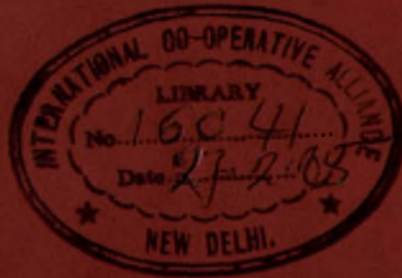


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YOUTH PARTICIPATION IN CO-OPERATIVES

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By  
Francis Mutisya  
KENYA NATIONAL FEDERATION OF COOPERATIVES LTD

16041  
23.2.85

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## FOREWORD TO THE CONFERENCE REPORT

by

E.M. Anangisye - ICA, Regional Director

The youth problem, as it was revealed at the Conference on the Youth Participation that was held in Lusaka, in 1982, it is a multiple one and needs to be looked at from many angles if it is to be tackled effectively. This is why the Conference was attended by not only co-operative experts and leaders but we also invited leader's of the Africa Youth movements, the experts from the African departments and ministries of youth and some international organisations like the Commonwealth Youth Programme.

The aim was to ensure that the Conference come out with some objective and concrete recommendations that would guide, in matters of the youth, the International Co-operative Alliance Regional Office for Eastern, Central and Southern Africa and its co-operative member organisations.

But while looking at the Africa youth problem from a broad angle the Conference was to look at how the co-operatives were to help in tackling that problem from the economic point of view. It was exciting to see people from within and outside the co-operative movement reaching unanimous conclusion and conviction that co-operatives formed the best alternative for effectively mobilising and resettling the African youth economically.

For the youth, the Conference argued, is facing a situation of dwindling employment opportunities, if any, and experiences with which to launch his privately owned. The co-operative movement would fill in this gap because its philosophy, approach and inbuilt mechanism are for helping people with limited resources, like most of the Africa youth. Co-operatives enable such people to start massive economic activities like the agricultural co-operatives that involve thousands of ordinary peasant farmers or the industrial co-operatives that involve hundres of urban semi-skilled people. The threatening problem of the African youth unemployment, would have no better approach of tackling it than such co-operatives.

Another crucial point which came out very clearly was concerning the timing when the youth should be introduced to co-operative ideas and practice. Should it be before or after finishing schools? The emphatic answer was that the youth should be exposed to the co-operative ideas while still in schools. Co-operative education should form part of the ordinary school syllabuses side by side with geography, history or chemistry. For co-operative education, it is argued, would provide them with the tools for settling the youth economically after they finish their school. Hence the Conference came up with a strong recommendation for introducing co-operative education in African schools something that is being already done in some of the African countries which have foresight in this areas. This should be for rural as well as urban and vocational schools.

Other important issues resolutions were on the need to plan with, instead of, for the youth; the importance of having special flexible financing arrangements suitable to youth enterprises; special support in identifying and formulating youth projects; having project-based training and; the support for the international youth year of 1985.

I am glad to report that at the time of issuing this report, several steps are already being taken to implement it at various levels. At the Regional Office, the programme Officer who is in charge of Women affairs has been assigned to include in his work the Youth Affairs. Steps for producing textbooks on co-operative education for primary and secondary schools are well advanced and are involving cooperative college lecturers and cooperative education experts from ten countries of this Region. Special activities geared to involve youth in cooperatives are already being conducted by the Regional Office.

Zambia has already set up a national youth coordinating committee with representatives from all the national institutions that would be specially responsible for implementing the resolutions of the Lusaka Conference on the Youth Participation in Co-operatives. Reports are filtering through that in several other countries some steps are being taken to implement the conference resolutions. We hope that the remaining countries would also start making the necessary moves towards the implementation of the resolution.

Our hope is that the International Youth Year of 1985 would see the youth Activities in full swing rather than being the starting point for everything.

Let me seize this opportunity to thank first the Zambian Federation which was the host organisation in Lusaka and the Zambian Government for the most efficient and impressing way they got things done. I wish also to thank the member organisations which prepared the well researched and useful papers on youth co-operatives which formed the back ground documents for the conference. Then there were all the participants who made very useful contributions during the conference deliberations. I am not going to forget to thank my colleague, Zakia Meghji, who directed and coordinated the whole successful efforts of preparing and convening the conference.

E.M. ANANGISYE  
REGIONAL DIRECTOR

SPEECH BY HON. MULEMBA SECRETARY GENERAL OF THE PARTY ON THE OCCASION OF THE OFFICIAL OPENING OF THE REGIONAL COOPERATIVE CONFERENCE ON "YOUTH PARTICIPATION IN COOPERATIVES" ORGANISED BY THE INTERNATIONAL COOPERATIVE ALLIANCE, REGIONAL OFFICE FOR EAST, CENTRAL AND SOUTHERN AFRICA, HELD AT MULUNGUSHI HALL FROM 9TH - 13TH AUGUST, 1982

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COMRADE CHAIRMAN,  
DISTINGUISHED GUESTS  
FELLOW COOPERATORS  
BROTHERS AND SISTERS  
LADIES AND GENTLEMEN

On behalf of the Party and its government, the people of the republic of Zambia, the Zambian Cooperative movement and indeed on my own behalf, may I welcome to Zambia all delegates from Cooperative movements and organisations responsible for youth affairs from our sister countries in the East, Central and Southern Africa Region of the International Cooperative Alliance. The countries so represented here today are Tanzania, Kenya, Uganda, Botswana, Swaziland and of course Zambia. Also welcome all the observers from International and National Organisations and Institutions concerned in one way or another with the youth.

Comrade Chairman, I wish to make special mention of the presence at this conference of none other than the Director of the Commonwealth Youth Programme based in London, United Kingdom, Mr. Dan Karobia. His presence at this conference and the fact that Lusaka is the Regional Headquarters of the Commonwealth Youth Programme, an organisation which provides mainly advisory services on Youth Programmes to various Governments in Africa, signifies the importance of this conference.

Lastly comrade Chairman, I would like to extend a special welcome and word of gratitude to the International Cooperative Alliance Regional Office for East, Central and Southern Africa who have organised and made it possible for this conference to take place.

TO YOU ALL I SAY WELCOME TO ZAMBIA.

Comrade Chairman, two issues are at the Centre of the problems that confront the third world. The First is the crisis of the meaning of development and how to evolve structures, institutions and mechanisms of realising better conditions of life for its people. The second is how to get down to the actual job of solving unemployment, under utilisation of resources,

rational allocation of surpluses how to resolve Hunger, Disease, Ignorance, Crime, Corruption and above all the exploitation of man by man. These two set of related problems contain in them the youth problem. A solution of the first set of issues leads to the solution of the second and by solving the second set of issues you would have assumed a specific definition of the meaning and kind of development which you believe in. Such solution would implicity lead to solve 'youth problem'.

The significance of your conference lies in its Regional and International character, in your resolve to put your expertise and experience together to define the problem at hand and offer meaningful solutions. The continent has identical problems, our regional problems are products of a similar historical process and above all we feel the urgency of solutions. I hope, most of you as experts closely involved in problem solving programmes will provide us with a clear conception of the meaning of development, especially how the cooperative movement can best be organised as a panacea for the youth problem.

Comrade Chairman, comrades, I should perhaps proceed to amplify the context of my observations above. The term 'Cooperative' has various conceptual interpretations.

In pursuit of development objectives many nation in Africa have to face the crisis of the meaning of the correct form of cooperative development. More so there is a crisis of choice of these forms of cooperating, routed in the main, in ideological debates but oftenly the debates are however not proven in reality. There is another complicating factor, when the debate on cooperatives rages on external forces compete to influence the definition exercise and therefore the choice of which form of cooperative we must have and how that form acts as an answer to the problem of defining the type of development. At times and oftenly, the problem is not of external competing interests only but one of understanding the whole process of going about development.

It is therefore my ardent hope comrade chairman, that with so much expertise willing to assist us in the region coupled with our own resolve to define the mechanics of using cooperatives to solve the youth problem in our environment, we shall be able at the end of the conference to come out with answers. Aware of the foregoing statement, comrade Chairman, the International Cooperative Alliance, like so many other organisations and institutions, has realised the crucial youth problems confronting countries in the region. In its duties and contacts with its member countries, the Alliance saw the need of organising a forum for the Region which would lay out a strategy of not only solving the Youth unemployment but also getting this vulnerable, dynamic sector of our population to contribute to the development of the Region. The Alliance through its policy-making body, the Regional Council instituted a study to determine the situation of the youth in the member countries and to determine the extent to which the cooperative movement could involve itself with the youth.

The unemployment problem and its magnitude will be discussed fully at this conference and it is during the discussions that I wish the participants to remember that the world youth population which was 738 million in 1975 will by the year 2000 number 1,180 million. Mr. Chairman, please note that the year 2000 is only 25 years away from 1975 when the census was made. Therefore, within 25 years the world youth population will have increased by 60%.

If we go further, we will note that while the world youth population will increase by 60% during the period 1975 - 2000; that of the three major regions of the world commonly known as developing countries, will increase by 80% during the same period 1975 - 2000 and only by 5% in the developed countries. In simple terms, Mr. Chairman, we will have more youths in the developing countries than in the developed world.

I understand that it is in the light of increasing problems of the youth in the world today, that the United Nations has designated 1985 as the International Year of the Youth. Member countries of the United Nations will formulate programmes pertaining to youth problems in their countries. National coordinating committees in these member countries will be formed to coordinate youth programmes. Cooperative organisations of these member countries can go a long way in helping these national coordinating committees in formulating programmes of Action. The United Nations has also realised that cooperatives could be an important instrument of reducing youth unemployment. I feel, comrade, Chairman, that this conference should take note of the confidence placed in the Cooperative movement by the United Nations.

Comrade Chairman, apart from the United Nations and other world bodies, individual countries tackle youth problems in various ways. Coming specifically to the countries of the region, to mention but a few, we have in Zambia the Youth League of the Party, the Ministry of Sports and Youth, The National Youth Council.

In Tanzania the Chama Cha Mapinduzi (CCM) Youth is the Umbrella Youth Organisation which implements decisions of the Party and its Government and coordinates all Youth activities in the country. The Ministry responsible for Youth Affairs in Mauritius has a special cooperative education programme in schools and in fact has school cooperatives. The Youth Brigade of Botswana is a Government Institution for Youth Development with special emphasis on equipping youths who leave school early in agricultural oriented skills. I would like therefore to give you some areas of concern which I am certain will become an important to your discussions.



Comrade Chairman, undoubtedly every developing country has goals, one of the most important of these goals is to reach full employment of labour and of its productive capacities. Policy makers in the region rely on your being technically endowed to offer both short and long term advice on how this goal can be achieved. The cooperative movement which is your area of concern is seen as one of the main mechanisms for reaching full employment especially of the youth in our countries. If full employment of labour and productive capacities in developing countries is to be realised the rate of capital - formation has to increase consistently with the growing population of the young. If this is not done then we must brace ourselves for the obvious serious problems with the attendant repercussions resulting from unemployment. The need to search for the best means of utilising the cooperative approach becomes imperative in the declining rates of capital formation in all our countries.

It is not sufficient to simply talk about the cooperative movement. Our concern should be to make cooperatives a mechanism of enjoying the goal of full employment of labour and productive capacities. This means they have to be biased towards production and not consumption. Producer cooperatives increase the nations value - added.

More goods are produced as more people are employed to **feed** the growing population. On the other hand consumer cooperatives are in fact trading organisations. The more they multiply, without increasing output of goods for trade, the more they will resolve to inflating prices in order to meet operating costs. Their expansion is limited so is their ability to fight unemployment. We must produce before we consume. This is the positive approach to solving our Development problems. The youth must be productive, indeed all our national populations must be production oriented if Africa has to achieve its developmental goals. Another worrying concern comrade Chairman, is the question of implementing agencies. The production of development blue prints is highly impressive. Brilliant ideas emerge year in year out. Indeed the nation of cooperatives is one of the most analysed and is reflected in the existing policies of most developing countries. Unfortunately we fail to implement most of these good ideas and policies. Usually they end up with conference reports, policy booklets and an endless bureaucratic correspondence. Your conference must deliberate on how the proposals you make shall end up in **bumper** harvests and less unemployment. To succeed in these objectives, our political parties must be action oriented to provide an effective implementation machinery. Finally comrade Chairman, I would like to express my gratitude to all the International Organisations, National Organisations, and all those who in one way or another have worked tirelessly to improve the living conditions of our people, especially the youth. We must continue in unity to strive for a better world. It is imperative that we should continue this noble mission because we have limited choices to starve or to survive, to be poor or to progress, to produce or not to eat.



I hope this conference will be another land mark in our endeavours to progress to all our visitors, please regard Zambia as your home our humble environment is not without the warmth of hearts to receive you as our brother and sisters.

I DECLARE THIS CONFERENCE OPEN

THANK YOU!

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## Background to the Conference

At the 1981 International Cooperative Alliance (ICA) Regional Council Meeting held in Mbabane, Swaziland, an issue was raised as to how cooperatives in East, Central and Southern Africa Region could assist in combating youth problems. The ICA realises that a lot of problems arise due to the fact that youths are not gainfully employed, many plans do not take youths into consideration and thus the problem continues. The United Nations in declaring 1985 the International Youth Year has stated that unemployment is becoming far much more serious to the youth than to the elders. The United Nation has also pointed out that cooperatives have a big role to play in solving these problems.

In order to get a thorough picture on the situation of Youths in the member countries of the Region, the ICA requested member organisations to conduct in-depth studies on the problems of youths. The result of such studies form the core to this Conference. The ICA formulated a guideline for these studies.

## Conference Objectives

The objectives of the Conference may be summarised as follows:

- (a) To determine reasons leading to youth unemployment (The premise for the study is that unemployment arises due to lack of skills and/or unemployment opportunities).
- (b) To discuss papers based on studies conducted on Youth Problems.
- (c) To find similarities and differences of youth problems among the countries of the Region.
- (d) To find out reasons of youth unemployment in the countries of the Region.
- (e) To find out the extent to which cooperatives could help solve the youth problems.
- (f) And to find lines of collaborations between ICA and other International Organisations dealing with the Youth - e.g. The Commonwealth Youth Programme.

## Attendance

The list of participants and resource persons attending the Conference is attached as Appendix I to this report.

There were forty one participants to the Conference representing the following:

Cooperative Movements

Youth Organisations

Ministries responsible for Youth

International and National Organisations dealing with Youth issues.

There were participants from Kenya, Tanzania, Uganda, Zambia, Botswana, Swaziland and United Kingdom.

Organisation of the Conference

The Conference had both plenary and working groups sessions. The papers were presented at the plenary and special days were then given for discussing them in groups. Guidelines for discussion was given.

The secretaries of the working groups formed part of the recommendations committee, which formulated recommendations arising from both the plenary and group discussions. Resource persons and organisers were also members of the recommendation committee.

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## WORKING GROUPS

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### GROUP I:

E.M. Anangisye  
J. Lungu  
B. Wanaku  
D. Cassey  
W. Lwanga  
H. Jere  
J. Chintu  
R. Kabukabu  
I.J. Krisifoe

### Papers:

1. United Nations paper E/CN 587
2. Zambian paper
3. Village Industries paper

### GROUP II:

P. Kangwa  
B. Bubi  
K. Shepande  
D. Powell  
M.W. Mukumbuta  
B.M. Simpokolwe  
Kaunga, Sawekema,  
Mwanza, Sosala

### Papers:

1. Botswana paper
2. International Institute for Social Enterprise Paper
3. United Nations Paper E/CN 587

### GROUP III:

E. Moshi  
R. Seletso  
F. Mutisya  
N. Namwako  
M. Barford  
G. Kateka  
S. Mulimbeni  
Mazzuki

### Papers:

1. Tanzania Paper
2. UNDP Paper
3. United Nations Paper E/CN 587

### GROUP IV:

G. Semakula  
E. Mosinyi  
C. Mhlanga  
A. Hansson  
J. Mapoma  
R. Kankomba  
J. Mubea  
D. Nyambe  
Yaluma

### Papers:

1. Commonwealth Youth Paper
2. Kenya Paper
3. Secretary Generals Paper

### GROUP V:

S. Dlamini  
P. Yaluma  
Z. Lungu  
H. Farr  
D. Mwanza  
A. Simukonda  
D. Lwende

### Papers:

1. Swaziland Paper
2. Uganda Paper
3. ICA Regional Directors PP Paper

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## GUIDE LINES FOR GROUP DISCUSSIONS

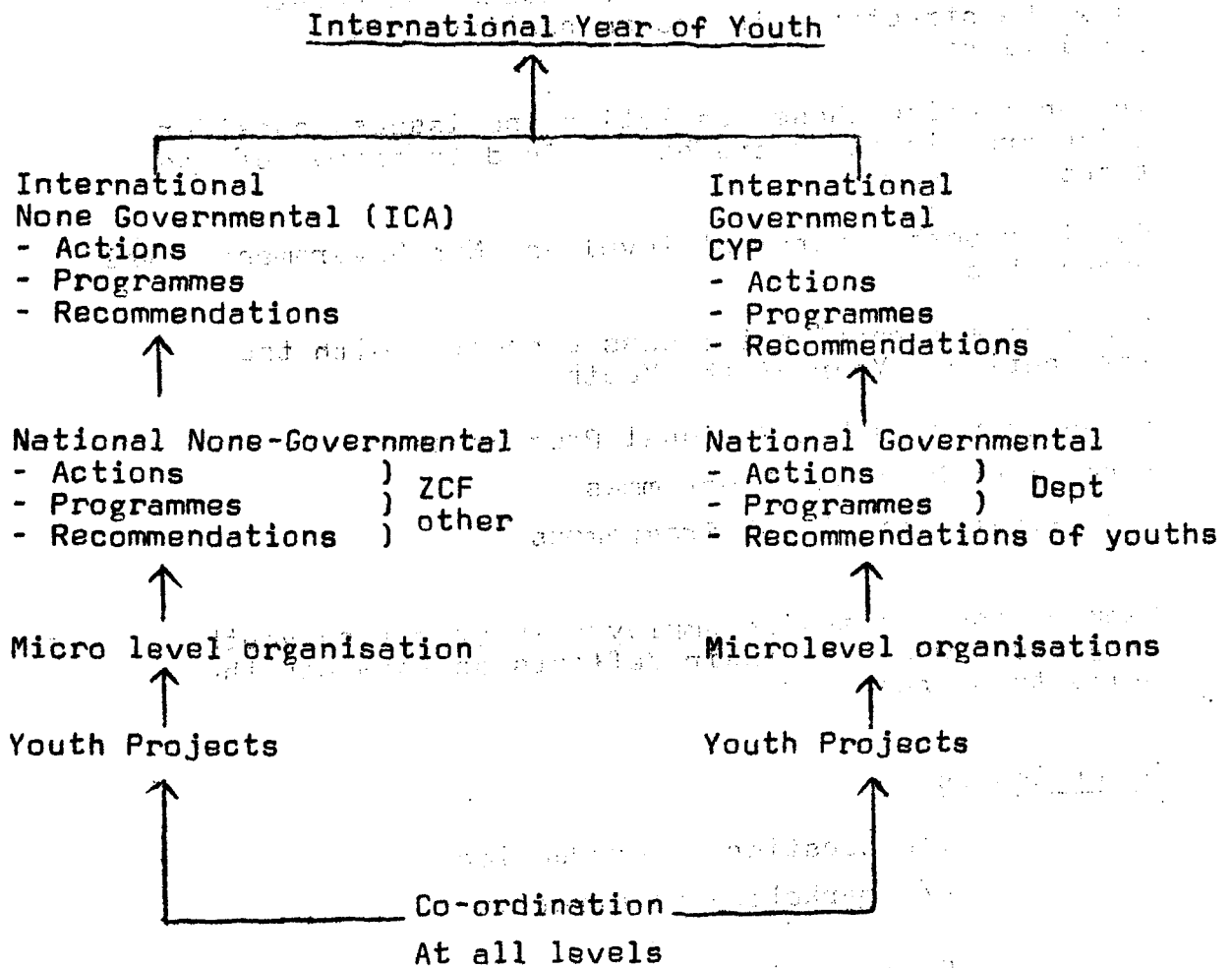
1. Many organisations are responsible for youth activities and others are interested in promoting youth activities. The current conference, as a result of this, has had delegations from many different organisations governmental and non governmental both International and National.
2. Arising from papers presented and personal experiences by delegates, many critical issues to Youth Development have been raised and discussed.
3. It is now required that these issues and points of views be structured in recommendations and resolutions.
4. In considering these resolutions and issues, consider which organisations are best poised to carry out the tasks.
5. Consider both Government level and Non-Government level approaches.
6. Consider International issues connected with the International Year of the Youth.
  - consider possible Regional Programmes
  - consider National Programmes
  - consider Micro-level Programmes
7. Examine the strategies employed in promoting youth projects - what are their defects and how can the defects be resolved.
8. Major Issues
  - (i) The question of Production v/s marketing cooperatives
  - (ii) Co-operative Education in Schools
  - (iii) Can co-operatives generate employment for Youths?
  - (iv) Planning for young people
  - (v) Financing youth projects
  - (vi) Training for project Identification and appraisal
  - (vii) Approaches to youth projects project based training or training centres.

(viii) The Question of land for resettlement of youths

(ix) Youth un-employment

(x) Rural urban migration

STRUCTURE OF RECOMMENDATIONS



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THE PROGRAMME

Sunday: 8th: Arrival of participants

Monday: 9th.

MONDAY 9TH AUGUST:

08.30	:	Climate setting and introduction
09.00	:	Official Opening
10.30 - 10.45	:	Coffee/Tea Break
10.45	:	Free
12.30 - 14.00	:	Lunch

Session II:

14.00 : Visit to Youth Projects.

