

SUMMARY  
OF THE MAIN IDEAS AND SUGGESTIONS

The following list of ideas and suggestions arising from the seminar may prove of assistance in the planning and formulation of policy.

Problems and needs

1. The problems for young people in the Caribbean derive from the geographical location and the history of the area, resulting in pressures and attitudes which make traditional occupations unacceptable even though alternatives are not often available.
2. The pattern of social structure, of maternalistic communities and incomplete families, call for special programmes designed to relieve the adverse social side effects.
3. The paucity of employment possibilities in the modern sector makes it essential to re-examine the possibilities of providing more satisfying employment for young people in the rural areas.
4. Greater efforts should be made to reach young people in urban areas by the provision of developmental and recreational programmes.
5. University students may themselves find anticipated employment opportunities decreasing in the coming years. They should be encouraged to participate as equals with other young people in voluntary development projects.

Priorities

6. Youth problems in the Caribbean are many and varied and call for a diverse pattern of educational and training provision. Out of school education seems to provide the most hopeful means of meeting the needs. Priorities must be established to ensure the best use of available resources, ensuring as far as possible the maximum returns for expenditure.

7. Planning should be flexible enough to be adjusted to changing circumstances and local conditions. No overall pattern will serve the region.

8. Relative costs and returns from formal schooling and out of school education should be assessed and policies adjusted to ensure that each type of provision is relevant to the local needs. Expenditure might be reduced by productive activities and less costly forms of instruction.

9. The expansion of the formal educational system does not provide the long-term answer to high rates of unemployment.

#### Young people in urban areas

10. The major need in urban areas is for vocational training for employment or self-employment. Particular attention should be paid to the possibilities of small-scale craft employment.

11. Social and recreational provision should not be overlooked. Organised evening activities help to relieve the effect of poor urban living and play some part in limiting delinquency.

12. An educational element incorporated into youth programmes assists those young people whose social and intellectual development may have been delayed because of the environment of their early childhood.

13. Youth programmes should endeavour to recruit from the more favoured sections of society and also reach out to the "unclubbable". To do this they must avoid arousing suspicion as "official" activities.

14. Special efforts should be made to involve young women in youth programmes, particularly in courses related to home-making, together with educational and recreational facilities.

15. More realistic treatment is needed for the young urban offender, emphasising rehabilitation rather than punitive "correction", working towards his eventual reincorporation into his society.

## Young people in rural areas

16. The impact of the mass media reinforces the desire of many young people in rural areas to move to the towns. Renewed attention should be directed towards interesting young people in the possibilities of improved farming practices. Agricultural training alone will not persuade young people to stay in the rural areas. It must be supported by an overall programme for rural development designed to improve social and material facilities.
17. Training may be appropriately located in institutions, on the job, or in a combination of both, according to the level of training and the nature of the group being trained.
18. On the job training has the advantages of economy and realism but must be carried out by efficient instructors, who must themselves be trained. A cumulative effect of improvement in quality and status can be envisaged.
19. On the job training programmes should involve the local community as far as possible. In this way local leaders may well be identified and accepted.
20. Institutionalised training is appropriate in those cases when there is no existing skill or community upon which to base a programme, when the physical environment necessitates the concentration of training facilities in one place, or when expensive machinery and equipment are necessary.
21. Institutions should endeavour to make training as realistic as possible. Buildings should not be unduly luxurious, nor machinery and equipment outside the young farmer's price range.
22. Instructors in institutions have the advantage of close and continuous association with their students but should avoid falling into traditional teaching patterns.
23. The institution should serve as a base for activities involving the surrounding communities to the maximum possible extent, providing educational, social and recreational facilities.
24. Buildings such as youth centres, not primarily designed as training centres, should be taken into service whenever possible.

25. The content of training courses should be balanced between vocations and non-vocations, in order to produce as far as possible self-reliant young people predisposed to rural occupations but sufficiently adaptable to be acceptable for urban employment, and ready to play an active part in promoting change as local leaders.

