment facilities for members of the rural communities and to check rural exodus. As trained personnel are lacking, it should be possible for vacation workers from secondary schools and universities to assist the work. Further development of rural areas should be undertaken by universities extra mural studies. Field work in these areas should aim at training leaders among the youth and for teaching the technical subjects.

The last category of youth to be organized and developed are those engaged in full-time domestic work and who live permanently with families. They do not enjoy specific leisure time as they are kept busy working for most of day or night. Youth leaders should persuade employers to release their servants to enable them to participate in youth activities organized in the locality so as to ensure that their future is well-planned for them.

9. Preparation for International Life and Understanding

The principles contained in the United Nations Charter, the Declaration on the Eradication of Colonialism, and Universal Declaration of Human Rights, must serve as guidelines for the education and preparation of young people for international understanding. In so far as these principles are followed there could be good prospects for a still closer cooperation between nations, but when they are violated there is every reason to expect sharply embittered relations and diminished hopes for peaceful cooperation.

The educated youth have been better prepared for spreading information and for establishing good communication media between their own countries and foreign countries. Most young people have pen-friends with whom they can spread information about their countries. This media of communication should be encouraged. Exchange programmes such as "Youth for Understanding" and exchange-visitor programmes must be encouraged so as to familiarise themselves with the culture of other people.

Library facilities should be extended to young people in remote rural areas, daily newspapers and international magazines - professional literature - should reach them so as to get them acquainted with development in other countries, professional training opportunities and activities of other youth like them. These media stimulate interest in the youth to forge ahead in their endeavours. Membership of international organizations, attendance
at international congresses and international exhibitions, and attendance at international meetings encourage freedom to travel and freedom of association.

The functions of the International Youth Commission include training of youth for a broader understanding of national and international problems, exchange of information, international meetings, co-ordination of services and programmes, research and study of the needs of youth, preparation of comprehensive youth programmes for the United Nations and its specialized agencies, technical and material assistance. It is important to promote tourism for young people. Firms, government agencies should be called upon to sponsor these trips since apart from its other benefits to young people and its contribution to international understanding, it affords a means of satisfying personal tastes. Also it promotes sociability.

The use of foreign music, art, literature and folklore sustains interest in the youth and the desire for contact and exchange of ideas.

It is desirable to enforce participation of specialized agencies, government and national and international youth organizations in fostering good international relations among the youth and in preparing them for international life and understanding.

10. Organizational Framework for Youth Work Programmes

The kind of leaders recruited and the way in which they are trained and utilized are of key importance. To achieve optimum results with limited means it would be necessary to establish clear priorities. The importance of youth leaders make it necessary to concentrate on giving them adequate possibilities for thorough education and international contacts.

Governments should assume greater role in the preparation of youth by giving grants for the provision of physical facilities for the varying young activities, for training skilled personnel and for buying equipment. Political issues should not be introduced into youth organizations.

Voluntary organizations should share responsibility. This they can do effectively by organizing the parents of the youth to advise them on the hopes and aspirations of their children. Demand of money from the young who join voluntary organizations is often the cause of vices among the youth. Leaders of voluntary organizations should protect the interests of the youth in this regard by discouraging monetary gains and encouraging the development of the personality. One particular religious sect should not be allowed to dominate the activities of the youth as a whole.
State National Youth Organizations have their specific goals. They can be organized to meet the needs of the youth without necessarily taking them entirely off their studies, or from their jobs, if they are employed. The tendency is for parents to deprecate the activities of these organizations when there is reason to believe that particular undesirable attitudes or ideologies are being created in their children.

Youth in any locality, when properly orientated should be able to organize themselves to form voluntary youth organizations and rural youth organizations and to control their own activities and manage their own affairs with minimal supervision.

The role of youth leaders should be considered as a matter of great importance and the status of these leaders protected and promoted.

The effort being made by voluntary national and international organizations to develop the youth to assume responsibility as adults of the future should be appreciated and these organizations should be given the respect due to them and the support and encouragement they deserve.

Conclusion

One of the most urgent needs in Africa is regular and fruitful communication of information concerning practical achievements, unsolved problems, actual progress and inevitable setbacks in the field of services for youth. The means which international organizations have at their disposal for exchanging information make them particularly suited to contribute to the extension of such knowledge. African countries should therefore take due advantage of such schemes.