TUESDAY 10TH AUGUST:

Session I:

09.00 - 10.30	:	Major Paper by ICA on Youth and Co-operative Development - E. Anangisy
10.30 - 10.45	:	Coffee/Tea
10.45 - 12.30	:	Paper by the Commonwealth Youth Programme Africa Centre
12.30 - 14.00	:	Lunch

Session II:

14.00 - 15.30	:	Brief comments from International and other organisations
15.30 - 15.45	:	Coffee/Tea
15.45	:	Continuation

WEDNESDAY 11TH AUGUST:

Session III:

09.00 - 10.30	:	Paper on Youth Participation in Cooperatives: Zambia, Swaziland
10.30 - 10.45	:	Coffee/Tea
10.45 - 12.30	:	Country Papers .....:Botswana, Uganda
12.30 - 14.00	:	Lunch

Session IV:

14.00 - 15.30	:	Paper .....:Tanzania
15.30 - 15.45	:	Coffee/Tea
15.45	:	Paper .....:Kenya



THURSDAY: 12TH AUGUST:

Session V:

09.00 - 10.30	:	Group Discussions
10.30 - 10.45	:	Coffee/Tea
10.45 - 12.30	:	Group Discussions (contd)
12.30 - 14.00	:	Lunch

Session VI:

14.00 - 15.30	:	Group Discussion (contd)
15.30 - 15.45	:	Coffee/Tea
15.45	:	Group Discussion (contd)
19.00	:	Meeting Declaration and Resolution Committee

FRIDAY 13TH AUGUST:

Session VIII:

09.00 - 10.30	:	Presentation of Declaration and Resolution Committee
10.30 - 10.45	:	Coffee/Tea
10.45 - 12.30	:	Discussion
12.30 - 14.00	:	Lunch
14.00	:	Official Closure

FROM SATURDAY 14TH AUGUST: Departure of Participants

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YOUTH AND CO-OPERATIVE DEVELOPMENT

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By  
E.M Anangisye  
REGIONAL DIRECTOR  
ICA REGIONAL OFFICE FOR EAST, CENTRAL  
& SOUTHERN AFRICA - MOSHI TANZANIA.



### The Youth Problem:

1. The future of the co-operative development revolves around the youth who are the hope and wave of the future. But at the same time, the world is faced, right today, with the problems of the youth. The United Nations in declaring 1985 the International Youth Year has stated that unemployment is becoming far much more serious to the youth than to the elders. Other institutions and people concerned with the youth have expressed worries at some other serious youth problems like those of big influx to urban areas from the rural, juvenile delinquency, prostitution, theft, malnutrition, illiteracy and so on. There is an urgent need to do something to solve these youth problems. Hence different types of institutions, religious, voluntary and government, are engaged in doing something towards the questions of the youth in different countries.
2. It was the need to exchange lessons and experiences on youth from different countries that this Conference on the Youth Participation in Co-operatives was called. But as the title indicates the Conference would be more interested on the question of the youth from the Cooperative angle. The question would be: how can cooperatives help to solve some of the serious youth problems like unemployment, rural to urban migration and shortage of urban houses. Equally important the Conference intends to discuss on the ways and means of bringing the youth into cooperatives. How can the gospel of cooperatives be taken to the youths or how can the youths be encouraged to come into cooperatives? Again there have been some bold experiments in some of the African countries and other nations of the world in this area. The Conference would need to know about some of those experiments and their results.
3. The Conference would be expected to go even further than the familiar grounds regarding the youth. It will have to venture into some unknown world and discuss and recommend how really the youth could most effectively be brought into the cooperative movement. In other words it is not necessary that the delegates should confine themselves to the known terraces. The delegate would be allowed to project their thinking into the future and recommend what would be the most effective steps to take in this field. For example, people have been debating and suggesting that cooperative education should be introduced into syllabuses of primary and secondary schools as a major subject rubbing shoulders with other major subjects like arithmetic, geography and biology.

### WHY USE COOPERATIVES:

The demand for such a revolutionary step comes from the cooperators who believe that cooperatives do form one of the most important keys to solving the problem of the youth in developing countries. They ask, for example,

whether there is any other better ways than cooperatives of organising the small-scale peasant farming for further development. Can really the peasant be left to fend off for themselves to secure the important agricultural implements and equipment, fertilisers and pesticide, without the mechanism of cooperative organisations? Can the crop collection and marketing be done by peasants as individuals?

5. There are people who would provide answers like that of introduction of public corporation and boards or even private business middlemen to handle for and on behalf of the peasant farmers. But the cooperators, actually backed by experiences in many countries, do believe that cooperative approach has very many advantages over all other approaches.

This could be one of the explanation that in many African countries it is only in areas with advanced cooperative development that one sees some marked progress, economic and social, among the peasants.

#### THE RURAL YOUTH:

6. So the argument is that if cooperatives are so important to the peasants and the agriculture then it is that the youth who are expected to continue with farming when they grow up should be introduced to cooperatives which would help to make their agriculture attractive and meaningful to them. Once the youth are attracted to agriculture that will mean that they would be settling in the rural area. Such a development would not only contribute greatly to the national development as the agriculture is the mainstay of developing economies. But also such a development would help to stem the present serious problem of massive emigration of the youth from the rural to urban areas where the growth of employment opportunities, accommodation, and other town facilities is being outpaced by the big influx of the youth from the rural.

7. So the Conference will have to deliberate on what exactly should be done to retain the youth in the rural area? From where should the cooperatives start arresting the attention of the youth?

How could we make the rural primary schools be training and preparatory grounds for future peasant cooperators from the primary school leavers? What should cooperatives do in coordination with other institutions, government and voluntary, engaged in rural development to ensure that the rural young person opts voluntarily to remain in the rural areas where he can carry out a paying economic activity while contributing greatly to the national economy as a whole.

The answer to those questions would go a long way in getting the youth problem solved. This is because the majority of youth are in the rural area. The solution to the rural youth is a solution to the majority of the youth in our developing countries. Retaining the youth in the rural would eliminate the rural-urban migration and hence reduce drastically youth unemployment.

#### YOUTH VOCATIONAL AND TECHNICAL SCHOOLS:

8. As we have already pointed out above in order to tackle the problem of youth unemployment there have been many commendable attempts made in different countries. Various institutions, government, voluntary and religious, have been setting up vocational and other training centres to impart skills to the unemployed youth. The skilled youth are expected to leave the schools to seek employment in an appropriate enterprise or field.
9. In Botswana we have youth brigades which train unemployed youth in building, carpentry, textile, mechanical engineering, electrical engineering, draughtsmanship, printing, forestry, plumbing and leather works. In Sierra Leone there is the national workshop which has a programme for training youths apprentices in workshop technical skills which include vehicle maintenance, carpentry, blacksmithy, electrical engineering, refrigeration, foundry and so on. In Tanzania there are SIDO training centres imparting to youth the skills of fruit and vegetable canning, pottery and ceramics, bamboo crafts, carpentry, blacksmithy, metal works, handloom weaving, etc. Some institutions like YMCA and YWCA have been setting up training centres in Botswana, Tanzania, Kenya, Sierra Leone apart from running youth sports activities, home economics, and hotel management in other cases. The Catholic and other Christian churches have been setting up youth rehabilitation and training centres in different countries.
10. All these efforts have to be commended especially when one appreciates the fact that most of the voluntary and religious institutions are not rich bodies. These efforts have led to a lot of accumulated knowledge and experiences from where lessons can be drawn on the youth question. The Conference is going to hear reports from different delegates on this subject.
11. But one observation which keeps on cropping up in many youth studies is that the graduates of these training centres do face the problem of getting employment after acquiring skills. For after training them in most cases the centres do let the graduates go to the streets to seek for employment. The question is what could be done to ensure that the problem of resettlement of trained youth is settled? The cooperators have been giving some answers from their cooperative angle.



12. One of such answers is that the youth should not only be trained to acquire technical skills. But they should be taught how to start their own enterprises. The recommended form of enterprises are the cooperatives of course, like the industrial cooperatives. Why cooperatives? This is because the nature of cooperatives is such that it is suitable for people with small financial means which is the case with most of the graduates. Any cooperative, after being registered, acquires a legal character and public support which enables it to get a lot of assistance, financial and otherwise, far much more than if it were started as a private enterprise. But in order to be effective, cooperative education should be introduced in those vocational and technical schools as part of the syllabuses and projects be prepared while trainees are still in schools.

13. In Spain there are Mondragon industrial co-operatives which have been successfully responsible for setting up many modern small and medium sized industries. The owners of these industries are former students of a technical institution which was set up by a Catholic father who strongly believed in the ideals and principles of co-operation. Those Mondragon industrial co-operatives have contributed a lot to accelerate the rate of industrialisation in Spain apart from ensuring that the technical students have assured form of earning their incomes in cooperatives after completing their training.

14. Cooperative education can also be introduced into institutions, that do prepare students for doing extension services in various economic activities. In agricultural training centres the students would be introduced into how to start and run agricultural cooperatives so that they do not teach people only modern farming techniques but also how to conduct the crop marketing and purchasing of agricultural inputs through agricultural cooperatives. The same could be said about the veterinary training, centres, house construction, trading, mining, transport, fishing, tourism, insurance, banking, youth national building camps and general rural development. Graduates from those institutions that offer training in such specialised economic areas should also be conversant on how to help people to get themselves mobilised through cooperatives so that they perform better, earn more and raise their standards of living.

#### 15. INTRODUCTION OF COOPERATION IN SCHOOLS:

Previously we did pose ourselves the question as to whether it was feasible to introduce cooperative education as a major subject in our primary and secondary education. We also did ask ourselves whether introduction of cooperative education in the rural primary schools would help to produce future peasant cooperators from the primary school leavers who as a result would be encouraged to remain in rural area with all the accompanying advantages to them as individuals and to the national economies.

16. For if we are really serious in our convictions regarding the importance of cooperatives to the youth then we have to introduce cooperative ideas and thinking in the most important youth institution, that is the school. The Principles of the cooperative colleges of Uganda, Kenya, Tanzania and Zambia at their I.C.A. sponsored meeting that was held in Botswana in February 1981 did discuss seriously on how cooperative education could be introduced in ordinary schools. In fact they did report that there was governmental good will towards cooperative education in schools in their respective countries. It is in schools where countries manufacture not only qualitatively better citizens but also future leaders in all walks of life. It must be in schools where future cooperative members and leaders must start being cultivated.

17. But this is an enormous job. It will need massive projects of training teachers with cooperative knowledge. It will mean massive production of text books on cooperative education. The move will have most significant consequences to the future of education and youth.

18. In Mauritius the government has already introduced cooperative education in schools. In Uganda, Kenya and Zambia there have been serious debates and consideration of whether cooperation as a subject should not be introduced in schools.

19. There are now some further interesting developments regarding cooperative education. Steps are being taken to introduce cooperatives as a major university subject. The Nairobi University of Kenya is planning to introduce a full-fledged academic department on cooperation. For as the Kenya Cooperative College lecturer once remarked that he was surprised that while we wanted B. Com's as Managers of our cooperative enterprises we did not get them interested early enough only to complain later that they lack cooperative knowledge and philosophy. Cooperative education in the universities would go a long way of producing graduates who are also cooperators.

20. OTHER WAYS OF REACHING THE YOUTH:

There are many other different ways of reaching the youth with cooperative knowledge. In Tanzania the Cooperative College is combined with a Cooperative Education Centre which conducts cooperative correspondence courses and also organises seminars and talks for cooperative members, committees, general public as well as the school children. In addition the centre organises study groups in villages and urban centres and it conducts regular radio programmes to support seminars and correspondence courses. They also have wings which are branches carrying out the day to day activities of the cooperative education centres in the regions, districts and localities.



21. The work of the Cooperative Education Centre is a very good network of propagation of cooperative education for the general public. It is worthy noting that the CEC has a women department which coordinates and conducts seminars and courses designed to integrate women in cooperative activities and cooperative leadership. One wishes that there could be a youth department designed specially to reach the youth. The present attempts of the CEC to reach schools should make a good starting point for reaching the youth as a whole.
22. In fact this point takes us to another way of introducing knowledge of cooperation among school children. The way is to start school cooperative clubs or societies just like many other clubs that do exist in schools according to the areas of interests of the different school children and students. The author of this paper can trace his commitment to cooperatives to the time when he was a member and first Chairman of his secondary school cooperative society, that he started with his fellow students many of whom also ended up working with the cooperative movement in one way or another. The school society had as its objectives to promote the knowledge of theory, principles and practice of the cooperative movement among students.
23. The school cooperative society was inviting outside cooperatives speakers to come and explain to members about their respective areas of cooperation in which they had knowledge and experience. The school cooperative members were making the point of visiting some existing cooperatives especially during school holidays to see and study about how they were operating and what problems they faced and discussed what could be the solutions to their problems. The school cooperative society which was being run on the basis of cooperative principles and practice opened its own cooperative tuck' shop which was selling to students and teachers some common consumer articles that were in demand among the school community.
24. In the Phillipines they started school savings and credit societies in which children learnt about cooperatives by also saving their meagre pocket money and they are able to get credits in time of need. In other schools it would be possible to start a poultry or vegetable farming cooperative society. What is important here is for the student members to get opportunity to put into practice some of the things that they learn theoretically about the cooperative movement.
25. In each nation the cooperative organisations hand in hand with the student or youth organisations can be encouraging the formation of such school cooperative clubs and societies so as to prepare their members for better living. After leaving the schools the youth organisation can be helping their members to settle into cooperatives according to interest and economic potentialities.

26. POST SCHOOL MEASURES:

So far we have concentrated on the schooling youth. The question now is what should happen after the young cooperators leave schools. So far there is not much accumulated experience or knowledge on this. It seems that the tendency is for people to think in terms of leaving the youth with cooperative knowledge to fend off for themselves.

27. In Ethiopia there has been an interesting move of settling vocational institute graduates. There is the Bethlehem Training Centre which was established by the Good Shepherd Sisters in Addis Ababa in 1976. The main aim of the Centre was to help girls and women acquire skills so that they found employment and be self-sufficient. It taught among other skills, spinning, basketry, needle-work, home economics, etc. In 1977 there was added carpet weaving unit because of the existence of good and growing market, both internal and external, of the carpets. As a result the Handicraft and Small-Scale Industries Agency, HASIDA, has been working to develop a carpet weaving cooperative unit with, of course, graduates of the Centre forming the bulk of the members. On a more sophisticated level we saw how the Spanish Mondragon Technical Institute graduates went and started many small- and medium - scale industries, after being prepared how to do when they were still trainees.

28. It would be interesting to gather some more information on how the graduates of cooperative training went and utilised their knowledge apart from the fact that when cooperative education is universally taught in schools the graduates would be so many so that most of them would just be expected to go and join as members or employees of the existing societies or start new ones where they do not exist.

29. THE ROLE OF EXISTING COOPERATIVES:

There is the question of who would be responsible for follow-ups after the youth leave their training centres. In the case of the Ethiopia Carpet Weaving cooperatives as referred above, HASIDA made a follow up by re-settling the trained youth. In Spain the Mondragon Technical Institute itself has an inbuilt mechanism for settling its graduates.

30. It may not be so easy to use this approach universally. But in the case of youth brigades and National Services there might be some argument for the HASIDA/Mondragon approach. The same thing can be said of many vocational centres whether governmentally or voluntarily run. In Tanzania the Small Industries Development Organisational (SIDO) technical training centres do have an inbuilt system of starting to identify projects, cooperative or non-cooperative, even before recruitment of students who would be expected to go back to those projects after completing training.

31. On the other hand, if let us say cooperative education is introduced universally as a major subject in all primary, secondary and professional schools then it would not be possible to think in terms of settling all the graduates. But the existing national and local cooperative organisations can work to keep in touch with the graduates through establishment of cooperative clubs or circles. Some of the normal cooperative promotional efforts like those carried out by the Cooperative Education and Publicity Officers, CEPDs in Uganda, Kenya, Tanzania and Zambia can be specially geared and designed to help these youth to continue being cooperators. There have been suggestions of having youth departments in Cooperative Apex organisations similar to women departments. The national cooperative journals could have special columns of youth if not starting a youth cooperative periodical wherever it is feasible to do so.

This is a very important point. It is not enough to have a few youth departments in Cooperative Apex organisations. The national cooperative journals could have special columns of youth if not starting a youth cooperative periodical wherever it is feasible to do so.

It would be interesting to know how many youth departments are there in the various Cooperative Apex organisations. It is not enough to have a few youth departments in Cooperative Apex organisations. The national cooperative journals could have special columns of youth if not starting a youth cooperative periodical wherever it is feasible to do so.

THE ROLE OF YOUTH DEPARTMENTS

The role of youth departments is to provide a platform for the youth to express their views on cooperative education and to participate in the decision-making process. It is not enough to have a few youth departments in Cooperative Apex organisations. The national cooperative journals could have special columns of youth if not starting a youth cooperative periodical wherever it is feasible to do so.

It is not enough to have a few youth departments in Cooperative Apex organisations. The national cooperative journals could have special columns of youth if not starting a youth cooperative periodical wherever it is feasible to do so.



YOUTH PARTICIPATION IN CO-OPERATIVES IN BOTSWANA AND FURTHER  
POSSIBILITIES FOR GREATER PARTICIPATION

By  
Botswana Cooperative ~~Union~~ Ltd.

This research study was commissioned by the Botswana Co-operative Union Limited and executed by the National Institute for Development and Cultural Research.

The terms of reference were as follows:

- (1) A brief research study be carried out into various youth activities in Botswana with a view to determining how these can be involved in Co-operation, as well as establishing the ways and means of how the youths can be conscientised into realising the benefits of co-operation and the important role co-operatives play in any community.
- (2) Recommendations be made in the form of actions that could be taken in order to solve the problem of the youth and involvement in co-operatives in particular. Recommendations would have to be made bearing in mind their financial implications on the national economy.

The time allocated by commissioners of the study was only one month. The budget did not allow for the recruitment of research assistants. Consequently, this research was trimmed in accordance with the implications of these two factors.

## A C K N O W L E D G E M E N T S

We would like to thank all the Brigade Centres and co-operative societies that were visited. Also we express our thanks to all the Youth Officers who supplied the requested information.

The Co-operative Development Centre (COPEC) deserves special mention for allowing Mr. Peter Siele to write a short history of the Co-operative Movement in Botswana specially for this research.

Individuals who deserve our expression of gratitude are Mr. Paul Rantao of the Ministry of Education and Mrs. G. Petersen, the Botswana Democratic Party Youth Finance Officer. These individuals freely exchanged views with us and gave us bright perspectives on this topic.

Finally we would like to thank the Botswana Co-operative Union Limited itself for requesting us to conduct this research on their behalf. We take this as their expression of confidence in us.



Statement of the reserach problem:

This research investigates the current involvement of youths in co-operative societies and the possibility of integrating other present youth activities into the co-operative movement in Botswana. The study reviews current youth activities, considers the principles of co-operative movements and then discuss ways and means of bringing youth people, in particular out of school youths, into co-operatives.

Botswana is a sovereign democratic Republic land-locked in the heart of Southern Africa. It has 900 000 people (de jure), 80 percent of who live in the rural areas in villages (National Development Plan, 1976-1981). At any one time 50 000 Botswana, mostly young people between the ages of 20 and 30 are engaged in gainful employment in South Africa, mostly as labourers on farms and in the mines. Botswana depends on South Africa economically and this dependence tends to have a negative bearing on attempts to promote local productivity in the form of small scale industries. Until about six years ago when minerals took over, the mainstay of the national economy has been livestock. There are four million herd of cattle reared mainly for beef exports. Botswana is a former British protectorate and it follows the western type of education with a number of formal education institutions but only one polytechnic. Probably the problem of youth unemployment stems from the high drop out rate of students between the end of primary education and secondary education. The high drop out rate is itself attributable to poor school facilities such as lack of qualified teachers, classrooms and school equipment.

Justification for the research:

There are two main reasons for carrying out this study.

- (a) The first one has to do with the brigade movement. The brigade philosophy is to help people help themselves. The brigades have been set up to provide young people who have fallen out of formal education with skills which could enable them to perform independent remunerative activities either within the formal wage sector or outside the formal sector of the national economy. The brigades form a greater part of youth activities in Botswana. The majority of the bridgade graduates have secured employment in formal sector (Kukler, 1979). Very few of those without formal sector jobs have been able to set up their own contractors and business. This study consequently explores the possibility of forming such people into co-operative organisations as long as they are productive and a demand exists for their output.



- b) The second reason for conducting this research is to create a basis for strengthening the co-operative movement in Botswana. If it will be possible to convert some of the youth activities into youth co-operative societies, then the philosophy of co-operation will have been promoted. The role of co-operatives, both consumer and marketing, cannot be overemphasised in national development.

### Research Objectives

The objectives of this research draw mainly from the Justification of the Study and from the Theoretical Framework that follows them. The objectives can therefore be listed as follows:-

- i) to investigate the possibility of creating various co-operatives out of various youth activities in Botswana.
- ii) to create a base for the expansion and intensification of the co-operative movement in rural Botswana.
- iii) to facilitate greater intersectoral activity both within the rural economy and between the formal sector and the informal.
- iv) generally to reduce unemployment among the youth.
- v) to strengthen the spirit of self reliance among young people by providing an outlet for their potential and by demonstrating that they can be economically viable outside the employer - employee concept of formal wage employment.

### Literature Review

This study recognises the components of the research problem as education, the brigades, youth activities, and, finally, the co-operative societies. Literature review therefore covers only these four components.