26. For rural-based agricultural programmes to succeed, land must be made available to the young trainers on completion of their course, and investigations should be conducted into the introduction of high-earning crops.

27. Occupations in small-scale rural industries offer much potential for development and absorption of young people.

28. All rural programmes should be labour-intensive. Lower wage-levels may be offset by greater motivation.

29. Training programmes should be reviewed continually to ascertain how far they are attaining their objectives.

30. Settlement schemes may be the most appropriate form of training provision in some particular circumstances, but should be very carefully planned and executed if they are to prove both economic and realistic.

31. Training programmes should be related as far as possible to existing and potential employment possibilities. This may involve revising young people's attitudes towards certain occupations. Efficient planning necessitates the co-operation and co-ordination of a number of official departments and agencies.

32. The demand for local goods and produce should be stimulated through the mass media so that the maximum market potential may be exploited by the young people who have been trained.

33. All trainers should be given enough general education to enable them to appreciate the importance of their individual role in the overall pattern of development.

#### Involving young people in development

34. Young people should be involved directly in the planning and execution of youth programmes and given responsible posts within them.

35. Governments should accept responsibility for the financing of youth programmes and determine broad policy.

36. National Youth Councils provided the means for co-operation among organisations and a suitable channel for the expression of opinions, but should be truly representative of all types of youth activities.

37. An important function of youth programmes is to encourage and train community leaders capable of stimulating enthusiasm among young people.

### The role of the school

38. Existing systems of education prepare young people for work in the modern sector of the economy and often result in a lack of sympathy with the less fortunate members of their society.

39. The potential role of the school in the overall development programme is not often recognised. Revised curricula, the opportunity for pupils to engage in community service and the involvement of parents in the life of the school are some ways in which the school could become identified with the needs of the community which it serves and grow into the focal point of community activities.

40. Dual function teachers-social workers could play an important liaison role between school and community.

41. The revised concept of the school would require new approaches to the initial and in-service training of teachers. A common basic training course for all personnel engaged in development work should be considered.

42. The direct involvement of secondary school pupils and university students in development activities should be encouraged.

### Youth services and youth camps

43. The value of residential youth training lies in its combination of general education with the inculcation of vocational skills, social competence and progressive attitudes.

44. The Universities could usefully assist in the evaluation of such programmes.

45. Concern was expressed over the high cost of some youth camps, since this limits the number of young people who can benefit from the courses.

46. Youth camps in rural areas must establish a close relationship with the communities among whom they are sited.

#### Evaluation of youth programmes

47. Efficient systematic evaluation of programmes is essential both to ensure maximum effectiveness and allay doubts about the relevance of the activities. Long-term and continuous assessment techniques can both provide valuable guidance.

#### International co-operation

48. More international gatherings at a practical working level, supplemented by an increased flow of information, could lead to international co-operation on a much increased scale, although care should be taken not to transpose programmes indiscriminately between countries.

#### Volunteers

49. Existing volunteer programmes should be reviewed to ensure that adequate preparation is given to volunteers and that they are selected at an appropriate level with skills to match the needs of their assignment.

50. Consideration should be given to the promotion of a Commonwealth Caribbean Volunteer Service, based upon the existing small-scale scheme.

#### Commonwealth co-operation

51. The Commonwealth Secretariat could play a valuable part in promoting the exchange of information by producing a regular bulletin focusing on Commonwealth youth and detailing

new projects and approaches. A more comprehensive clearing-house function would also be beneficial to all member countries.

52. The Commonwealth Secretariat could also help member countries with various aspects of technical assistance, the promotion of a Commonwealth Volunteer Scheme and the exchange of personnel.

53. A Meeting at Ministerial level of Commonwealth countries would provide a valuable opportunity to discuss co-operation in the field of youth and the development of a Commonwealth Youth Programme.