Kgathi (1981) notes that before independence, Botswana had very little vocational training. He further notes that after independence in 1966, there was a high demand for formal education. This demand exacerbated a school leaver problem since there was a shortage of educational facilities e.g. schools, teachers, materials and funds. In 1966, for instance, only 2 000 primary school leavers found places in secondary schools and formal employment out of total of 10 000 leavers (van Rensburg, 1974). Between 1976 and 1980, the school drop out problem has become worse. The table underneath shows this information for all of Botswana.

Standard Seven (Passes - A and B)

Passes	4180	3916	4376	5468	6408
Failures	9554	9009	9894	12765	14744

Source: Compiled from various statistical reports.

Junior Certificate - Government Schools

	1976	1976	1977	1978	1980
Passes	1886	2257	2329	2191	2432
Failures	315	277	258	517	535

Non-Aided Secondary Schools

Passes	4180	3916	4376	5468	6408
Failures	9554	9009	9894	12765	14744

Source: Compiled from various statistical reports.

As early as 1965, van Rensburg had founded Swaneng Hill School as a prototype of what would constitute an appropriate school for secondary education in Botswana (van Rensburg, 1974). His syllabus combined education, training and production vis-a-vis the formal western type of education (Kgathi, 1981).

In the year 1968, Government joined hands with van Rensburg and founded Shasha River School after the model of Swaneng Hill School (Kukler, 1979). However, Government did not go along with the view of van Rensburg in combining the Brigades with secondary schools. Instead, Government chose to establish Brigade Centres, which would carry on Brigade work independently of secondary schools. There are at present 16 brigade centres.

Chobe Brigades Development Trust, Gaborone Development Trust, Kanye Brigades Development Trust, Kgatleng Development Board, Kweneng Rural Development Association, Lobatse Youth Training Centre, Madiba Brigades, ahalapye Development Trust, Serowe Brigades Development Trust, Tshwaragano Craft Centre, Tswelelopele Centre, Matsha Brigades Development Trust, Shashe Brigades Development Trust, Tutume McConnell Community Trust (Kukler, 1979). These brigades engage in building, carpentry, textiles, mechanical engineering, electrical engineering, draughtsmanship, printing, forestry plumbing and leatherworks.

Since their inception, the brigades have had financial and management crises which resulted in tremendous cuts in their student intake, Lipton (1978) had estimated that by the mid-80's the brigades would be absorbing about five to six percent of primary school leavers (Kgathi, 1981). The donor agencies had hoped that the brigades would sooner or later acquire financial independence therefore they are now withdrawing their financial assistance as per the schedule. Government pays P 470 per student per annum for what it considers employable skills. The brigade administrators consider it too little since it is only one of the total amount required. Brigade trainees undergo trade tests administered by Government. They are employable only if they obtain at least a Trade C certificate in their various trades

Due to lack of written material, youth activities under Youth Officers in town and District Councils will not be reviewed. An attempt will now be made to review the principles of co-operative activities. Young Johns (1981) observes that a co-operative society is a formal, legally established organisation with a continuing existence based on the principle of working together. The International Labour Organisation (1980) defines any co-operative society as an association of persons, usually of limited means who have voluntarily joined together to achieve a common economic and through the formation of a democratically controlled business organisation, making equitable contributions to the capital required and accepting a fair share of the risks and benefits of the undertaking. Peiris (1970) notices that a co-operative society differs from other types of Associations in that it is a business undertaking. And business co-operatives differ from private enterprises in the form of ownership, control, and the way they distribute their profits.

From the three definitions thus so far presented, one can abstract that a cooperative society is a democratic and legally established continuing business that is owned communally by its members. There are three types of cooperative societies, a marketing (producer) cooperative, a consumer co-operative, and a multipurpose cooperative. A multipurpose cooperative society combines production and supplying. Individual members form a primary cooperative society. A federation of primary cooperative societies results in a secondary cooperative. In Botswana cooperative societies are registered by the Register of cooperatives in terms of the Cooperative Societies Act of 1964 (amended 1967) before they can function (Botswana Government, 1964).

However, other cooperative - type organisations have been tried already in Botswana. The Lentswe La Odi Weaving in Modipane near Gaborone is one such example. This enterprise consists of about 55 women and men engaged in weaving and tapestry. The project was begun by a Swedish couple, Mr. and Mrs. Gowenius in 1973. The factory has now been registered as producer cooperative under the Cooperative Act of 1964. The factory has of late experienced financing problems resulting from a low demand for the products (Muneitsi, 1981). Its future is therefore uncertain, especially that its employees have dwindled from 61 in 1978 to 55 in 1981 (Ibid). Beiteko in Serowe was meant to be a cooperative undertaking that would engage the ex-trainees of brigades into productive activities. It has since collapsed "because of lack of demand for its services" (oral communication with the Serowe Brigades). Pelegano Village Industries just outside Gaborone is a kind of a cooperative undertaking that seems a little bit more successful than the others. It has been able to raise the number of its employees from five in 1969 to 45 in 1982. However no recent evaluation has been carried out on it, so that its economic viability cannot be clearly understood.

## 5. Hypotheses:

This study proposes two hypotheses for testing:

- 5.i. the cooperative movement has not presented itself to the youth for the latter to participate in it;
- 5.ii. it is not possible to form cooperative out of present youth because such activities are not yet economically viable.

## 6. Methodology:

### 6.i. Methods of data collection

The collection of secondary data entailed reading the available relevant literature on the cooperatives, the brigades, and on cooperative type organisations. The collection of primary data consisted in first interviewing the officials involved in cooperative societies (Co-operative Development Centre and the managers of branch societies in the centres visited). Second, primary data was collected with the help of a specially prepared recording schedule (attached to the back of the report - Appendix B). It was administered personally during the field work (see Tentative Itinerary and Programme - A Appendix A). The recording schedule helped to **gather** primary information on the brigades, 4B clubs, cooperative societies and youth officer projects. It covered the entire period which respondents were able to remember with the help of their off times incomplete record.

### 6.ii. Data Processing and Analysis:

The recording schedule has both the open ended and the closed questions. The closed questions were aggregated i.e. if most respondents ticked a particular answer over and above other answers, that answer was considered to be the applicable one. This procedure was found useful in aggregating open ended questions such as "what project are being done by your 4B club or your Youth Clubs"? Aggregating these questions was easy since 4B clubs all over the country do almost similar things as is the case with your officer projects.

## 7. Results:

The presentation of the result of this study will not be by District or centre by centre; rather, aggregate information covering all the places visited will be presented topic by topic.

## The Brigades

Although the brigade centres are co-ordinated by BRIDEC (Brigades Development Centre), they are autonomous in terms of what they teach and the fees the trainees have to pay. The syllabus, however, is almost the same, except that through experience, certain subjects have been dropped by some centres. The Serowe Brigades, for instance, have dropped farming after noting that farmer graduates do not get jobs at all. This centre has also dropped leatherworks for the same reason. The Madiba Brigade on the other hand, are the only brigades which teach electricity. The autonomy of brigade centres is further reflected in their treatment of one of the key issues, viz: the combination of training and production. In Kanye, for example, the mechanical section of the brigades combines training and production through the repair of customers' vehicle and the selling of motor parts. At Maun, on the other hand, the Maun Brigades Development Trust clearly distinguishes training from production. It has a Brigade Unit which purely trains the students, and a Production Unit which has no training at all but engages solely in production.

The Production Unit runs its own construction company (Itsholetseng Baagi) and a sewing and knitting company (Ipopeng Textiles). Both companies employ people who are already qualified. The knitters in Ipopeng Textiles are trained by the Kanye Brigades while the construction workers are graduates of the Maun Brigades Development Trust itself. They could also include people trained elsewhere.

The organisational structure of the brigades is to a large extent influenced by the shortage of funds. Consequent upon this, there are now fewer trainees than before. Emphasis is now being shifted from training to production. The result of this development might be a reduction of youth training, thus exacerbating the school leaver problem. The Serowe Brigades could be used as an example of the reduction in trainee intake resulting from the shortage of funds:

Table 7.i. Intake of First Year Students - Serowe Brigades

1976	1981	1982
200	91	34

Source: Serowe Brigades Files

(It would have been more helpful to give a national picture i.e. national averages for all the brigades centres, but this was not possible due to time constraints).

Construction companies seem to be the main vehicle for facilitating production in the brigades. The Kanye Brigades own the Gasomana Construction while the Maun Brigades own the Itsholetseng Baagi Construction as previously stated. The construction companies accept terms for construction from the District Councils and private persons. They then employ their brigades graduates. (The companies have not kept any statistics for this activity). The Production Units of the brigades also deal in marketing. The Baitiredi Bentlele in Maun sells the products from the brigades while the Mahalapya Tshwaragano Textiles sells their products through the Development Trust shop.

Both shops (in Mahalapya and in Maun) are located ideally in the centre of the villages, away from the brigade centres, both of which are on the outskirts of the villages. Since its inception the Kweneng Rural Development Association (KRDA) has been combining training with production. But now it is trying to separate the two along the lines of the Kanye and the Maun Brigades. The Mafenyatlala Hotel within the KRDA complex could be viewed as the production

Surprisingly enough, most trainees who succeed in obtaining the required Trade C certificate are employed within a reasonable time of seeking employment, i.e. same amount of waiting as the rest of the qualified people seeking jobs. The builders' brigades appear to be the only exception. Graduates in this trade have to wait much longer before they can get jobs despite the fact that there are many building projects both in the towns and in the countryside. The reason given by the building contractors is that builders trained by the brigades are less efficient than those trained in the Government Polytechnic. In general, most brigade graduates are employed not in the village where they undergo training but in the urban towns where jobs are easier to find. This therefore brings in the question of differences between urban and village youths. This study found out that the youths have not been left out of the tide of rural-urban migration. Those youths who have secured some technical skills try hard to sell their labour in towns. As far as setting up their own businesses is concerned, brigade graduates are not so successful. Maun reported that less than one per cent of its brigade graduates had set up their own businesses since the inception of the centre. Mahalapya reported one and a half percent while Lobatse reported two percent. Kanye also reported two percent. The reason for the failure by these graduates to set up their own businesses is attributable to lack of finance and organisational assistance as well as practical encouragement by the Government. However, with the recent creations of the Rural Industrial Office in the Ministry of Commerce and Industry this might improve.



.ii. Youth Activities:

"Youth" here refers to young people who would be at school had there been opportunities. Youth activities outside of the brigades fall into three main categories. These are the 4B clubs under the Ministry of Agriculture, the activities co-ordinated by youth officers in the District and Town Councils, and finally the activities sponsored by private - organisations such as the churches. The 4B clubs are run at District level by the District Agricultural Officer and at village level by the Agricultural Demonstrators. They are essentially the organisation of primary school going youth who do gardening, knitting, sewing and cooking. These skills are not taught formally, therefore there is no certificate. The disciplines are not courses but activities meant to make the participants better citizens.

All the nine places visited had 4B clubs. None of the clubs had reached a level of production that would enable members to be remunerated from the activity. The participants left the clubs as soon as they finished formal education in the area. The agricultural demonstrators report that they find it difficult to bring in and retain non-school youth in 4B club activities. The non-school going would-be participants who do not take 4B activities seriously. 4B clubs are financed by UNICEF and the Ministry of Agriculture. Their leaders in Mochudi are mostly school teachers while in Kanye they are mostly the senior students i.e. standard seven pupils.

The youth programmes carried out under the sponsorship of Youth Officers in the District and Town Councils are nearly the same as those carried out by 4B clubs. They also include gardening, cooking, knitting and sewing. In theory there is supposed to be a \*consists of 4B leaders, the Youth Officer, the business manager of the local brigade centre, the chairman of the Parent-Teacher Association and the District Officer (Development). The Youth Council is charged with the responsibility of co-ordinating all youth activities in the District in order to avoid unnecessary duplication of efforts.

However, there is no co-ordination of youth activities in all the District studied, except in Mochudi. Quite often the Youth Officer is not aware of what the 4B clubs are doing. Like those of the 4B clubs, the activities of youth under the direction of Youth Officers are not as yet profit-making. In Kanye, the emphasis of Youth Officers has been to persuade young people to join voluntary workcamps. Such workcamps try to achieve the goals set by the village Development Committees e.g. erection of public hall, small dams, etc.

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\*Youth council in each and every district.

\*The Youths Council

Youth Officers are asked to address themselves to non-school going youth in particular. But all of them report that the participation on non-school going youth are hard to mobilise as they are not financially rewarded for their participation. Attendance of non-school going youth in sewing and cooking lessons conducted by the Home Economists (Youth Officers) is also reported irregular, such that the venture cannot be said to be successful.

However, a significant departure from the normal tasks of youth is to be found in Lobatse. The youth Department under the Town Council has a Youth Officer whose main task is to run programmes that are designed to fight juvenile delinquency. The youth are taught carpentry inside the Town Council workshop. Any youth is welcome as long as he is not school going. The Youth Centre does not issue certificates at the end of the two year training period. Instead, recommendations are made to the Brigade Centre to take on the completers from the Youth Centre. The trainees at the Centre make chairs, tables, frames (picture and door) and other carpentry works. They sell the products to the towns people. The trainees have no shop where their products can be stored and displayed. A trainee receives half of the cost of each of his items that have been bought. The other half goes into the recovery of the expense incurred in training. The Youth department was created in 1978 but up to now only three of its trainees have set up their own small business. Those trainees who do not go for further training in the brigades usually find employment with construction companies. (The centre has not kept any records in this regard).

The private organisations that are involved in youth activities are notably the church organisations. In Lobatse, the St. Theresa Mission (Roman Catholic) runs a Thuso ya Basha project. This project trains the youth in handicrafts. The products are sold to the public after which the trainees receive percentage of the cost of their items that have been bought. This training is free for all its participants. The Town Council subsidises the training. At any one time, the project has about 18 participants. In Francistown, the Ministers' Fraternal a group of church ministers, wishes to start a typing school where young people can learn this operational youth development activities.

#### i. Co-operative Societies:

Since the principles of co-operative societies have been dealt with already, the present position of cooperative will now be discussed, based on this research. Primary societies in Botswana are serviced by three apex organisations viz: the Department of Co-operative Development in the Ministry of Agriculture (CODEC), and Botswana Cooperative Union (BCU), and the Botswana Cooperative Bank (BCB). CODEC trains the managers of the primary and secondary societies and is responsible for the registration and supervision of the societies. All the interviewed cooperative societies had received such assistance from CODEC, BCU, itself a registered

society, acts as a wholesale supplier of consumer goods and agricultural inputs to primary societies. BCU is also the cattle agent for the livestock marketing societies with the Botswana Meat Commission through its offices and holding ground at the Lobatse abattoir. The BCU has been reliant on loans from the BCB to finance its expansion since it could not raise adequate levels of share capital from the primary societies, which have tended to reinvest or distribute their surpluses. Lack of equity and working capital at the disposal of the BCU is compounded by an extensive short term credit service to the consumer societies, which up to 1980, involved up to P 500 000 at any one time outstanding.

In particular, the Maun consumer cooperative society raised the question of the effect of credit in terms of interest on the reducing balance on their profit. However, the BCU has introduced an advance payments scheme for marketing society members, as well as providing insurance services.

The current situation regarding youth participation is that there is greater participation of young people in the consumers' cooperatives than there is in the marketing cooperatives. As a matter of fact, the majority of the registered members of consumer cooperatives are the youth. And among the youths themselves, the majority of consumer cooperative members are the females.

The table below shows this information thus:

Table 7.iii. a. Age Structure of Consumer Coop members

	Male	Female
21 years and under	16%	13%
22 years to 30 years	23%	26%
over 30 years	10%	12%
Total	49%	51%

Source: Co-operative Societies' Files.

Table 7. iii. b. Age Structure of Marketing Coop Members

	Male	Female
21 years and under	8	0
22 years to 30 years	24	6
over 30 years	47	15

Source: Co-operative Societies' Files.

The reasons for these age structures have been suggested by the staff of the various cooperative societies. The main reasons have been thought to be the general lack of interest in the cooperative movement among the youth, and the fact that the control of livestock, the main marketing commodity, rests with parents and not with children, especially before the latter get married. Females have a preponderance over men in the consumer cooperatives probably because as mothers they are the ones directly concerned with buying. On the other hand the males have a preponderance over females in the marketing societies most probably because they are the ones in charge of livestock in their respective families. However, cooperative societies have expressed a strong desire to have the youth in their committees. It is felt that the youths by virtue of their formal education have an advantage over parents when it comes to innovative ideas and bookkeeping.

Since it is mainly concerned with the possible productivity of youth activities, this study must learn more towards the marketing cooperative societies and less towards the consumer societies. The marketing societies rose quickly from zero in 1964 to 63 in 1979 as follows:-

Table 7. iv. Registration and Liquidations of Cooperative Societies

Years	No. Registered	No. Liquidated	No. Remaining
1964-1967	18	0	18
1968-1971	17	3	32
1972-1975	23	1	54
1976-1979	9	0	63

Source: compiled from collected data

Alongside the registrations of the societies, membership rose as follows:

Table 7. v. Co-operative Society Membership

Year	Total Membership
1967	1 565
1968-1971	3 142
1972-1975	11 001
1976-1977	13 443

Source: compiled from data collected

Thus it can be said that cooperative societies have expanded fast. However, these societies traded in livestock and food grain only as far as local production is concerned. A table showing the volume of business in financial terms is necessary in order to demonstrate that there was expansion in registration, membership and financial affairs.

Table 7. vi. Growth in Sales of Marketing Societies

Year	Sales
1967	222 754
1968-1971	400 000 (average of four years)
1972-1975	4500 000 ( " " " " )
1976-1979	6000 000 (average of two years)

Source: compiled from data

Although the sales certainly show positive growth in volume, one cannot know whether or not the marketing societies are profitable, i.e. that they are businesses, until one sees the overall performance, (inputs and outputs) or at least the surplus. The following table therefore, shows the net surplus for all the marketing societies during the years reflected.

Table 7. vii. Gross and Net Surplus: Co-operative Societies

Year	Gross Surplus (R)	Net Surplus (R)
1973	135 386	84 011
1974	154 012	72 359
1975	210 555	97 452
1976	305 885	105 853
1977	352 179	186 308

Source: Morgan 1982

R = Rand

The marketing cooperative societies also give loans to customers against the expected value of the customer's cattle already being railed to the abattoir for slaughter.

#### 8. Conclusion:

This brief conclusion seeks to establish the extent to which the hypotheses of this study are acceptable or rejectable as the case may be. A co-operative society operates on the principle of business, i.e. it must make profit, although the spirit of cooperators is not to aim at high profits as in normal business ventures. Profitability here means economic viability i.e. there must be an economic surplus for the venture to be termed profitable. If co-operatives are to offer an alternative to employment, they have to produce an economic surplus. Marketing co-operatives have been successful apparently because a demand as well as an organised market exists for their commodity-livestock. Youth activities being turned into co-operatives have to be seen in this context. However, the co-operatives apparently have not specifically presented themselves to the youths as an alternative to formal wage employment. In their campaigns for membership the cooperatives have apparently focussed on the old people, perhaps because the old have economic resources. The first hypothesis is therefore accepted as it is. The second hypothesis has to be considered in parts since it embraces the brigades and the youth activities managed by 4B clubs, Town and District Councils. The brigades are productive in that they produce skilled tradesmen who have been employed in the majority of cases. The hypothesis that youth activities cannot be formed into cooperatives does not hold as far as the brigades are concerned. On the other hand 4B clubs, youth activities under Town and District Councils as well as those under private organisations have not as yet reached a level of profitability or economic surplus, although they have a potential for that. With regard to these youth activities, therefore, the second hypothesis of this study is acceptable.

9. Recommendations:

This study does not recommend the ideal situations but rather the possible within the financial and human resources of Botswana. The normal procedure in any research study is to make two sets of recommendations - one set for the planners in Government and other organisations, and another set for those scholars who may wish to do further research on the topic. In this work, recommendations will be presented without distinction as per the directions of the commissioners of the research.

- a) While the brigade tradesmen are actually employed, it is not impossible that they are being paid low wages which do not reflect the costs of their production. For this reason, these brigade graduates could form production cooperatives. But before such co-operatives are formed, more research needs to be done on the continuous demand for their skills. The problems of Lentswe La Odi Weavers and Boiteko have to be taken as a lesson for future guidance in the formation of any production cooperatives. Brigade cooperatives might be according to trade i.e. a builders' cooperative organisation, a plumbers' cooperative organisation, etc. There would obviously arise a need for proper coordination between such brigades since more often than not, tenders for any one construction work would require a number of such skills.
- b) Even before consideration is given to recommendation (a) above, the District and Town Councils as well as all national projects should consider giving priority to construction companies which have brigade tradesmen on their staff when accepting tenders for construction works.
- c) Emphasis in secondary education should be on technical education and on Development Studies in order for it to be more realistic. Fortunately the Ministry of Education welcomes the teaching of cooperatives within the Development Studies syllabus as long as its relevance to development is made clear. It is recommended, therefore, that the Department of Cooperative Development liases with the Ministry of Education to this end.
- d) 4B clubs currently under the Ministry of Agriculture need to be transferred to the District and Town Councils since the latter have Youth Officers who are employed solely for encouraging youth activity. Such a transfer would avoid duplication of effort and also reduce administrative strains on the Youth Council. Private organisations might also be asked to run their Youth programmes in conjunction with Youth Officers.

Once all youth activity falls under the Youth Officers, the youth programme would have to be redirected in order to focus on handicrafts in view of the unprofitability of the activities that the youth under 48 clubs and Youth Officers have been doing to date. At present Botswana-craft buys handicrafts from individual producers in the District and then sells them at a much higher price in urban areas and outside Botswana. Youth Handicraft cooperatives could take advantage of this opportunity that already exists.

However, more on the structure of demand for handicrafts would have to be undertaken prior to setting up such cooperative organisations. Each district would specialise in a certain handicraft according to the natural distribution of input material, i.e. Bobonong might specialise in semi-precious stones, since there is a lot of semi-precious stones in Bobonong, Kasane in fisheries and basketry because of the Chobe river, Thamaga in clay works or pottery since there is a prevalence of pottery clay in the region.

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- 1. When was your 4B club formed? .....
- 2. Has it been functioning well since then? .....
- 3. How many participants has it had so far? i.e. year by year .....
- 4. What project have been accomplished through it? .....
- 5. How do you raise funds for the 4B projects? .....

..S-0.....

- 1. What types of co-operative societies exist in this place?
  - (a) consumer
  - (b) marketing
  - (c) multipurpose
- 2. When was each one launched? .....
- 3. What has been the membership since inception? .....
- 4. What help have you received from CODEC?
  - (a) financial
  - (b) organisational
  - (c) any other
- 5. What has been the volume of business in terms of cash, i.e. sales etc. for every year of operation? .....

6. What problems have you encountered since you began the co-op societies? .....

.....

7. What are your future plans in the development of the co-op movement here? .....

.....

D. 1. When was the Youth Office established in this town/village? .....

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2. What projects are being carried out by the youths? .....

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3. When did each one begin? .....

.....

4. How did you raise funds to launch these youth projects ...

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5. How many youths are involved in each project? State future for every year of operation .....

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7. How do you think the youth could be encouraged to participate more effectively and in greater numbers in the present cooperative societies?

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8. In your membership drive how have you addressed the youth specifically?

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9. What do you plan to do in order to attract the youth as members of this co-operative?:-

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These institutions cover about 85% of the total youth involvement activities in the country.

(1) THE 4K CLUBS

4K Means: KUUNGANA, KUFANYA, KUSAIDIA KENYA

MEANING: JOIN TOGETHER, DO TOGETHER, TO HELP KENYA

The 4K clubs were started in 1963 as an extension service. The programme welcomes youth between 8 - 22 years being in school and out school. The programme is exclusively located in the rural areas and encourages youth to be involved in projects located at their respective areas. The club also covers agricultural sector (crop, livestock etc). and encourages other activities such as handcraft, home economics etc. 4K clubs are considered as the backbone of the total programme because of their location. The Motto of the 4K clubs is "LEARN BY DOING".

Participants to the projects are advised by the ministry of Agriculture staff who operate in their areas. Voluntary leaders also assist, who are usually chosen by the 4K members themselves. These local leaders include teachers, well to do farmers and other influential people in the locality. They are preferred because they act as the go between the parents and the Agricultural staff.

The clubs are organised and registered with the ministry of Agriculture. To date there are 2,500 clubs with individual members numbering to over 79,000. The members are distributed all over the Republic with varying activities according to the population and Agriculture productivity.

Over and above the activities mentioned, the 4K members enjoy other activities such as recreation - mainly football, tours and participation in all Agricultural shows at the National, Provincial, District and Divisional.

(2) The National Christian Council of Kenya

It was the sole initiator of the village Polytechnics in Kenya. However, at a later date the N.C.C.K. handed the already existing village polytechnics to the ministry of Culture and Social Services. The reasons for handing them over were as follows:-

- (i) The demand was too high and unmanageable by the N.C.C.K.
- (ii) The N.C.C.K. had no sufficient funds to run them
- (iii) The N.C.C.K. was unable to supply the materials needed
- (iv) The N.C.C.K. no Manpower to cater for all the V.P.



After handing them over the N.C.C.K. started other youth activities through the member churches. The youth Department of the N.C.C.K. draws various programmes and sends to the member churches. The pastors select the youth leaders according to the varied activities which that particular church runs.

The respective churches under the N.C.C.K. recruit their youth leaders who normally lead a group between 25 and 30. There can be several groups under the jurisdiction of that particular church. The groups are made up by boys and girls.

Various methods of training the youth leaders are used - conferences, seminars, consultations in addition to music courses and workshops where participants compose and discuss difficulties in writing African Music. Visits and exchange tours are also part of the youth training programme.

It was difficult to know exactly the individual number of the youth involved in these activities. This was much so because the N.C.C.K. does not keep the record of the individual members. However, they do keep the record of those who participate in their drawn programmes. Youth leaders in various churches know their individual members.

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(3) YOUTH TRAINING SECTION - MINISTRY OF CULTURE AND SOCIAL SERVICES

The major aim of the youth development village polytechnics has been and continues to be the preparation of primary and secondary school leavers for work in their rural areas and to develop the rural area.

The programme achieves its aims by developing skills and attitudes among boys and girls and eventually lead them to earning incomes from the activities they have undertaken.

Technical knowledge is taught to the youths in the following areas:- tailoring, dress making, masonry, Agriculture, home economics, leather work, plumbing, electrical courses, book keeping, bee keeping, typing, capentry and motor mechanic. The trainees stay in the centres for a period of two years after which they are tested to acquire a Government trade test certificate.

In understanding these projects, two facts are worthy mentioning about them.

- (i) Trainees learn skills while they are earning by undertaking contracts in local areas.
- (ii) Our people in the rural areas cannot afford high labour charges for the services of highly qualified technicians and contractors.

To assist our people in the rural areas from paying high charges, the youth project trainees and graduates from the programme assist in constructing projects in the rural area at a lower labour charges. In this way many harambee health centres, cattle dips, social welfare centres, schools and shons have been completed.

In addition the trainees have assisted the farmers in improving farm inputs equipment for local use such as maize shellers, and water dams for supplying water to cattle.

The number of village polytechnics under the ministry of culture and social services is about 250 with over 1800 instructors, and a total individual trainees ranging between 25,000 - 30,000.

(4) The National Youth Service

The National Youth Service was among the first institutions to be established immediately after Kenya's independence. The decision stemming from late 1963 and the initial recruits being taken in August 1964.

The general functions of the service embodied in the national youth service act of 1965 is as follows:

"THE FUNCTIONS OF THE SERVICE SHALL BE THE TRAINING OF YOUNG CITIZENS TO SERVE THE NATION, AND THE EMPLOYMENT OF ITS MEMBERS IN TASKS OF NATIONAL IMPORTANCE, AND OTHERWISE IN THE SERVICE OF THE NATION"

This being a very wide definition, capable of all sorts of interpretations, a number of decisions had to be made in order to arrive at a practical policy.

- Firstly, it was agreed that the service should be a department of the civil service and not a political organisation
- Secondly, it was decided that the service must be a working force carrying out projects of real economic significance which were too large or too difficult to be tackled by the people on a community development or self help.
- Thirdly, it was recognized that there must be a basis of discipline if large bodies of men and women were to live together efficiently.
- Fourthly, the whole service was envisaged as a Training operation that would prepare its members for later employment in modern sector or self employment.

As at December 1981, the National Youth Service had enrolled 32,040 young Kenyans. The service is unformed and recruits are taught drill. Servicemen and service women habitually participate in National parades. They are also a familiar sight at exhibitions, Agricultural shows and other ceremonies where they act as stewards. The members of the service are prohibited from joining or forming trade union.

### Servicemen

The recruits should be between 16 - 30 years and without dependants. Basic training lasts ten weeks. During the training the recruits are introduced to the nature, aims and methods of the service and are taught various skills which they are likely to use when servicing remote areas (e.g. campcraft and first aid). The basic training is intended to instil discipline and accustom the recruits to working together as an efficient and orderly team under an officers command. The end of the basic training is marked by a major ceremonial parade and the recruits are considered to be fully fledged servicemen and women ready for posting.

### Field Unit

These are scattered in all the provinces and are made to train the recruits in various skills which will benefit them after a period of two years. The period can be prolonged to facilitate the recruit finish up the trade he/she had been pursuing to obtain a Government trade test certificate.

## TRAINING

The following courses are conducted at the National Youth Service - General Engineering, fitting and turning, woodwork, masonry, motor mechanic plumbing, weaving, home economics, driving, agriculture, road construction electrical trade, secretariat and tailoring. After obtaining their trade test certificates, the men and women are obliged to serve for a further six months to gain practical experience in the trades before they are permitted to take up salaried work in industries and offices.

## EMPLOYMENT

No guarantee of employment but the service tries to find suitable job openings for those who have trained at the National Youth Service.

### (c) STRATEGIES FOR INVOLVEMENT OF YOUTH IN COOPERATIVES IN KENYA

The information given here above has now given you an inside understanding of the involvement of youth in the country. It has also shown you that the job opportunities do not absorb all the graduates from the various centres. It is in this view in mind that the suggestions given below will assist to reduce the youth problems considerably.

- (1) To motivate them to join the existing cooperatives such as building and construction, agriculture marketing, savings and credit, small scale industries etc. etc.
- (2) where there are no existing cooperatives they should be urged to form them
- (3) Education programmes should be intensified and modified and imparted to youth in schools and colleges, village polytechnics and other youth training institutions, and also using Broadcasting, Newsletter and Cooperative Film.

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STRATEGIES FOR THE INVOLVEMENT OF YOUTHS INTO COOPERATIVES IN  
TANZANIA

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DAR-ES-SALAAM TANZANIA.

## 1. INTRODUCTION

In Tanzania, 78% of the population can be classified as children and youths. Out of these, 47% are below the age of 14 years while the remaining 31% are between 15 and 34 years of age. Not only do youths constitute the largest sector of the population, but they also have a great potential for both social and economic development, because they are the strongest, healthiest and often the most enlightened and thus the most ambitious sector of the nation. Therefore the youth in Tanzania are a force which can effectively precipitate national development since by their very nature they are claimed to accept change and development positively when they themselves have been given proper orientation. This can often be achieved by intergrating youth plans in overall national development plans and by giving them sufficient attention. Besides their capacity for adaptation to rapid social, technological and scientific changes, the youth have a capacity to do more work and for a longer period, thus giving them a bigger capacity to participate in the development of their national economy. Consequently, in Tanzania, the youth are involved in very many social, political and on economic activities.

While it is imperative to specify the kinds of youths who are expected to be involved in cooperative ventures, we must not lose sight of the special needs of youth in this country.

## II. SOME SPECIAL NEEDS OF YOUTHS IN TANZANIA

1. Tanzania, being a vast country has a diversity of environmental and cultural differences, which consequently leads to variations in the needs of youths. It is therefore imperative that youth plans and projects take this factor into consideration.

Various youths need varying mobilization programmes. It is also important that they meet to exchange ideas, hence appropriate venues for their activities should be provided.

The youth need to have recreational facilities which will develop both their brains and physique as well as instill in them characteristics and behaviour conducive to the current trend of national development, such as self-reliance and work oriented attitudes.

3. To date, due to great changes in the socio-economic development of the nation, the needs of our youths have also developed accordingly. They therefore need more amenities and facilities such as more and better clothing, plenty of nutritious food, modern housing and recreational facilities, as well as modern transport facilities to enable them to gain a wider scope of their environment. In order to attain all these they need work. It is extremely important therefore, that the youth be well trained in knowledge and skills which enable them to gain a wider scope of their environment. In order to attain all these they need work. It is extremely important therefore, that the youth be well trained in knowledge and skills which enable them to be self-reliant.



Many of the youth in rural areas are still faced with the problem of migrating to urban areas where social amenities are often more abundant and job opportunities available. Whereas it is true that there are more and better facilities in urban areas comparatively to rural areas, it has become increasingly difficult for the youth to find jobs in urban areas, a fact which has led to vandalism and crimes.

To alleviate this problem, the youth must be given skills and facilities which will enable them to make a living in rural areas. It is also necessary that some of the glamour and bright life of urban areas should be taken to the rural areas to satisfy the needs and curiosity of the youths in those areas.

These, however are just a few areas in which youth problems have been mirrored and various bodies, both governmental and charitable organizations have been attempting to provide solutions.

Tanzania, a country whose economy is basically dependent on agriculture, has realized that if the youth are to carry out their responsibilities in national development, they need guidance.

#### THE POLICY OF YOUTH DEVELOPMENT IN TANZANIA

Youth affairs in Tanzania come under the Ministry of Information and Culture, whose main activities include the promotion of economic and cultural activities aimed at material and cultural advancement of young men and women in the country, while the Youth Organization of the Party, CCM, is responsible mainly for the inculcation of the Party's concepts and general political awareness into the youths.

In the current Five Years Development Plan, the government has adopted the following principles as the basis for looking after the interests of the national youths:

- a) That the youth are the citizens with greater energy and opportunity for national development. For this very reason, if properly catered for, the youth will contribute greatly to the economy of the country.
- b) That the youth who completed primary education and are unable to gain access to Higher Education are very often tempted to run to towns in search of paid employment which unfortunately very often does not give them income sufficient for their needs. The adverse consequences are known to every one. For this reason there is great need to plan economic and income generating projects for the youth in rural areas in order to tempt them to remain in villages.

- c) That the youth who are employed in towns and are not earning adequate income, have plenty of time to come together and establish cooperative income generating projects. Apart from this goal, activities on these projects can be of great help to the youth in spending their leisure time usefully.
- d) That apart from these objectives, there is need to plan for the youth wherever they are, centres where they can meet for activities related to political involvement, art, recreation and other activities which can help them to develop mentally and culturally.

Consequently the Ministry has taken various steps to implement this policy, steps which will be discussed in section V of this paper. However, it is worth noting that many other organisations such as religious bodies, voluntary agencies and non-governmental bodies have for quite sometime persistently been carrying out activities in an attempt to foster the social and economic progress of the youth in Tanzania. These also will be discussed in the following sections of this paper.

#### IV. THE RESEARCH

One of the fundamental steps in planning for youth development is the identification of the youth themselves, that is, who they are and where they are, together with a proper understanding of their basic needs and requirements, problems and aspirations. As we have pointed out in the introduction of this paper, in Tanzania the youth have been defined as all the individuals who are between the age of six and thirty years. These also have been sub-divided and categorised according to the services they get from the state.

The first group, often referred to as "the young pioneers", include all the young who are between the age of six and sixteen. The bulk of these happen to be in primary schools and are thus under the care of the Ministry of National Education, and these are under the care of well trained teachers for their development. There are still many more whose fate is left in the hands of the society. Such are those youths who have had to grow up in areas where they are not provided with facilities for primary education, for one reason or another, and school dropouts who have had to discontinue their basic education.

Combined with this groups are those youths who completed their basic primary school education but have not had the opportunity to go for further studies or for any courses or training in other educational institutions. These usually join up with the less fortunate youths in the same age group who never got a chance to either go to school or finish their basic education. Together these categories form largest youth groups in Tanzania. This is the group of youths which it is assumed can be absorbed and utilized in rural areas.

Another group of youths, although a minority, go on after post primary education into secondary schools and on to further education. This group, again, is under the care and guidance of the Ministry of National Education. However, a sizeable portion of those who have completed primary school education, besides those who remain in the rural areas, move to urban areas as either labourers, self employed street vendors or join the private sector. Although some of these youths often find some sort of occupation, and are kept busy in one way or another, their income is insufficient and cannot provide for all their needs.

These, together with those youths supposed to be absorbed in villages are lacking in technical know how and material resources that could have made them better workers wherever they find themselves. Whereas under post independence politics these youths find themselves the constant victims of the famous "back to the land policies", the education process through which they have undergone negates the efficient utilization of such youths in villages. For example, in recent years while they were the ones moved to villages such as Kibugumo, Gezaulole and other villages from Dar es Salaam to make them fruitful, these youths mistakenly thought to be capable of everything were in fact capable of very little in the environments where they were often forced to be.

This research, therefore, has dwelt mainly on three distinct categories of youths:

1. Primary school leavers and school dropouts.
2. Organized youths in various institutions.
3. Unorganized youths scattered in urban and rural areas.

In an attempt to cover the area of research, all organizations which in one way or another deal with youths have been contacted. Briefly, these organizations help youths in offering vocational and non-vocational training, recreational facilities, technical training and other various activities. Most of the organizations contacted operate in both rural and urban areas and some at district, regional and national levels. Guidelines were sent to our regional staff to look into youth activities of all types and assess the possibility of involving the youths into cooperatives. So the findings in this paper represent the true situation throughout the country.

## 1. THE FINDINGS

### 1) Primary School Leavers and School Dropouts:

As already pointed out, this groups is constantly growing as the basi of the education pyramid in Tanzania is expanding while at the same time there are no signs that there will be a corresponding change in the expansion of secondary education facilities. For example in the efforts to implement the Party Policy of Universal Primary Education in Tanzania, (UPE) in 1981 there were a total of 9,980 primary schools with 3,538,183 students compared with those of 1980 which were 9,923.

with 3,367,674 students. The figure 3,536,183 of 1981 was 101% of all school age children compared with the 1980 figure which were 97% these figures shows the success of UPE activities and hence the increase of primary school students.

In 1981, out of 357,816 students who completed Primary School education, only 9,178 or 2.6% got the chance to continue with their studies at Secondary School level. In Tanzania there is a total of 84 government secondary schools with 38,892 students. There are 81 private schools with 29,513 students, this means that there are only 68,405 students in secondary schools by June 1982. All these figures show the magnitude of the problem ahead to absorb the primary school leavers who are in millions while opportunities for further education hardly reach a hundred thousands.

However, even if there was corresponding expansion of secondary schools to match with the primary school leavers, the result might be the same in that the problem of utilizing the youth in the countryside would only have been moved up. For this reason, in 1976, the President called upon the relevant bodies to look into the youth problem and find ways and means which will alleviate the wasting away of youthful efforts into worthless and dangerous activities.

The moulding of youths into useful citizens thus has to begin from a very early stage while they are still at primary school level. Since 1967, therefore, after President Nyerere's famous document "Education for Self Reliance" there has been a change in the general trend and objectives in the educational goals at various levels, especially those of primary education and to some extent at secondary school level. Among other things, education for self reliance advocates that school education should be self contained in the sense that every stage in the educational system should provide the student with sufficient knowledge and skills to enable him to live usefully in his community. Since agriculture is the backbone of the country's economy and the major occupation of rural dwellers, primary school education is dominantly geared to meet the needs of the rural areas and aims to plough the bulk of this youthful energy back to the land.

In reality, however, many of these youths run to urban areas in search of paid employment. Adversely, due to the low level of their education and their lack of technical skills they end up with very lowly paid jobs and either lead miserable lives or turn to vandalism, hooliganism and crime. Those who remain in the rural areas often lack the tools with which to put into practice what schools have taught them, and thus often end up following in their parents footsteps as peasant farmers.

## 2) The Ministry of Information and Culture

In 1977, the Government, through the Ministry of Information and Culture sought to solve the problems of youth by first of all identifying their needs and then laying out elaborate youth programmes. A major step was that of organising youth into groups within their environment and urge them to work cooperatively so as to utilize their potential together.

The formation of villages provides a good opportunity for utilizing groups of youths as they come out of their basic education. Putting youths into groups also provides better opportunities for responsible bodies to give them the essential training they require. The Ministry also called upon various bodies both charitable and government to provide useful skills training youth groups.

Besides formulating the policy guidelines already mentioned in section III of this paper, the government adopted the following broad programmes to be implemented.

- a) The construct cultural centres in significant towns in the country where the youths can meet for a variety of activities such as cultural activities, art work, games, library work, handicraft, political discussions and many others.
- b) To plan and establish economic and income earning small and large scale projects through the formation of youth groups in cooperative ventures. In carrying out economic projects the Ministry has laid down the following guidelines and procedures.

- That a group of youths, from one or two villages, not more than 50 in number, should form a production group.

- that there be a constitution which, as far as possible, is uniform throughout the country.

- to raise the initial capital, the groups members must subscribe to the best of their resources. Parents may assist.

- Local authorities will allocate land, large enough for the project. Where agricultural projects are undertaken, at least one acre per head should be the minimum.

- The District Cultural Office the Ministry's representative in the District will plan and guide the projects in his area.

- a timetable for work on the project as well as a roster of participation should be worked out so that they youth can still participate in the general work of their village or other communities wherever they live, so that the youth are not cut off from their communities.

- District and Regional authorities should assist well organised projects by giving them seeds, fertilizers, ploughing facilities and whenever possible some financial assistance.

- Well planned and properly implemented projects, besides receiving limited financial assistance from the Ministry should serve as "work camps" for training purposes.

- there must be adequate and equitable distribution of income and, at the same time, ensuring that something is kept aside to continue the project.
  - successful projects can, through the Ministry, seek financial and technical assistance from local and external sources.
- c) The Ministry will use various means and institutions available locally and outside the country to provide more training to youths in order to enable them to implement their projects.
  - d) The Ministry will collaborate with the Youth Organisation of the Party to develop and carry out programmes aimed at giving the youth political and cultural education, and the role in which the nation expects them to play in National Development.
  - e) Existing Youth Camps where youth projects are already established successfully are to be used to bring together young men and women from various parts of the country and give them practical training on how to start economic and income generating projects. In this way such projects can easily be made to spread throughout the country.
  - f) An outward Bound School, used to build up toughness and confidence among the youth was officially opened on 21st February 1979 at the foot of Mt Kilimanjaro.

In a bid to implement this broad programme the Ministry has carried out many activities. However, for purpose of this survey our main interest dwells mainly on the training aspects and on economic groups and income generating activities.

Our survey found out that numerous youth economic activities are under the supervision of the Ministry of Information and Culture and the CCM Youth Organisation.

The CCM Youth Organisation runs various youth activities to generate income for the respective youths and a portion of the accrued funds are used to cover recurrent expenditure for the Regional and District offices of the organisation. The objective of these groups is to function on cooperative basis, but until now most of them operate like partnerships. Altogether there is a great possibility to transform them.

The Ministry on the other hand, has mobilised youths throughout the country to form Youth Economic Groups. It has trained and appointed Regional Youth Coordinators to mobilise and organise youths to utilize their skills and resources for their own benefit. The objective is to make these Youth Economic Groups to operate on a self help basis with very little external help to supplement their individual efforts.

While Appendix A gives a sample of the type of activities run by the Ministry in the regions, the following, however, is an outline of the type of activities carried out by the two bodies mentioned above.



The Ministry of Information and Culture:

- Food and cash crops farming.
- Mechanics, tailoring and weaving.
- Carpentry, construction and brickworks.
- Tie and dye.
- Fishing and fishmongery.
- Poultry keeping and animal husbandary.
- Pottery.
- Restaurants.
- Consumer shops.

The Youth Organisation:

- Consumer shops.
- Carpentry.
- Bars, lodgings and guest houses.
- Agency for the distribution of beer.
- Coconut tree nursery.
- Transportation - buses and lorries.

For various reasons, the bulk of Youth Economic Groups are not cooperatives, the major reason being lack of cooperative education and knowledge both from the initiators of the groups and the youths themselves.

3. The Small Industries Development Organization (SIDO)

This organization, which itself is a parastatal organisation under the Ministry of Industries, has since 1974 trained a total of 1,286 up to 1981. SIDO has ten (10) training centres giving various skills training and technical training to young men and women.

The general training policy of SIDO is that they accept and train youths who come from established small industrial and craft groups from all over the country regardless of whether these groups are cooperative societies or partnership ventures.

However, since the last three years, the organisation has been working hard **towards** the establishment of small scale industrial cooperatives and the dissemination of expert advice to such societies.

According to data available from SIDO, there is a total of 140 active industrial cooperatives in Tanzania. SIDO has initiated only three active industrial societies out of the 140. SIDO, aims at supplementing industrial development in the country. However, its training curricula puts little emphasis in Cooperative education, thus although SIDO offers loan facilities for the establishment of various types of small industries, most of the youth they train end up as employees of entrepreneurs who utilize these loans, while a few are absorbed into existing Cooperative Societies. The rest are left to find jobs which ever way they can. Seldom do these youths come together to form their own Cooperative Societies. However, there is ample room for the utilization of SIDO's experience and training centres for the inculcation of Cooperative ideology and practice to the youth.

#### The Young Women Christian Association of Tanzania (YWCA):

Formed in 1959, the YWCA has up to now very much concerned itself with the development of youths in relation to education opportunities, job creation and the general well being of youths. While many of their activities are service oriented such as running day care centres and activities for the disabled, the YWCA also engages in training activities for youth. Their cottage industry projects for example, are aimed at helping primary school leavers and any young women who have had no training for a career to be trained in various kinds of skills, such as the art of dying material, sewing, pattern making, needle craft and embroidery. However, whereas training material is provided by the YWCA, at the end of their training the youth are expected to be self supporting. Due to lack of proper orientation and education in Cooperative management and philosophy, many of those young girls scatter after their training and are unable to make a useful living out of the training they got. The YWCA has a vocational training centres where courses of 6 months to one year in dress-making are run. The graduates from such courses often are employed by textile and garment industries. Others become self employed while some join already established Cooperatives. Here again the inadequacy of Cooperative Education in the training curriculum has led to apathy of the youth on Cooperatives, and thus the matter is seldom taken up as a useful means of livelihood.

#### i. The Young Men's Christian Association of Tanzania (YMCA)

Like the YMCA, the YMCA offers professional and recreational facilities for youths. The YMCA, besides running two secondary schools, and a number of child care centres, it also runs a vocational training centre, a farm school at Marangu and a commercial school. These training institutions were established so as to enable trainees to:-

- become self-reliant and establish a working group where they can practice the knowledge gained in order to earn a living.
- assist industries to get trained manpower in the respective skills.

Again, here, despite the YMCA's attempt to organize youths to form their own ventures, many have left to look for employment since they have not been given proper background training in Cooperative management and principles, and have thus failed to form such. Due to the inadequacy of financial resources the YMCA it-self has not been able to settle these youth with their own projects.

#### 6. Church Groups:

The Christian Council of Tanzania and other religions organizations have for a long time also been working with youths in various ways, trying to improve their lot and giving them skills to enable them to be self-reliant. Here again the vital Cooperative education to enable them to form Cooperative Societies of their own after training is lacking, resulting in these youths seeking employment or being dependent on the church.

#### 7. The Tanzania Parents Association (WAZAZI):

This is one of five mass organisations of the Party, composed of parents all over the country. WAZAZI owns and runs technical secondary schools and training centres where youths are trained in various technical skills. These schools often manufacture goods according to the needs of the environment in which they are situated, and students are taught such subjects as carpentry plumbing, shoe making, iron mongery, agriculture, domestic science, secretarial duties, electrical repairs and installation, mechanics, technical drawings, building and construction. Here the students are trained up to Trade Test Grade II or sit for form IV technical Examination. However, few provisions are made for graduates from these schools and for the same reasons given above, fewer graduates manage to form their own Cooperative Societies.

### VI. STRATEGIES FOR THE INVOLVEMENT OF YOUTHS INTO COOPERATIVES.

#### CONCLUSIONS, SUGGESTINGS AND RECOMMENDATIONS FROM THE FINDINGS OF THE RESEARCH

##### A. Conclusions and Suggestions.

As noted earlier, the youth, beside their capacity to do more work for longer periods, and besides their acclaimed ability to accept change and development positively, they are also the most energetic, ambitious and inovative among all age groups inthe society. It is therefore imperative that for any economic undertaking in which we wish to involve them we must offer sufficient incentives and satisfaction, and this can only be achieved by carrying out elaborate mobilization and training programmes in the field of Cooperatives, so that the youth themselves understand and accept the whole idea of forming their own Cooperative Societies

In doing this we must also bear in mind that the youth are often impressed by success and are put off by the woes of failures. In order for the Cooperative movement to appeal to the youth it must constantly revolutionize its activities to suit current developments which the youth can understand and which will satisfy their present needs.

The Cooperative movement in Tanzania has since 1975 undergone several structural transformations, and this has made the youth loose track and not be aware of the position and potentials of Cooperatives. It is thus extremely important for the Cooperative movement to start an information dissemination programme for the youth before there can be any hope of positive involvement from them. To date our education programmes do not really concentrate on mobilizing the youth to join Cooperatives but instead concentrate in informing existing Cooperators on various Cooperative affairs. As can be seen from previous sections of this paper, most of the youth are already grouped in various parts of their environments, and by various organizations which are trying to help them. What remains is for the movement to plan and co-ordinate with these organizations and lay down strategies of giving Cooperative education to these youths. Besides reaching the youth in their environment special publications and brochures with catching titles like "The Young Cooperator" and others should be published and distributed by the Cooperative movement, for the purpose of enlightening and educating the youth all over the country.

Once they are established Regional Cooperative Unions should be assigned the duty of bringing up the youth in their respective regions to form Cooperative ventures. These Unions should look into all spheres where the youth are involved and help them, financially, materially and otherwise to pioneer youth cooperatives of various types, but emphasis should always be placed on giving these youth proper Cooperative understanding and know how so that the youth themselves understand and accept the idea of Cooperatives and their benefits. This mobilization and incentive approach can be very beneficial to the whole Cooperative movement. Together with other officials responsible for youth activities in the regions the Regional Cooperative Unions should make out vigorous feasibility studies for youth Cooperatives to get optimal resources, surplus or highyielding products and good markets.

After getting the appropriate response from the youth, responsible bodies, including the Regional Unions, should as far as possible train project members on youth Cooperatives right from establishing it through to manning it. This is a partial Insurance against failures of any Cooperative establishment covered in training programmes, an assurance vital for the youth since those who have lagged behind in forming coop. will be encouraged by the success of others. Among the principles adopted in the current five years plan in the government policy on youth affairs is one stating that:- "The youth who are employed in towns and are not earning projects. Apart from this aim, activities on these projects can be of great help to the youth in spending their leisure time usefully."

And among the broad programmes adopted from this policy one of them is "To plan and to start economic and income earning small and large scale projects through the formation of the Youth Economic Groups on Cooperatives basis. In order to implement this successfully, it is essential to plan the projects properly; to have a broad uniform constitution as a guideline to the Cooperative endeavour and to ensure adequate maintenance of records and accounts".

The Ministry has always tried to carry out youth activities on Cooperative basis, but most of the activities are still at an initial stage, others are still in the process of registration, altogether there is still much to be done both among the youth the Ministry, the Youth Organisation and other government authorities like the local governments and Non-governmental organizations.

This desire to manage economic activities on Cooperative basis has manifested itself in all the institutions which were consulted dealing with the youths. There is lack of co-ordination between the institutions dealing with youths and various cooperative institutions like the Union of Cooperative Societies, the Department of Cooperative development in the Prime MINISTER'S OFFICE and the Cooperative College. Lacking in the vital education and information which the youths needs, they continue to form groups which they call Cooperative Societies and hence they work in blind imitation and operate by trial and error, often resulting in catastrophic failures of their societies. These young Cooperators end up disillusioned, demoralized and frustrated and thus run to urban areas to look for employment. It is therefore necessary for the Cooperative movement to establish a system where there will be coordination among all the bodies which help cooperators especially on the aspect of training; they should form a uniform curriculum which will be used by all Cooperative educators in mobilising and training youths to establish Cooperative Societies.

It is imperative to emphasize that all benefits accrued from various youth activities should not just be used as sources of finance for recurrent expenditures of district and regional officers of responsible bodies dealing with youth activities the youth should be made to own their economic projects, share their efforts and benefits and as much as possible operate on a self help and independent basis.

Professional and recreational facilities offered by the YMCA, YWCA and other charitable organizations could be used as centres for imparting cooperative knowledge, and therefore these informal gatherings should be used as much as possible to influence the youth who are members to learn about and to form cooperative societies. Graduates from Vocational Training Centres and Non-Vocational courses run by these organisations are a big resource for cooperative ventures, but what they lack is proper orientation in cooperative matters and very often they lack machinery, material and financial resources.

## B. Recommendations.

- a) The Parents Organization (WAZAZI) and the small Industries Development organization (SIDO) specialize in training youths in various technical skills and trades in various institutions under their jurisdiction. But as it has been pointed earlier, they do not teach the youths cooperative subjects along with their other lessons. However, after their period of study these youths are thrown into the society to be self supporting and most of them fail to find a means of starting a new life. It is therefore, our strong recommendation that cooperative subjects and practice should be injected in the syllabi of these institutions so as to enable the youths to form their own cooperative societies after their training.
- b) Schools both secondary and primary should teach some form of Cooperative subjects to the youths especially those who are about to complete their studies.

The school tuck-shops which operate on various schools in this country should be an ideal demonstration for a consumer cooperative shop where all pupils can learn about cooperatives.

Similarly various school projects could be run on cooperative basis with their own elected leadership, following all the relevant cooperative principles. It is therefore our strong suggestion that steps be taken by the cooperative movement to negotiate with the Ministry of National Education so that this is implemented.

- c) While we acknowledge the fact that the expectations of most youths after training is to obtain employment in urban areas, government offices and industries, these venues have got very limited vacancies and fail to absorb most of these youths, resulting in frustration among the youths, unemployment, juvenile delinquencies and crimes as well as general hopelessness. Even rural areas fail to utilize all these semi-skilled youths from the various institutions. However, given proper training in cooperative matters, these youths could be highly potential input in the cooperative movement, and the problem of youth unemployment could be solved since they would all be usefully engaged in cooperative production, and at the same time improving the nations economic situation.

It is recommended that, the cooperative movement should organize an intensive information dissemination programme on cooperatives for youths of all stages, should mobilize and train all organized youths into forming cooperative ventures, and should arrange a special programme whereby the youth receive cooperative education, preferably in their own environments.

d) Organizations responsible for youth activities as well as those for cooperative development should coordinate and find various ways of helping young cooperators in technical matters such as giving these prospective cooperator guidelines which spell out legal aspects of cooperatives, role of leaders, member, workers and other facts relevant to the efficient running of cooperatives, as well as developing appropriate curricula for the for the various training institutions and offering consultancy services to the youth. In carrying out this responsibility, the cooperative movement could seek aid and assistance from various cooperative organizations such as the Cooperative College, the Nordic Project, the International Cooperative Alliance and other organisations.

e) The Cooperative Movement in Tanzania, besides mobilizing and helping the youth to form cooperatives should also take care of matters of incentive.

This can be achieved in various ways, for instance helping youth cooperative societies to obtain bank loans and tools and equipment for running their societies. The movement could also run a competition among youth cooperatives, similar to that run for farmers in "Siasa ni Kilimo, whereby industrial cooperatives and other types of cooperatives compete against each other and the best for the year is given a big prize. This will improve efficiency and production among the youth.

f) It is important that before the Union of Cooperative Societies embarks on putting into practice the various strategies in this paper, a workshop be arranged which will bring together all institutions which conduct youth courses and activities and which have researched on problems of youth unemployment, as well as those who organize and mobilize youths into various economic activities. This will enable all bodies concerned to exchange their ideas and learn from each other, and most likely to formulate new strategies and scope of operation.



## VII PILOT PROJECTS

### A CARPENTRY YOUTH PROJECT - TANGA REGION - (KOROGWE)

1. Name of Project: The Kwalukonge Carpentry Youth Project.

2. Objectives:

- a) To alleviate the problem of youth unemployment in the village.
- b) To boost the monthly income of young people in the village.
- c) To alleviate the problem of rural urban youth migration.
- d) To provide a much needed service in the village of supplying it with furniture and other wood - products.
- e) To train the youths in various skills in woodwork so that they can make use of the abundant forests in the district.

3. Project Justification:

- a) The village is surrounded by plenty of forests which is a good resource for wood products.
- b) There is a wide market for wood products - i.e. in the village and neighbouring villages.
- c) Some of the youths have had some training in carpentry.

4. Project Description

The project will start off with Timber Sawing and Carpentry. The youths will cut trees and saw their own timber. Then they will use this timber in carpentry. They can also sell the timber to interested customers.

This project involves 50 youths.

5. Financial Implications

a) Equipment required.

i)	Planes - 4 @ 475/-	shs.	1,900.00
ii)	Hand saws 5 @ 100/-	"	500.00
iii)	Hammers 5 @ 75/-	"	375.00
iv)	Hand drill 1 @ 350/-	"	350.00
v)	Set of chisels 1 @ 480/-	"	480.00
vi)	Wood file 4 @ 40/-	"	160.00
vii)	G. Clamps 2 @ 190/-	"	380.00
viii)	Big Clamps 2 @ 1,200/-	"	2,400.00
ix)	Spoke Shave 5 @ 50/-	"	250.00
x)	Plough Planes 2 @ 425/-	"	850.00

xi) Screw Drivers 4 @ 110/-	shs.	410.00
xii) Pincers - 4 pairs @ 40/-	"	160.00
xiii) Nail punches 2 @ 75/-	"	150.00
xiv) 1 glass cutter @ 600/-	"	600.00
xv) Tenor saws 3 @ 330/-	"	990.00
xvi) Rip saws - 3 @ 350/-	"	1,050.00
xvii) Jack plane No. 5 1@	"	1,600.00
xix) Jack plane No. 6 - 1	"	1,800.00
xxi) Marking gauge 2 - @ 300/-	"	600.00
xxii) Tape measure - 3 @ 300/-	"	600.00
xxiii) Felling saws 2 @ 800/-	"	1,600.00
xxiv) Cutting saws 2 @ 100/-	"	2,000.00
xxv) Hand saws - 3 @ 150/-	"	450.00

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**19,545.00**

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- Transport costs.
- Wood cost of for original purposes.
- Wood polish.

**ESTIMATES: CURRENT EXPENDITURE**

**CARPENTRY PROJECT**

- Number of people	- 25	
- Work - worth	500/- per day	
- Working days	25	
- Number of months	12	
- 25 x 500 x 25 x 12 =		3,750,000/-
a) Salaries per year		534,000/-
b) Transport cost 30% of R.		1,125,000/-
c) Wood cost 20% of R.		750,000/-
d) Wood Polish 10% of R.		375,000/-
e) Other costs 5% of R.		187,500/-
		<hr/>
Total cost		2,971,500/-
		<hr/>
Revenue		3,750,000/-
		<hr/>
Net Profit		778,500/-
		<hr/> <hr/>

**N.B.R. = Revenue.**

**Tax and Depreciation not provided.**

TUMBILI YOUTH ECONOMIC GROUP - TABORA RURAL

1. Name of the project: Tumbili Youth economic project (KILIMO)
2. Objectives:
  - a) To enable the youth to become self reliant by involving them in an economic venture providing them with a source to help meet some of their basic needs.
  - b) To involve the youths in agricultural production and thus keep them meaningfully employed.
  - c) To use the youths for transforming agricultural production in rural areas, through the use of appropriate technology.
  - d) To encourage the youths to remain in rural areas and to help raise productivity instead of running to towns.
3. Justification:
  - a) The village has got about 120 youths who have completed primary school education in the last four years.
  - b) The village has got a very fertile low lying area which is surrounding a dam which is nearby. The area can be irrigated during the dry season.
  - c) The crops to be produced have got a good market.
4. Project Description:
  - a) A Horticulture garden - size 5 acres  
- orange trees 600 trees
  - b) A maize field - 50 acres.
  - c) A rice field - 50 acres.
5. Financial Implications:

a) Plough - 2 @ 1,500/-	shs.	3,000/-
b) Harrow 2 @ 850/-	"	1,700/-
c) Planter 2 @ 1,000/-	"	2,000/-
d) Cultivator 2 @ 800/-	"	1,600/-
e) Spray pump. 2 @ 1,228/-	"	2,456/-
f) Oxen 8 @ 1,500/-	"	12,000/-

g) Maize Seeds 336 kg. @ 7.80	shs. 2,620/-
h) Rice seeds 5 bags	" 3,700/-
i) Insecticides	" 10,000/-
	<hr/>
	39,076/-
	<hr/> <hr/>

ESTIMATES:

CURRENT/OPERATIONAL EXPENDITURE

FARM PROJECT.

- Number of people - 120		
- 1 year - 12 months		
- salary 800/- monthly		
120 x 12 x 800/-	=	1,152,000/-
Other costs - pesticides		50,000/-
		<hr/>
· Total costs		1,202,000/-
		<hr/> <hr/>

Revenue A.

Horticulture.

- acre - monthly 10,000/-		
Per year 120,000/- x 5 acres		600,000/-

Revenue B. - Maize.

50 Bags 200/- 200 x 50 x 50		500,000/-
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Revenue C - Rice.

1acre of rice 150 x 30 x 50		225,000/-
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1,325,000/-

1,202,000/-

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Net Income 123,000/-

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NB. Provisions for ploughs & repairs not provided.

VIII. APPENDICES.

Appendix A.

YOUTH ECONOMIC GROUPS IN TANZANIA - DECEMBER 1981

These groups have been sponsored by different organizations.

SINGIDA REGION:

DISTRICT	VILLAGE	PROJECT	NUMBER MEMBERS
MANYONE	CHIMWAGA	Vegetable Gardening	30
		Rice farm	
	MANYONI TOWNSHIP	Carpentry & Masonry	23
		Tailoring	12
		Industries - black smith, tailoring weaving	13
IRAMBA	KIOMBOI	Carpentry	6
		Carpentry	17
SINGIDA URBAN	KINDAI	Brick making	13
		Small Industry (Azimio Industry Coop.)	17
		Tailoring	
		Small Industry (Mwamko Coop. Soc.)	-
SINGIDA RURAL	Misughaa	Farming	64
	Mpipiti	Farming	40
	Mtinko	Farming	40
	Msange	Gardening	42
	Mwamko Youth Association	Brick making	35
	Mpambajo	Farming	
		Salt purification	
Building lime Extraction		38	

RUKWA REGION

SUMBAWANGA RURAL	MLANDA	Fruit farming	
		Coffee and maize farming	-
	MAZWI	Carpentry	11
	MPOMBWE	Carpentry and farming	30



NKASI	NKUNDI	Farming	40
	KALLUNDI	Farming	25
	KALA	Carpentry and Lumbering	25
	UTENDA	Carpentry	24
<b>LINDI REGION</b>			
<b>KILWA</b>	Kilwa Masoko	Tie & dye	15
<b>UWALE</b>	Kikulyungu	1. Lumbering 2. Fishing	20
<b>NACHINGWEA</b>		Tailoring	30
<b>LINDI RURAL</b>	RUTAMBA	Fishing	20
<b>MARA REGION.</b>			
<b>MUSOMA URBAN</b>		Chipukizi Furniture Carpentry	15
	Temea Jambe	Vegetable Gardening Poultry Keeping	-
<b>MUSOMA RURAL</b>	Kemoramba Nyankanga	1. Farming 2. Shop 3. Restaurant	60
<b>SERENGETI</b>	Kitenbele	1. Farming	35
	Rung'abure	Handicraft Brick making Shop	-
	Mugumu	Brick making	25
<b>BUNDA</b>	Kabasa	Poultry keeping 1. Farming - cotton 2. Carpentry	40 -
<b>TARIME</b>	Nyaduga Magoma Nyamugura	Farming Farming 1. Farming 2. Shop 3. Tailoring	20 45 20
<b>RUVUMA REGION</b>			
<b>SONGEA</b>	HANGA	1. Farming 2. Shop 3. Black smith 4. Duck keeping	75

SONGEA RURAL	Mtyangimbole	1. Farming 2. Animal husbandry 3. Soap making 4. Technical	239 239
	Nambecha	1. Farming 2. Lumbering	50
	Limamu	1. Lumbering 2. Carpentry	36
MBINGA	Tumbi	Shop	30
	Mkoka	Farming	50
	Mbinga	Restaurant	30
TUNDURU	Mlingoti	Shop	55
	Ngalinye	Brick making	15
<u>COAST REGION.</u>			
KIBAHA	Mwendapole	1. Tie dye 2. Tailoring	-
KISARAWA	Kilimahewa	1. Farming 2. Lumbering	
<u>KIGOMA REGION.</u>			
KIBONDO	Ushindo	Carpentry	47
	Utandu	1. Carpentry 2. Black smith	11
KIGOMA RURAL	Msimba Youth	1. Shop	
	Brigade	2. Brick making	18
	Kagunga	Fishing	25
	Kasuramimba	Brick making	15
	Kelya	Fishing	15
KASULU	Kazangezi	1. Carpentry	18
	Youth Brigade	2. Tailoring	
	Nyakimwe	Pottery	10
	K.A.Y.G.A.	Poultry keeping 2. Restaurant 3. Shop	30
<u>TANGA REGION.</u>			
MUHEZA		1. Vijana Lodging 2. Shop	-
	Lusanga	3. Brick making	30

<b>KOROGWE</b>	<b>Latindi</b>	1. Piggery 2. Tea farming	30
<b>HANDENI</b>	<b>Kabuku</b>	1. Shop 2. Hotel	-
	<b>Kamkonga</b>	1. Restaurant 2. Lumbering	-
	<b>Sangani</b>	Wood cutting	-
<b>LUSHOTO</b>		Tailoring	-
	<b>Kwekanga</b>	1. Farming 2. Shop	-
	<b>Ngwelo</b>	1. Farming 2. Shop	-
	<b>Dunga</b>	1. Farming 2. Shop	-
	<b>Funta</b>	Farming	-

APPENDIX B.

YOUTH ECONOMIC GROUPS RUN BY THE CCM YOUTH ORGANIZATION

REGION	ACTIVITY
1. ARUSHA	<ol style="list-style-type: none"> <li>1. Farming - 800 acres in Hanang</li> <li>2. Selling milk in Hanang</li> <li>3. Distribution of Beer in Monduli District</li> </ol>
2. DAR ES SALAAM	<ol style="list-style-type: none"> <li>1. Coconut growing Projects in all three district of the region.</li> </ol>
3. IRINGA	<ol style="list-style-type: none"> <li>1. 2 Bars</li> <li>2. Maize farming in Makete District</li> </ol>
4. KIGOMA	<ol style="list-style-type: none"> <li>1. Hostel Project</li> <li>2. Tie and Dye Project</li> </ol>
5. MOROGORO	<ol style="list-style-type: none"> <li>1. Construction of Youth</li> <li>2. Bar and Lodging in Mahenge</li> <li>3. Bar and Guest house in Morogoro</li> </ol>
6. LINDI	<ol style="list-style-type: none"> <li>1. Bar</li> </ol>
7. MARA	<ol style="list-style-type: none"> <li>1. Poultry Farming</li> </ol>
8. MBEYA	<ol style="list-style-type: none"> <li>1. Guest house in Chimala</li> </ol>
9. MTWARA	<ol style="list-style-type: none"> <li>1. 10 acres pineapple farm</li> </ol>
10. MWANZA	<ol style="list-style-type: none"> <li>1. 3 acres pineapple farm in Geita</li> <li>2. Shop</li> <li>3. Guest house</li> <li>4. Pineapple farm in Ukerewe</li> <li>5. Shop in Magu</li> </ol>
11. Kilimanjaro	<ol style="list-style-type: none"> <li>1. 10 acres maize farm</li> <li>2. 20 acres farm of beans in Hai district</li> </ol>
12. RUKWA	<ol style="list-style-type: none"> <li>1. Hostel/lodging</li> <li>2. Farm</li> <li>3. Tailoring - Uniforms</li> <li>4. Shop in Nkasi district</li> </ol>

REGION	ACTIVITY
13. RUVUMA	1. Sale of Cooking oil
14. SINGIDA	1. Cotton farm 2. Shop and Beer Store
15. SHINYANGA	1. Guest house
16. TABORA	1. Distribution of Beer
17. TANGA	1. Shop 2. Lumbering 3. Coconut farming
18. KAGERA	1. 2 Shops 2. 2 Guest houses 3. Milling Machine
19. COAST	1. Coconut farming 2. Hotel 3. Lodging
20. ZANZIBAR (Mjini Magharibi)	1. 2 Shops 2. Sale of lime and soap
(Kusini Unguja)	1. Sale of soft drinks, soap and kerosene
(Kaskazini Unguja)	1. 2 Cardamon farms of one acre each
21. PEMBA	1. Restaurant 2. Shop 3. Lorry
DAR ES SALAAM YOUTH HEAD QUARTERS	1. Transportation 2. Rent of Youth building 3. Poultry farming, vegetable and fruit farming 4. Cashew farming
ZANZIBAR YOUTH HEAD QUARTERS	1. Transportation 2. Printing press 3. Disco 4. Restaurant

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SMALL INDUSTRIES DEVELOPMENT ORGANIZATION.

( S I D O )

INDUSTRIALISTS IN SIDO'S TPCs FROM 1974/75 - 1980/1981:

S.NO.	T. P. C.	P E R I O D										GRAND TOTAL
		1974/75	1975/76	1976/77	1977/78	1978/79	1979/80	1980/81				
1.	Azimio Shule ya Viwanda Vidogo	-	78	72	98	98	97	131	574			
2.	Dodoma Project	4	5	11	13	9	15	-	57			
3.	Kibaha Handmal Paper Project	-	-	-	-	7	-	12	19			
4.	Kilosa Project	13	-	15	24	-	38	44	134			
5.	Ianzoni Project	20	-	18	20	20	15	31	124			
6.	Mbeya Ceramics Institute	-	-	32	55	23	7	33	150			
7.	Mwambisi Project	-	-	33	10	5	5	-	53			
8.	Njombe Project	6	32	21	-	14	15	22	110			
9.	Usangi Project	-	-	-	-	10	7	-	17			
10.	Usseri Project	26	-	-	-	20	12	-	48			
TOTAL NUMBER OF INDUSTRIALISTS TRAINED IN THE PERIOD		69	115	202	220	196	211	273	1286			

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YOUTH PROBLEMS AND ATTEMPTS TO SOLVE THEM IN UGANDA

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## 1. INTRODUCTION

### 1.1 General Information about Uganda

Uganda, the pearl of Africa, is the smallest of the three East African countries. Its surface area is about 241,139 km<sup>2</sup> including 44061 km<sup>2</sup> of open water and swamps. It is bounded on the north by the Democratic Republic of the Sudan, on the East by Kenya, on the South by the Republic of Tanzania and on the West by Zaire. Uganda has an equatorial climate since it is located between latitudes 10° 30' south and 4° north. Throughout the year the temperatures vary between 20°C - 27°C. The country usually has two wet seasons and two dry seasons. The dry seasons are usually from January to March and from June to September, while wet seasons are from March to June and from October to December. The annual rainfall is normally 1270 - 2032 mm on the average.

The good climate together with our rich soils make Uganda chiefly an agricultural country. The chief cash crops include coffee, cotton, tea and tobacco, and food crops include bananas, maize, millet, cassava, sweetpotatoes and beans. Over 90% of Uganda's 13 million people live in rural areas, carrying out farming activities.

Although the country has abundant natural resources, we have not yet exploited them to a satisfactory degree. The exploitation of these natural resources require full participation of our youth (12 - 30 years old), who account for about 60% of Uganda's population.

Since we achieved our independence on 9th October, 1962, the country has gone through favourable and unfavourable changes politically, economically and socially. The welfare and participation of our youth in the national development has been affected by these changes. The present UPC Government is putting renewed emphasis on finding solutions to the youth problems. Their needs and aspirations are also being considered.

### 1.2 Functions and Administrative Structure of Youth Section

In Uganda the ministry of culture and community development, through the Youth Section is responsible for youth affairs in the country. The same ministry is also responsible for culture, community development, rehabilitation of physically handicapped people and refugees. Youth Section of the ministry is charged with the tasks of harnessing the great potential which is in the youth of the country,





especially in the non-school goers, for the socio-economic advancement of themselves and the nation at large. The functions of the Youth Section include co-ordination of youth activities, implementation of government policy on youth and identification of the problems, needs, and aspirations of our youth through research, seminars, and workshops.

At present the Youth Section is headed by a Principal Youth Organiser who is directly under the Commissioner for Community Development. The Principal Youth Organiser is assisted at the Ministry headquarters by three Senior Youth Organisers and one Youth Organiser. In the field the 33 districts are headed by Youth Organisers (mostly university degree holders) and Assistant Youth Organisers. Recruitment of University degree holders with relevant professions is being done so that all the 33 districts are eventually headed by only Youth Organisers. At present we have only 15 Youth Organisers, 22 Assistant Youth Organisers, 25 Youth Assistants Grade I (normally in-charge of countries), and 140 Youth Assistants Grade II (normally in-charge of subcountries).

The Youth Section is actually understaffed; Proposals for expansion of the Section to a Department, headed by a Commissioner and assisted by a Deputy Commissioner, are under consideration.

If the proposals are approved we shall have a total of 2 Principal Youth Organisers, 4 Senior Youth Organisers, 33 District Youth Organisers assisted by 33 Assistant Youth Organisers, 130 Youth Assistants Grade I and 620 Youth Assistants Grade II. The proposals were made in the light of the expanding Youth Programmes, which need effective supervision to succeed.

### THE YOUTH POLICY

As the country has been going through different regimes, since independence, we have been having different policies on youth. In fact some of the past regimes had no policy on youth.

The Youth Policy of the present UPC government is basically the same as the one which the Government of the same party had before the coup d'etat of 25th January, 1971. The Government, aware of the large proportion of the youth population in Uganda, faced with major problems like unemployment, lack of education and training and rural-urban migration and the significant role which such a large number of our youths can play in socio-economic development of Uganda, has a policy aimed at mobilising, recruiting and training the youth in various skills and trades so that more youth become self-reliant, employable, and can effectively contribute to the reconstruction and rehabilitation of the country.

To effectively implement this general youth policy, the Government has revived the National Youth Organisation known as National Union of Youth Organisation (N.U.Y.O.) which was first formed in 1964 by the Government of the same U.P.C. party. The Youth Programmes and activities are carried out so as to achieve the following aims and objectives of the National Youth Organisation:-

- (a) to channel and utilize the energies of youth in agricultural and industrial enterprises for economic betterment of Uganda;
- (b) to instil and develop in the youth quality of leadership, discipline, and resourcefulness as well as develop their knowledge of field and team life;
- (c) to develop the spirit of patriotism in the youth (and all the people of Uganda);
- (d) to mobilize the youth for such tasks as construction and/or repair of community centres, feeder roads, houses and rehabilitation of the needy in order to make youth the spearhead of social progress;
- (e) to develop civic consciousness of the youths (and all citizens of Uganda) by dissemination of government policies and achievements with regard to the youth;
- (f) to bring about, through living and working together, the spirit of unity, co-operation, and friendship in the youth and people of Uganda.

The above objectives were to be achieved through a number of programmes/projects such as agricultural settlements, work projects, sporting activities, cottage industries and training and education courses.

### YOUTH PROBLEMS

The youth policy aims at solving the youth problems, meet their needs and satisfy their aspirations. The major youth problems in Uganda, like in many other developing countries, include:-

Unemployment, lack of education/training, and rural-urban migration. Other problems such as loneliness, restlessness, feeling of neglect, frustrations, lack of proper housing, physical and mental ill-health, prostitution, pregnancy and illegal abortion, juvenile delinquency and resort to drugs are mere consequences of the first three major problems.

The three major problems are so serious that they elaborate discussion.

### 3.1 Unemployment

The present extent of youth unemployment in Uganda is due to a number of factors. One of the chief causes of this problem is the poor educational system we inherited from our colonial masters. Most of our youth who go through our schools expect to get white-collar jobs which are not adequate for all the youths. Another cause of our youth unemployment is the unbalanced nature of our economy which is predominantly agricultural. The few industries we have are largely capital intensive, offering relatively few jobs for our youths, the majority of whom have no necessary skills anyway. The third cause of youth unemployment was the poor performance of the few factories after the declaration of the Economic War by Amin's regime (i.e. handing over of factories and other businesses by non-Ugandans (mostly Asians) to Ugandans) in 1972. Nearly all the factories were operating under capacity during the Economic War period and in fact in some factories production ceased altogether. Commodities became scarce and some of the youths were forced to become agents of rich businessmen and businesswomen (locally known as Mafutamingi) to sell the few commodities for them at very high prices. In this way a new class of people in our society, i.e. the youths thus engaged in urban areas was created. Such youths are locally known as "Bayaye".

When the present Government came to power in 1980, she introduced economic measures which made it very difficult for such youths to continue being agents of mafutamingi.

Although such economic measures rendered such youths unemployed, this is desirable because these youths were actually illemployed by the Mafutamingi since their activities were malpractices in trade such hoarding goods and overcharging (locally known as "Magendo").

The problem of unemployment in Uganda varies in degree and form from place to place. There are, however, two main forms of unemployment viz:

(a) Urban unemployment which is experienced by some educated, semieducated (i.e. school drop-outs) and uneducated youths;

(b) and Rural underemployment, which is experienced by rural youths who are to some extent engaged in activities such as farming and fishing

### .2 Lack of Education/Training

Due to lack of money on the part of some parents in the country one finds that some of our children do not get any formal education at all. This problem could be solved if the government could afford to give free education, at least in primary schools, to all the children in the country.

As for training, the institutes available can only absorb a relatively small number of our youths. If more funds become available, the existing institutes will be expanded and new ones established to cope with the growing number of youths who need such training.

3 Rural-Urban Migration

The chief causes of rural-urban youth migration are in fact unemployment and underemployment. Some of the unemployed and underemployed youths in rural areas tend to believe that if they go to urban areas they might find employment opportunities there even when they have no skills for such jobs. Another attraction is urban areas for rural youths is the availability for such modern amenities as cinemas, play-fields, etc. which are not normally available in our rural areas.

The consequences of the rural-urban migration include shortage of farm labour in rural areas, delayed modernization of farming (youth normally accept innovations more readily than the older people) and juvenile delinquency in urban areas. Efforts must therefore be made to minimize this trend.

YOUTH PROGRAMMES:

The Government through the Youth Section of the Ministry of Culture and Community Development attempts to solve the youth problems, meet their needs, satisfy their aspirations and assist them to contribute to national development through four main programmes, viz:

Youth Agricultural Settlements, Youth Producers Groups, Vocational training and Community service projects.

Youth Agricultural Settlements:

Youth Agricultural Settlements were established with the following objectives in mind:-

- (a) to settle young landless unemployed youth (youngmen only) to minimize migration from rural to urban areas in search of paid employment;
- (b) to create attractive conditions in rural areas to attract the youth to stay in those areas;

- (c) to demonstrate to the youth the potential profitability of farming;
- (d) to ease population pressure in the densely populated areas;
- (e) to foster cooperation and unity among the youth of Uganda through living and working together. This is achieved by recruiting the youth from different tribes to settle together;

The ultimate goal of these settlements is to achieve model farming villages with cooperatives to manage their affairs. It is hoped that such settlements will promote rural life and introduce a modern outlook within the rural farming communities. As this will destabilize rural life, agricultural production and productivity will be increased, thus generating more foreign exchange which the country so badly needs.

We have two such Settlements, namely, Kabalye Youth Agricultural Settlement (located in Masindi district in Western Uganda) and Onigo Youth Agricultural Settlement (located in Moyo district in Northern Uganda), both of which were established and are being run by the Government through the Youth Section.

Kabalye Youth Agricultural Settlement which has 3240 hacter of land was established in 1969. So far only 120 youth (some have got families now) have settled at the Settlement, each having been allocated 7.2 hacter of land for farming and establishment of a home. Due to some problems discussed below, only about 875 hacter of the land has been developed. This Settlement is expected to be occupied by about 400 young men.

Onigo Youth Agricultural Settlement is by far larger with an area of 11,664 hacter of land. It was established in 1974 but so far has only 70 youths developing about 510 hacter of land (against each youth being allocated 7.2 ha). Over 1,000 youths are required to settle at Onigo.

Before the youths are recruited for settlement they have to meet the following conditions:-

- (a) must be Ugandan citizens
- (b) should be 18 - 25 years old;
- (c) should be interested in farming;
- (d) should be unemployed and landless;
- (e) must be prepared to obey the Settlement regulations.

The Ministry has to do the following for the youths at the Settlements:-

- (a) Land planning and demarcation of plots.
- (b) Bush-clearing where necessary.
- (c) Ploughing the first 0.8 Hecter of land for each youth settler free of charge and later provide tractor hire services at moderate charges.
- (d) Supply farm tools such as hoes and farm inputs such as seeds on credit during their first year at the Settlement.
- (e) Feed and accommodate the youths for the first 6 months. During these 6 months we do not allow married ones to bring their families to the Settlements as it would be very expensive for us to feed them. Under normal conditions, their first crop is ready for harvesting after 6 months. Their own huts are also ready for dwelling after this period.
- (f) Give a short training to the recruits in basic principles of crop and animal husbandry, home improvement etc.

We have not made remarkable progress in the establishment and running of the Youth Settlements because of the following problems:-

(a) Inadequate funds:

Since the idea of establishing youth settlements in the country was conceived, funds for purchase of tractors, vehicles, farm inputs, feeding of the recruits etc. have never been available in sufficient amounts. As a result we are only able to recruit a few youths during some financial years when some funds are available for this programme.

(b) Recruits with unrealistic expectations

Some of the youths recruited especially the younger ones, come to the settlements expecting easier life than is actually lived at the schemes. Such youths usually become disappointed and may even give up and go away, sometimes taking away with them government tools loaned to them.

(c) Marketing problem

Although there is a cooperative society at one of the Settlements (i.e. Kabalye), many of the settlers sometimes prefer to sell their produce on the black market. This makes it difficult to extend farm credit to them through their cooperative society, and yet farm credit is essential for small farmers to make progress. Other problems associated with marketing include inadequate drying and storage facilities leading to some losses of farm produce.

(d) Shortage of Staff:

At both Settlements some essential personnel such as agricultural mechanics, cooperative assistants, welfare officers, and farm planning assistants are lacking.

(e) Lack of modern amenities at the Settlements:

Although one of the objectives of establishing the youth settlements is to create attractive conditions to persuade youths to stay in rural areas we have not been able to achieve this mainly because of shortage of funds.

When more funds become available, the Ministry intends to establish and run more youth settlements in other parts of the country where there is availability of free land. The youths are also encouraged to establish such settlements themselves (without much government support) on the landsites acquired for them by the Ministry in various parts of the country. There are already two such Settlements established without Ministry assistance and supervision.

Youth Producers Groups:

These are groups of youths who are cooperatively engaged in an economic activity for the benefit of all the members. The number of members in Youth Producer Groups varies from place to place. The economic activities normally engaged in include:-

- (a) farming (crop and animal enterprises). This is the most popular activity;
- (b) services e.g. transport and repair of say vehicles;
- (c) commerce e.g. marketing of fish, clothing etc.
- (d) small scale industries such as handicraft, charcoal burning and cottage industries such as handloom weaving;
- (e) fishing.

The major problems we have in this programme include:-

- (a) insufficient capital possessed by the youth;
- (b) lack of transport for the youth, their raw materials, inputs and products, The youth staff also need transport to visit the youth projects and advise and guide the members;
- (c) marketing problem.

Sometimes the youths lack nearby markets for their products and this is aggravated by lack of transport to remote places where markets might be available. Consequently, some of their products may go bad or fetch low prices on poor markets which may be within their reach.

To help alleviate the first two problems, i.e. lack of capital and transport for the youth, the Ministry has a credit guarantee scheme whereby the Ministry deposits a sufficient sum of money with a Commercial Bank to serve as security on which a few well organised youth producers groups may get loans from such a bank. Unfortunately, the Ministry's limited financial resources cannot allow as many youth producers groups as desired to get such assistance.

### Vocational Training

Vocational training is one of the programmes which the Youth Section tries to implement in an attempt to solve youth problems. The main objective of vocational training is to train and equip the youth with necessary trade and industrial skills so that they are usefully self-employed or employable. At the vocational training institutes, the qualities and spirit of leadership, resourcefulness and creativity are inculcated and developed in the youth so that they can shoulder more responsibilities in their localities after graduating from the institutes.

The Ministry runs two such vocational training institutes in the country, namely, Mubuku Youth Training Institute near Kasese in Western Uganda and Mukono Handloom Weaving Industry near Mukono in Central Uganda. At Mubuku Youth Training Institute youths are trained in skills like carpentry and joinery, masonry and building. The course normally lasts about 2½ years including 6 months of field practical work. About 70 youth are trained during the course duration.

After graduation the youths are usually given some assistance in form of tools by the Ministry to enable



them take-up selfemployment in their home areas. This also helps the graduates to impart these skills to their friends and relatives in their localities who have no opportunity to get this training at Mubuku.

At Mukono Handloom Weaving Industry 25 youths are trained annually in skills like weaving, designing, making and repairing looms. This course is more popular with young women. Like graduates from the other institute, those from Mukono are encouraged to start cottage industries in their own localities for self-reliance and thus help to impart their skills to other youths in their localities also. Their products include curtain and bedcover materials.

The main problem we have in the training programme is shortage of funds to expand and run the institutes. The number of youths trained is too small compared to the large number of youths we would like to train. More funds are required for erection of more buildings, purchase of training materials and tools and feeding the trainees.

Plans are underway to establish more Youth Training Centres in the country. At these Centres youths will undergo training in basic principles of modern farming, carpentry and joinery, masonry and building. They will also acquire some knowledge in relevant subjects like civics. One such a Centre, the Agago-Acholpii Youth Centre was inaugurated recently, on 3rd June, 1982, in Kitgum district, in Northern Uganda, by His Excellency the President of the Republic of Uganda, Dr. A.M. Obote during the celebrations of the Youth Day. About 1,000 youths recruited from all parts of the country will be trained annually at the Centre. After completing the training the graduates will go back to their home areas to use the skills acquired for self-reliance and will even impart the same skills to other youths in their localities who may not get an opportunity to train at the Centres.

#### Community Service Projects

These are voluntary activities in which the youths are encouraged to participate with the rest of the community in which they live for the betterment of the community. These activities include construction and repair of feeder roads, bridges, schools, aid posts, community centres and dwelling houses for needy persons such as old people. The number of youths and extent of their participation depends mainly on mobilization effort put in.

As the speedy reconstruction of the country (left in ruins after the liberation war) requires full participation of all of us, mobilization of the youths

for this purpose is being intensified so that they may play a leading role in the task.

### SUMMARY AND CONCLUSION

Uganda, like many other developing countries has a relatively large proportion of the population composed of young people. This can be both an advantage and a disadvantage. It is an advantage in that if the tremendous energies and talents of the youths are harnessed, it can greatly accelerate the economic and social development of the country. It can, however, be a disadvantage if these large numbers of youth are not assisted to help themselves and contribute to the development of the country. There can be widespread crime committed by them.

Because we have not been able to effectively assist these youths to help themselves and contribute to the development of the country, we have three major problems faced by the youths, namely, unemployment, lack of education and/or training and rural-urban youth migration.

The Youth Section of the Ministry of Culture and Community Development runs four programmes, namely, Youth Agricultural Settlements, Youth Producers' Groups, Vocational training and Community Service projects, in an effort to solve the youth problems, meet their needs, and satisfy their aspirations. The Youth Section is, however, faced with some problems such as shortage of funds and trained manpower, which reduce the effectiveness of our efforts to solve the youth problems.

Fortunately, the present government is attaching a lot of importance to youth problems and the role the youth can play in the rehabilitation and reconstruction of the country, which has suffered considerable destruction during the liberation war. What we need is more funds to expand the existing programmes and projects and establish new ones. At least we are determined to succeed.

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## 2.0 BACKGROUND TO THE ZAMBIAN ECONOMY

### 2.1 ZAMBIA, THE COUNTRY AND ITS POPULATION

Zambia is a landlocked country with an area of 752,600 square kilometres. It had a population of 5,472,000 in mid-1978, almost half of which live in two of the country's nine provinces - the Cooperbelt and Central Province. These two provinces also had the highest growth rates, 5.2% and 5.1% per annum respectively, compared with an overall rate of 3%. The urban population at 2,153,000 was very large in relation to the total, the capital city of Lusaka had a population of 559,000 and a growth rate of 8.9% per annum compared with an overall urban population growth rate of 6.8%. Urban population increase is due largely to rural-urban migration. The overall population density is about 7 per square kilometre.

Zambia's natural resources provide for extensive and diversified agriculture, for production of maize - the principal crop, rice, wheat, groundnuts, soyabeans, sunflower, cotton, tobacco, tea, coffee, fruits and vegetables, for animal husbandry based on dairy and beef cattle, pigs and poultry, for the exploitation of forest resources and for fishing. Mineral reserves are the country's most important resource, principally copper, but also other metals and minerals.

In the last decade, adverse weather, lack of imported inputs, poor transport and the shortage of funds have led to a decline in the production of certain crops. Production of copper - the principal export earner - has been relatively static over the last decade, affected by congestion of transport routes as well as by world prices and demand.

### 2.2. THE ECONOMY AND EMPLOYMENT

#### THE ECONOMY

Zambia economy has grown slowly over the last decade with an average annual real growth rate of only 0.6% per annum, and with a negative rate since 1976. In 1980 agriculture contributed 12% of Gross Domestic Product, mining about 29%, services 14%, manufacturing industry 12% and construction 5%. Over the period 1974-80, the relative contributions of these most important sectors remained virtually unchanged except for that of construction which fell from 10% to 5%. The fastest growing sectors were business services and real estate although their overall contributions to GDP remained relatively small, per capital national income was K 302 in 1977 and it has fallen quite sharply over the last five years.

EMPLOYMENT

(1) FORMAL

In 1980, the total labour force was 1,759,000 and was growing at an annual rate of 3.51%. The rural labour force was 60% of the total. In 1970, the number of people in wage paid employment was 343,000, the number grew to 393,000 in 1975 but fell back, recovered slightly, and stood at 384,000 in 1980.

Services accounted for 27% of formal sector employment with public sector employment predominating, mining for 18% with parastatal and private sector employers, construction for 14% (in 1976 before the collapse) with a significant proportion in public and parastatal sectors, manufacturing for 11% just over half in the private sector, and distribution, hotels and restaurants for 10%, the greatest part in the parastatal and private sectors.

The remainder of the labour force was engaged in subsistence agriculture, in non-agricultural non-wage occupations, or was un-or under-employed. It is clear that there has been no increase in wage employment to correspond to the increase in the labour force.

THE MANUFACTURING SECTOR

The manufacturing sectors contribution to national GDP rose considerably in real terms from 1965 when it stood at 6.8% to 1980 when it contributed 11.7%. Manufacture is principally for the domestic market and accounts for only 1% of total exports.

More rapid development of the sector, particularly in the 1970's has been hindered by a number of factors. Among these are a lack of expansion in exports, import substitution which concentrates only on the final stages of manufacture of consumer goods, a shortage of foreign exchange and tight credit.

(ii) INFORMAL SECTOR

Employment creation in the informal sector is vital in view of the economy's inability to create more jobs in the formal sector. The stagnation in the formal sector has made the Government aware of the need to develop and promote employment in this sector, in urban areas this sector consists of the self-employed craftsmen, blacksmiths, carpenters, hawkers, vendors, marketeers and handicrafts. This sector if properly organised and absorbed in the formal sector can absorb the rising number of the unemployed youths in both urban and rural areas.

## METHOD USED TO COLLECT DATA FOR THIS PAPER

Data was obtained by means of interviews and questionnaires which were administered to 60% of the organisations promoting youth development in Zambia. This included party and Government bodies, private and church organisations. It must be pointed out that of all the questionnaires sent, only a few were returned. We also conducted three case studies. One is organised by a church (Waddington Youth Centre), another one by an International Development Agency (Maninga Rural Workshop) and the last one is organised by a volunteer organisation. The case studies demonstrate the available alternative approaches which can be adopted to solve the problems of the youth. The case-studies are spread over three different provinces with almost the same natural endowments.

The analysis of the data and the compilation of the report was done by the Research and Planning Department of the Zambia Cooperative Federation. However, the final report includes comments and suggestions by major policy making bodies on the Youth within the country.

### .0. THE YOUTH PROBLEM

#### .1. HISTORICAL SETTING

Historically, Zambia, like many other economies in the region has a structurally imbalanced economy. Ever since the penetration of international capital, the economy has relied on the mining industry for export earnings and Government revenue. Colonial economic strategies adopted policies aimed at keeping the traditional economic sectors under developed so that a cheap and plentiful supply of labour can be ensured. To this end, the policy was to formulate development strategies geared to the development of the mining industry. The policy has culminated into the development of areas, along the line of rail, at the expense or under development of the rural/traditional sector. The investment pattern thus adopted has resulted in rural/urban inequality forcing people to migrate from rural areas to urban areas. The influx of able-bodied younger men to the brights of the towns has deprived the rural areas of the critical labour force needed for making major thrusts into agricultural production.

The influx of people from the rural to urban areas has meant that the number of jobs available have far been outpaced by the number of job seekers. As a matter of fact, the productive capacity of the economy has stagnated and hence there has been no new jobs created to match the rising labour force. The alternative could have been job-creation in the informal sector which has remained ignored and un-organised. This mistake on the part of policy makers has been realised and now announcements are being made by Government officials who have called for "a well planned informal sector job-creation programme if

## 5.2. THE PROBLEM OF SCHOOL DROP-OUTS

In its five year programme of action, the UNIP Youth League has noted that since Independence, Zambia has not been free from the side effects of accelerated population growth rate, urbanisation and industrialization. It further notes that since 1964 there has been tremendous growth in population and movement of people from rural areas to the urban areas.

Furthermore, the expansion or development in urban areas followed by the influx of young men and families migrating to towns has meant that so many have to compete for the few available places in Primary Schools. The few who have managed to secure places in Primary Schools still have to compete for the even fewer places available in Form 1.

The result is that young persons have had their academic careers prematurely terminated. These so called "drop-outs" have no option but to swell the "ranks of the unemployed army". Furthermore, our educational system has not included practical subjects which could instill skills in the young men who have had their careers terminated. The problem of "drop-out" has culminated in social ills such as juvenile delinquency, petty banditry and "mishanga" selling.

The Government has admitted these problems as shown by the following:- Early this year the Minister of State for Education announced that the Government is to reintroduce practical subjects in Primary Schools to prepare pupils to face the world in the event of premature termination of their education careers. The alarming situation of drop-outs is depicted in the statistics below:

### .3 DROP-OUT RATES (PRIMARY SCHOOL)

	<u>1979</u>	<u>1980</u>	<u>1981</u>
Number of candidates in Grade V11	132 912	143 000	160 000
Number of candidates accepted to Form 1	22 077	22 021	22 000

Source: Daily Mail, Saturday February 13, 1982.

These large numbers of drop-outs are released on the labour market. As a matter of fact these young men do not have any skills and thus they just swell the ranks of the unemployed. Lack of any occupation results in a homeless mind for these youngmen whose frustration result in all sorts of anti-social behaviour.

The Youth problem has been acknowledged at top levels, in his official opening of the fourth session of the national assembly, the president expressed the need to have an urgent solution to the problem of youth unemployment. One can only hope that dramatic improvements in the social and economic conditions of the youth will be met quickly so as to avoid an "imminent" youth explosion. The tide of rising expectations among the youth is definitely above the national capability to satisfy.

From a global view, the situation is even more alarming. The ILO study on youth unemployment estimated that there are more than 300 million people seeking employment. The agricultural sector will absorb 80 million, 20 million will be in industries, leaving a net of 200 million unemployed people. Assuming that over 60% of these will be youths, we will have over 150 million youths unemployed in the underdeveloped countries of the third world.

The basic premise of this paper is that youth problems are arising either due to lack of skills or lack of employment opportunities. The consequent result is that of juvenile delinquency and other forms of anti-social behaviour. There are a number of institutions in Zambia whose aims are to provide skills and employment to the youth of Zambia. Our discussion will therefore focus on what these institutions are doing, we will assess how effective their programmes are, and look at their strengths and weaknesses.

## 1. NATURE OF THE YOUTH PROBLEM AND INSTITUTIONAL SUPPORT

### NATURE OF THE YOUTH PROBLEM

#### EMPLOYMENT

Employment creation in the formal sector has remained rather stagnant for a number of years. One of the reasons for lack of employment opportunities is that Industrial Projects so far established are capital intensive and are concentrated along the line of rail. 84% of all manufacturing enterprises are located there as well as 84% of all manufacturing sector employment. The capital intensity of this sector requires levels of skills and technological development beyond the capacity of most Zambian youth.

Parastatal manufacturing companies for example have concentrated on large scale technologically advanced plants and cover a whole spectrum of industries from food processing to chemicals, textiles to metal products. They contributed 51% of manufacturing value added and provided employment for 42% of all those working in the manufacturing sector.

The private sector contributes 49% of manufacturing value added but employs 58% of all those employed in the sector. Private sector firms are generally fairly large and there are very few small-scale or village industries. Again the skills and technological levels are beyond the jobless youth.

### RURAL-URBAN MIGRATION

The emphasis on industrial development along the line of rail has resulted in the movement of critical labour from rural areas to urban areas. Consequently the sector has stagnated in terms of employment creation. The Government has sought to redress this problem by formulating policies which give the agricultural sector priority. The reason is of course that this sector has a huge capacity for providing employment to countless numbers of Zambians. However, these agricultural development strategies have faced implementation problems because substantial numbers of people have already migrated to urban areas and this has created problems of de-urbanisation, from urban to rural areas.

### EDUCATIONAL SYSTEM

The educational curriculum in Zambia is more favourable for social subjects than scientific and mathematical ones. This bias has led most youths to opt for white-collar jobs. The few white collar jobs have all been taken and thus leaving a huge mass of people looking for white-collar jobs.

### INSTITUTIONAL SUPPORT TO YOUTH PROGRAMMES IN ZAMBIA

#### 1. THE NATIONAL YOUTH COUNCIL

This Council was established by Government decree and it is covered by the constitution of the party. The Council is a policy formulating body of all the youth organisations in Zambia. Its main objective is to act as a coordinating body for all youth organisations in the country.

The Council also serves as a bridge between youth and student organisations and the decision-making machinery in the country. It is also a consultative body for the party and for the Ministry of Education.

The main link between the National Youth Council and the national decision-making body is through a sub-committee on youth set up the Central Committee (highest body in the country) of UNIP. The Committee's Executive Secretary is a member of Central Committee of the United National Independence Party (UNIP).



## POLICY IMPLEMENTATION

Once the policy has been formulated, the implementation part is done at various levels. There is the

- (i) UNIP Youth League
- (ii) Ministry of Youth and Sports
- (iii) Non-Governmental Organisations.

### 5.2.2. UNIP YOUTH LEAGUE

The implementing body of the National Youth Council is the National Youth League. The league has a full time executive whose secretary is a member of the Central Committee appointed by his excellency the President.

All in all one would say that the Government has implemented the recommendations of the Commonwealth Youth Declaration from the first meeting of Young Commonwealth Leaders held in Jamaica in 1977. These recommendations were:-

- (i) Government of the commonwealth should encourage and facilitate youth representation in all national political and social Institutions to allow the youth to effectively participate in the decision-making processes in all sectors of our societies so as to realise the objectives of social and economic justice in their countries.
- (ii) That Government should examine the need for legislation to be enacted to facilitate participation, where necessary, in national, political and social Institutions at all levels.
- (iii) That Government should not only support the principle of Youth Participation, but should also ensure that adequate financial, human and technic resources are made available for this purpose, including the creation where necessary of a Ministry of Youth and a National Youth Policy in each Commonwealth Country.

The creation of the Youth League as a mass organisation of different youth organisations is a step in the right direction. However, most of its efforts are aimed at political mobilization other than pre-occupation with promoting concrete projects to provide skills and employment to the Youth. Perhaps this is due to the fact that the Youth League gets its funds from the UNIP Vote. This is why it has had insufficient attention in terms of transport and incentives for funding.

### 5.2.3. MINISTRY OF YOUTH AND SPORTS

The Ministry of Youth and Sports was established in 1979 to plan and implement development programmes and skills training for the youth. Prior to that youth development was under the Ministry of Education and Culture. The Ministry is relatively new and its position in terms of manpower, finance and influence cannot be equated to that of other ministries. As a matter of fact it is only now that the ministry is being decentralized so that a bottom-up approach in decision making is effected.

### 5.2.4. DEPARTMENT OF YOUTH DEVELOPMENT

Under this ministry, there is a department of youth which is responsible for implementing youth development programmes through local communities, local authorities, and district and provincial development committees and voluntary organisations. The department has the following objectives:-

- (i) To reduce youth unemployment through their direct participation in production schemes, especially agro-based industries, agricultural settlements, and small-scale industries.
- (ii) To raise funds from local and external sources and to provide financial, material and technical assistance to youth development programmes.
- (iii) To participate in youth development programmes such as Rural Reconstruction, National Service, and production units.

This department is too new to have their performance evaluated with justification. However, they have many plans and programmes on the drawing board. They also have the advantage that their operational and promotional costs are provided for in the third National Development Plan.

In the plan document, production schemes which will be initiated will be linked up with agro-based industries and small scale industries in order to fulfill the first objective. The Department will, through provincial and district development committees set up agricultural schemes for the youth in 50 districts during the Third National Development Plan (TNDP) beginning with ten selected districts. There will be fifty youths who will be involved in a number of economic, agricultural activities and they are bound to receive training in various skills at each scheme. Additional agricultural production schemes will be opened to cover the rest of the districts by the end of the TNDP. It is anticipated that 5000 youths will receive skills and training and they will be assisted to settle.

## SETTLEMENT

Youths trained under the above named schemes will be assisted to settle alongside their own communities and it is hoped that they will participate in agricultural production using the skills which they will have acquired at the centres. They will also be assisted with a small grant consisting of tools, seeds and fertilizers. Extension services will be made available to assist the settlers in their various agricultural settlements.

## CONCEPT OF COOPERATION: POSSIBILITY IN THE SCHEMES

The success of the above schemes will largely depend on the form of organisation adopted. The graduates of the schemes will need to mobilise themselves, rationally so because together they can surmount problems of input acquisition, credit acquisition, storage and above all management.

The concept of cooperation here is important because as a group, individual producers will have a collective effort in all their endeavours. Mobilization into cooperatives will also qualify the group to the services provided by the Provincial Cooperative Unions. The groups will also benefit from cooperative promotional efforts effected in the country.

As a cooperative entity with a legal status, the group has a Mandate to acquire loans or grants from commercial Banks, and other multi-lateral funding agencies. As individuals operating at a very minimal scale, it will be very difficult to penetrate the market economy. It takes many years of sacrifice and commitment. And generally it is very difficult for individuals to settle on their own in their dwellings. There is often, a tendency to move away from the local area to an urban or peri-urban area. It therefore means that for an individual to stick to his dwelling, he has to realise the economic potential in his area. This entails harnessing the natural resources within the area and this can be easily done by group effort.

The Ministry of Youth and Sport intends to "encourage" the graduates from agricultural schemes to form cooperatives. The concept of cooperation should be introduced to the schemes at the initial phase. This is so because cooperative is not a prevalent mode of cooperation which can "catch on" rapidly to scheme graduates. It should therefore be introduced quite early as an essential pre-requisite to formation of cooperatives.

It is therefore suggested that collaboration between the Youth Department, Department of Marketing and Cooperatives, the Zambia Cooperative Federation and the Cooperative College should be initiated quickly.

### 5.2.5. RURAL RECONSTRUCTION CENTRES

The last objective of the Department of Youth concerns rural-reconstruction centres as a strategy for creating youth employment. The centres accommodate about 2 000 youths although they have a capacity to accommodate 40 000.

The centres were established in 1975 and so far they accommodate about 800 settlers who receive training in agriculture and construction for a period of three years. After that period the centres are turned into cooperatives.

The centres were administered by the Zambia National Service right from the start. Although the centres were very popular among the youth in the initial stages, the youths in these centres started losing faith in them in later stages, basically because they were administered by the defence forces. The youths were not able to see the centres as their own enterprises. The Government has of late ruled that the centres will be cooperatives and that they should now be administered by the Ministry of Youth and Sports. While this is a desirable move, it does not solve the problem that management of these centres was not left to the youths at the time these centres were started. The centres have developed to a stage where they are too complex for simple management as that which might be expected from the youths themselves.

The minister of youths and sports in recognition of these problems has announced that new measures have been worked out to ensure that these centres are re-vitalised. He talked of a linkage between training and placement. He also announced that skills other than agriculture will also be introduced in these centres. Generally, these centres have great potential in remaining as a major source of employment generation for the youth.

### 5.2.6. NON-GOVERNMENTAL ORGANISATIONS

There are a number of non-governmental organisations dealing with the Youth. The major ones being the churches, the Young Mens Christian Association (YWCA), Local Authorities, The Village Industries Services Board and the Commonwealth Youth Programme.

#### THE COMMONWEALTH YOUTH CENTRE

The centre provides advisory services to various Governments in Africa. It also organises workshops for youth Leaders. The Centre, to a limited extent, also conducts research. They do not directly promote youth economic projects.

The activities of the centre are somewhat limited considering the fact that the centre's programme has a very big possibility of mobilising funds through-out the world to promote Youth economic projects. The centre can be used as a channel to promote assistance to various projects from the developed world.

The centre, using its facilities in Lusaka can be made to maintain a revolving fund to support youth projects. The centre can also be used as a channel through which member countries to the commonwealth can channel expertise available in their own countries for use in developing countries.

The Commonwealth Youth Centre should adjust its policy to a more realistic one. That is one which would enable it to undertake promotion of youth economic activities in a bid to combat unemployment among the youth.

#### THE VILLAGE INDUSTRIES SERVICE BOARD

The Village Industry Service was established in 1979 and came into operation in 1980. It was set up to stimulate, assist and promote village and Cottage Industries. Its functions to coordinate initiatives, assemble feasibility data, maintain advisory and information services, locate and exploit new possibilities, to provide education and training, to assist with marketing, and to promote village Industries by assisting Villages with project identification.

The Village Industry Service has no fixed target group and can therefore assist groups or Individuals. By creating economic activities in village settings, the service board alleviate the influx of able-bodied young men from village to the towns.

The Village Industry Board is now in a position of actually obtaining financing for its village groups by guaranteeing their loans from Commercial Bank. The Service Board has also established a revolving fund for purchasing raw material inputs for various projects. As a group in a village from, the concept of group liability can be used to acquire loans.

#### YOUNG MENS CHRISTIAN ASSOCIATION

The Young Men's Christian Association has been operating in the country for many years now. Their occupations seem to be confined to indoor games, drama and other sporting activities. Attempts at project promotion in the Kamatipa Area have beared little if any fruits in providing youth employment.

## YOUNG WOMEN CHRISTIAN ASSOCIATION

The Young Women's Christian Association has also been operating for a number of years. Their activities concentrate mainly on teaching home economics and handicrafts. Their trainees are both in residential and part-time courses. After the training the girls go back to their homes either to be better house wives or start making goods for sale. The association has also conducted courses for shop assistants which seems to be a deviation from the home economics type.

The approach by the YWCA is good but suffers the limitation that the trainees are usually abandoned after the training because there is no organisation which takes over promotion of these girls from where YWCA stops.

The activities of the YWCA can actually form a very good nucleus for Women Cooperative Projects. As the girls leave training they can be organised to form small tailoring shops or bakeries or even cafeterias.

## CONCLUSION:

In our discussion, we looked at the various problems confronting the Youth in Zambia. It seems that generally, Youth unemployment is arising due to both lack of employment opportunities and lack of skills. Lack of skills is a scenario which arises to young men who have had their academic careers terminated. The same time, the curriculum formulated does not provide for practical subjects which would assist the "drop-outs" to secure occupations in either the formal or informal sector.

In situations where there is lack of employment opportunities, it is because the capacity of the formal sector is limited and hence there has been little job creation. In such instances, graduates from various projects end up on the streets without actualizing their skills. A solution to this problem could be creating employment opportunities in the informal sector by careful and systematic planning at state level.

Another feasible solution is mobilizing graduates from various projects into a cooperative. Here again the concept of cooperation should be introduced in the project curriculum as early as possible so that the idea is well understood.

A number of cooperatives in the Industrial sector could be established in areas like carpentry and wood working, metal work, handicrafts and electrical repairs. In these cooperatives, workers will be simultaneously the owners and controllers of their cooperative. The ownership, use and control will fall into the workers who own the undertaking. The size of these projects should be small-scale and will thus require limited capital outlay.

A major opportunity for the cooperative form of organisation will be the legal status and hence access to loan capital, and promotional and marketing services provided by cooperative unions and other bodies like the small scale industries development organisation (SIDO). The cooperative could also enjoy other forms of incentives like tax rebates, market guarantees in their early stages of development.

We would therefore suggest opening up collaboration between the church organisations promoting projects, voluntary organisations, the Department of Youth and Sports, the UNIP Youth League, the Department of Marketing and Cooperatives and the Zambia Cooperative Federation. Such collaboration will result in working out the mechanics for introducing the cooperative concept in the various projects being promoted by the above named organisations.

The following recommendations come out of our discussion.

- (1) The Commonwealth Youth Centre should take a more promotional role by mobilising funds from various international bodies. These funds should be used in financing various projects.
- (2) The decentralization process within the Ministry of Youth and Sports should be hastened so that project identification is done at grassroot level.
- (3) The Department of Youth Development should continue with their new strategy of directly promoting projects rather than just giving advisory and financials to local authorities and churches promoting projects.
- (4) The UNIP Youth League should start promoting projects and should now place emphasis on promoting projects as means of political mobilization.
- (5) Collaboration between the cooperative movement, the Department of Youth Development, voluntary organisations promoting projects and the UNIP Youth League should be opened as soon as possible.
- (6) Each organisation promoting Youth Projects in the country should establish a pilot Cooperative Youth Project. This project will utilize the services of the Cooperative Institutions available in the country. Possibilities of replication will be examined.

## CASE STUDIES

### CASE STUDY NO I

#### THE WADDINGTON VOCATIONAL TRAINING PROJECT

This case shows that a number of complementary activities can be built in an urban Youth Projects using school drop-outs. Such projects are infact very popular because they produce or repair furniture at a very cheap price compared to other businesses. But it lacks one important factor-continuity in the absence of the promoters.



CASE STUDY NO II

MTOWE SCHOOL LEAVERS PROJECT

The project demonstrates how a group can be developed to self-sufficiency if leadership is built into the project. It also shows that there is much to gain if a group of Youths are trained in their own setting and are allowed to continue on the same project afterwards. The idea of moving trainees to go and start other projects does destroy an other-wise good project.

CASE STUDY NO III

MANINGA RURAL WORKSHOP

The case study shows that Youths in a rural setting are able to acquire skills and provide at a level that can be satisfactory even to urban markets.

The skills are better provided in a practical manner than in a theoretical manner. The study also shows that where a youth is given initial capital, the chances of success become better.

But it also shows the difficulty of promoting projects without built in continuity strategies i.e. self management. Infact such a project had been started as a Cooperative by the end of the four year period, the project would have been made self managing as well as self financing. Such an approach would have released the promoters to go and start other projects elsewhere.

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CASE STUDIES

CASE STUDY NO I

THE WASHINGTON VOCATIONAL TRAINING PROJECT

This case shows that a number of complementary activities can be built in an urban Youth Project using school drop-outs. Such projects are indeed very popular because they produce or repair furniture at a very cheap price compared to other businesses. But it lacks one important factor-continuity in the absence of the promoters



YOUTH PROBLEMS AND MEASURES TO INVOLVE  
YOUTH IN CO-OPERATIVES

CENTRAL CO-OP UNION  
SWAZILAND

## INTRODUCTION

Swaziland, one of the smallest countries of Africa, has a population of just over half a million with a growth rate of 3%. At least 85% of the population still resides in rural areas where the major occupation is agriculture and, to a lesser extent, handicrafts, weaving, etc. Agro based industries are mainly concentrated in urban areas where marketing facilities are also provided. Communication infrastructure such as roads, rail, telephone etc is fairly developed and can reach most rural areas. Swaziland, however, is no exception to the growing problems of youth in developing countries. With such a very high population growth rate and a certainly declining mortality rate, there is growing problem of unemployment particularly among the youth. The problem of rural-urban migration continues to grow resulting in increased urban slum areas, increased crime, increased destitute birth or children who are continually left on the streets and in hospital wards because of lack of means to raise these children.

The government, realising the seriousness of the problem, has instituted some programmes to try to minimise the problem. But before looking at what government is doing, it would be better to review the past in order to see how we can link the present to the future programmes and thus suggest workable solutions to the problem.

## HISTORICAL BACKGROUND

1. Swaziland has continued to retain some of its good old customs and traditions. Under this system a young man or woman still has to belong and adhere to the regulation of the family. Young men and women of a particular age group are traditionally organised into some particular regiment and remain thus until a new age group is designated.

Every young person is legally expected to belong to a chieftaincy whether they reside in that particular area or not.

Under this arrangement young people are kept busy by way of being given specific assignments and duties to help their communities in performing particular development chores such as fencing fields, building community halls (TINKUNDLA). Ploughing the Chief's fields, etc. In this way young people maintain their allegiance to their parents and rural communities. In times of financial need, young men would go to work in mines on contract bases but would come back to their families, hence the problem of unemployment, urban migration, etc were non-existent.

2. The emergency of education, prior to independence brought with it some changes in the traditional setting. A lot of primary schools developed in rural areas but secondary schools were only constructed in urban and industrial areas. So young girls and boys are compelled by circumstances to migrate even without their choice to urban areas. Having stayed in towns and enjoyed all that the town has to offer, most boys and girls find it hard to go back to the rural areas where their "father and mother strive for a living through tilling the soil".

The system of education has been geared mainly to producing an educated man or woman who is suited for a white collar job type. Vocational and other training institutions have continued to produce skilled manpower that has always thought of themselves as employees of others. As a result some of the unemployed youth found on the street today are skilled personnel who cannot find employment.

### THE COOPERATIVE SETTING

3. There are 135 registered Cooperative Societies in Swaziland, 90% of which are in rural areas. The overall membership is 6000 and almost all these are between the ages of 30 years - 50 years. Emphasis has been placed on agricultural producers cooperatives and consumer cooperatives. Savings and Credit cooperative societies have also been encouraged in urban/industrial areas but these have not been very successful due to lack of promotion and guidance by those responsible.
4. Cooperatives in Swaziland have experienced both successes and failures like any normal business enterprise. We have, however failed as cooperators to portray our own success stories and the result of this failure has been the fact that the public has been informed only of the cooperative movement failures. Most people, particularly the youth, regard cooperatives as an old-poor man's organization. This young people have not been keen to join cooperatives.
5. Cooperatives, on the other hand, have continued to do major distribution network of farmers inputs needs and the only well organised marketing agency for farm produce having been able to market over 45% of the country's cotton and 95% of all grains in Swaziland.

### YOUTH PROBLEMS AND GOVERNMENT RESPONSE

- i. Major problems facing our country's youth are the following:-
    - Growing unemployment due to high rate of dropouts from schools. From the recent education service commission report it is revealed that average rates of 10% in primary schools and between 8% - 10% in secondary and High schools is experienced every year. These people end up loitering in streets and causing a lot of problems to government.
    - Lack of career/occupation awareness due to theoretical education which has no relevance to real life after classroom life.
- Resulting from the above, the country is experiencing a growing rate of prostitution, illegitimate children and hooliganism.

7. Government has set up a Primary School and Secondary School Curriculum Unit to review our educational system with a view to **introducing** more relevant and development oriented subject such as agriculture, animal husbandry, poultry, woodwork and metalwork, etc. a schools agricultural project has now been implemented in 78 secondary schools. In addition, government has also set up Rural Education Centres where both young and old people are encouraged to assemble to acquire skills, such as tailoring, carpentry, agriculture, handicrafts, etc. Literacy programmes are also conducted at these centres for those who never had a chance to go to schools.
- The GCINA YOUTH CAMP established just after independence caters for all youngmen who leave school in imparting agricultural skills. After such training these youngmen are sent back to their villages where they are expected to start their farming businesses. The problem has always been the acquiring of initial capital and land.
8. Some church organizations have also demonstrated a very keen interest in curbing the influx of youth into urban areas by providing some facilities for training in small scale businesses. We have seen young women being organised into tailoring, weaving, pottery and other groups. Men have been trained in agriculture and are later encouraged to start farming on their own or join their local cooperatives. The Swaziland Council of Churches has recently embarked on developing communally based projects to assist rural women and men develop their own business units to generate some income.
9. The ministry of Commerce Industry Mines and Tourism has continued to promote the development of small scale industries through the establishment of the small Enterprises Development Corporation (SEDCO) which has established small scale industrial estates throughout the kingdom.

10. INVOLVEMENT INTO COOPERATIVES

A commendable beginning has been made by both government and church organizations in Swaziland to try and alleviate the problems of youth by implementing projects, mainly in schools to introduce youth to real life situation after leaving school. The Ministry of Agriculture and Cooperatives has implemented called the "4S" project (SIVE SEMASWATI SIYASEBENTA SIHLANGENE). This is an agricultural group project to introduce youth either those at school or those not. Demonstration programmes are conducted, usually in local schools or Rural Education Centres but each young man or woman is encouraged to start a project of his/her choice at home in the village where extension officers visit and assist them to continue their projects. As a result many young people have started small vegetable gardens, poultry projects, raising dairy cows, etc. Young women are taught some basic home economics, tailoring, baking, cookery, etc.

Steps need to be taken to introduce youth into cooperatives and the following are some of the essential ones as envisaged by some cooperators in the country:

- a more meaningful coordination of youth programmes and activities needs to be effected to ensure smooth take-off. This would effect most ministries of government since each one has some programme for youth which may not be known by others. For example the Department of Sports, youth and Culture is in the ministry of Home Affairs, Department of Community Development and Department of Cooperatives are in Ministry of Agriculture and Cooperatives. Then there is Ministry of Education, Ministry of Health etc.

- Through the guidance of the already established Primary and Secondary Curriculum Unit, cooperative Education programmes need to be designed and reading materials produced to introduce such education to schools beginning in primary schools, but also introducing such education to training institutions.

- The Cooperative movement and the Department need to improve the performance of cooperative business and put more emphasis to Cooperative Publicity. Success stories in the cooperative sector would help create enthusiasm among youth to join cooperatives.

- Small rural projects such as cooperative fisheries, Poultry production and other agriculture cooperative can be started in most parts of the country where there is plenty of water. Graduates from agriculture insititutions would be encouraged to form themselves into such groups or join existing cooperatives.

- One very small but successful women cooperatives has already been started to market women tailor made products. A growing interest among young women who leave school is being realised to join this or form similar cooperatives.

- Most Secondary and High schools have introduced lessons in carpentry, agriculture, animal husbandry, metal work and technical drawing. In leaving school young boys have no way to continue the acquired skills and knowledge. Those who proceed to vocational institutions such as the Swaziland College of Technology and qualify, also find themselves without employment. Small scale, labour intensive industrial cooperatives can be started under the guidance and assistance of the SEDCO programme. Cooperative Education and information must play a major role in the development of such youth cooperatives.

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young women

## SUMMARY OF UNITED NATIONS POLICY TOWARDS YOUTHS

The General Assembly at its 34th and 35th Session, regarding the declaration of an International Youth Year and the strengthening of channels of communication between the United Nations and Youth and Youth Organisation, pointed out that the situation of youth is so highly linked to the development process. This means that any long term economic downturn may have adverse effects or even cause disruption in the elaboration of economic, social, cultural or other programmes related to youth. The situation of youths particularly in developing countries which centres on illiteracy, lack of education opportunity, unemployment, under-employment and the flight of rural youth to the cities could well deteriorate.

Nations formulating plans, should intergrate needs of youths in their national plans. Emphasis in these plans should be put on increasing the quality and quantity of opportunities for young people for meaningful participation in the development of society.

The General Assembly in designating 1985 as the International Youth Year declared that participation, development and peace as the major themes for youth in the 1980s. That youth participation in the entire local, national and international life should be part of the philosophy, policy and programme of society, and that youth policies have to be so formulated as to reflect the real needs and aspirations of young people. Within such an overall policy, practical and useful projects could be developed. Youths should be fully involved in formulation and implementation of projects and programmes, and also their evaluation.

The UN recognizes that many states have different programmes for youths, especially in the field of education both academic and non-academic. Many governments have initiated measures linking recreation, leisure and sports activities to cultural development in order to provide Young people with equal access to culture and recreation, and to develop opportunities for them to contribute creatively to the indigeneous cultures.

Another major trend is the increasing recognition of governments of the rights and responsibilities of young people.

### Summary of activities of the specialised agencies of the United Nations

#### UNESCO

UNESCO activities in the field of youth are aimed at increasing the understanding of the problem and aspirations of young people both at the Regional and International levels, and at strengthening member states ability to identify the most urgent problems for the purpose of defining activities to be carried out in the political, social, economic and cultural fields. UNESCO has provided assistance in the least developed countries especially in the training of youth leaders, with particular relevance to girls and young women. Also assisting projects which involve young people in the national development efforts.



UNESCO is giving assistance to member states in the planning, execution and evaluation of operational projects financed by UNDP or the special fund for youths established by the UNESCO General Conference in 1976, within the frame work of its sub-programme on action for disadvantaged young people.

ILO

Has provided technical advisory services on employment oriented youth schemes, including employment promotion for young people without formal education, support to institution building, and assistance in determining viable projects for economic development.

FAO

Has provided assistance to governments with the planning and implementation of rural youth programmes to involve rural youth in development activities, including training in agriculture, home economics and leadership.

WHO

Has recognized the gap that young people could fill in the uneven distribution of health and development. Examples of activities directed generally at youth are information campaigns on smoking and health, involvement of youth in promotion of primary healthcare, activities for school age population (including youth), training of school leavers as auxiliary health personnel and analysis of health problems related to youth, such as teenage pregnancies, adolescent fertility and drug abuse.

UNITED NATIONS VOLUNTEERS

This is one means of enlisting youths in development programmes. This programme includes pilot projects aimed at increasing to the fullest extent possible the participation of youths and youth organisation in the planning and implementation of development activities and training programmes for youth workers.

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THE ROLE AND ACTIVITIES OF COMMONWEALTH YOUTH PROGRAMME WITH  
EMPHASIS TO THE AFRICAN REGIONAL CENTRE

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## Background to the Establishment of the Programme

Commonwealth Youth Programme is one of the functional Divisions of the Commonwealth Secretariat. The other functional Divisions included the Commonwealth Fund for Technical Co-operation (CFTC), Women and Development, Health, Education and Commonwealth Science Council. The function of the Commonwealth Youth Programme is essentially to coordinate, advise and disseminate information on youth development to member countries. The Headquarters of Commonwealth Youth Programme is housed together with the Commonwealth Secretariat in Marlborough House, London. The Commonwealth Youth Programme operates through three regional centres. The regional centres are located in Guyana for the Caribbean Region, Lusaka for Africa Region and Chandigarh (India) for the Asia-Pacific Region. The South Pacific Region has a special diploma course programme in the University of South Pacific in Fiji Islands.

The idea of establishing the Commonwealth Youth Programme dates back to 1969 during the Heads of Commonwealth Meeting in London when a paper was submitted by the British Government seeking to investigate certain issues concerning youth affairs. The main theme of the paper was to look into some areas for possible future practical cooperation among the member states.

The areas suggested were:

"the special problems of rural youth, the special problems of urban youth, young social offenders, leisure, the best means of enabling young people to be more involved in the development of their countries, the administrative framework at national level which is necessary for this involvement to become a reality and the formation of creative inter-Commonwealth relations among young people through an expansion of existing facilities for young and young teacher exchanges school travel tours and students work schemes within the Commonwealth.

The paper was generally supported at the meeting but instead of reviewing this broad range of possibilities, the Secretariat felt it was appropriate to establish certain priorities which could help to decide, and concentrate its efforts. After critical examination of the above listed possibilities, the Secretariat selected the problems of out-of-school young people as the first priority which needed immediate attention. It was felt that the "problem" of young people is derived from the scarce opportunities and inadequate skills through which young people themselves can contribute usefully to the improvement of their communities and in so doing participate in the shaping of their societies.

Having established the priority, the Secretariat initiated several lines of action which called for a series of studies on the problems of youth training for development purpose. Among these initial activities include:-

1. Vocational and Social Training of Primary School leavers in the African and Caribbean countries.
2. A Commonwealth African Regional Youth Seminar was held in November 1969 in Nairobi, Kenya.
3. Commonwealth Conference on Education in Rural Areas was held in April 1970 in Accra Ghana
4. A Commonwealth Caribbean Regional Seminar on Youth was held in August 1970.

After these studies the Commonwealth Secretariat prepared a report which was presented at the Singapore 1971 Heads of Government Meeting. The Heads of Governments reviewed the report and made the following recommendations:-

1. They noted with approval the action already taken by the Secretariat and agreed that increasing activities in this area were needed.
2. They asked the Secretary-General to convene, at the earliest opportunity, a meeting or Commonwealth Ministers concerned with youth matters to make a comprehensive review of the whole complex of youth problem, with special emphasis on the alleviation of unemployment, taking into account the particular needs of different countries and regions.

Careful examination of the situation and problem of young people in the Commonwealth through the conducted seminars and conferences, the Secretariat was finally able to sufficiently obtain a clear perspective and in sufficient depth the scale and nature of their needs. Hence, apart from exchange programmes, International voluntary services through student work camps and other educational visits which had been hitherto in existence, the Secretariat bore in mind that youth problems do not necessarily originate in factors intrinsic to youth, but in changes, developments and uncertainties which affect every section of societies. In view of such a situation and in consequence, realistic policies and programmes need not be formulated in isolation but as integral part of overall development planning directed to national objectives.

At the time of the establishment of the Commonwealth Youth Programme by a special Ministerial Meeting of Ministers concerned with youth affairs in Lusaka 1973 three major themes had already emerged from the various studies and conferences which had been held at regional levels, since 1969, The themes included the following:-

- (i) education and training for youth people and those involved with them.
- (ii) employment
- (iii) constructive participation by youth in national development, and
- (iv) the need for effective information exchange.

The meeting drafted a Commonwealth Youth Programme (CYP) and recommended its adoption to the Commonwealth Heads of Government who gave their approval at the Ottawa Meeting in 1973.

The objectives of the CYP are:

1. to encourage and support the active participation of youth in the process of national development.
2. to give recognition to the contribution made by youth to the economic, social and cultural development of their society.
3. to provide opportunities for increasing international understanding among youth.
4. to promote and encourage any activities in furtherance of the foregoing objectives.

After this brief historical account of the origin of CYP let us now look into its functions as related to the Africa Regional Centre.

### The Role and Activities of Regional Centres

#### (a) To Run Diploma Courses in Youthwork

When the Commonwealth Youth Programme was established, the paramount need of Governments in the youth field was for professional training for youth administrators and field workers. There was need for youth workers to be helped to understand the economic and social factors which give rise to the problems facing young people.

Hence the major role of the regional centres is to train youth workers from member countries who in turn help their governments to plan and develop youth development programmes which are primarily intended to involve young people in national development and in alleviating unemployment among them.

The three centres enrol participants nominated by their governments to attend advanced diploma courses in youth work which range between 6 months to 15 months. The general intake of the entries is 35-40 students per course. The diploma course offered at the African Regional Centre lasts for 9 months. The syllabus includes the following subjects:-

- Adult Education and Literacy
- Community Development
- Human Development and Relations
- Public Administration and Financial Administration
- Community Health and Education
- Youth and Society
- Policy and Programme Development
- Methods and Techniques of Youthwork
- Basic Economics
- Project Planning

The diploma course incorporates a research fieldwork study during which time the students go to neighbouring countries of Kenya, Tanzania, Malawi, Zimbabwe, Botswana, Mauritius and Zambia itself to undertake serious studies of ongoing programmes related with youth development. The purpose of fieldwork is mainly two fold; firstly it is intended to give students practical experience on issues theoretically learnt in classroom situation e.g. methods and techniques in youth work, community development, project planning, public administration etc. Secondly the fieldwork gives an opportunity for students to visit a third country to learn related or similar youth programmes which can be useful in their countries. Many students have benefited from such studies and reports reaching the centre show that some of them have in fact tried to initiate in their countries programmes and projects learnt through fieldwork. Here we have good examples of programmes like Village Polytechnics of Kenya, Rural Reconstruction Centres of Zambia, Youth Brigades of Botswana and Small Industries Development Organization of Tanzania (SIDO) just to mention a few. The diploma course also incorporates what is generally referred to as concurrent fieldwork. This is a preparatory stage to the longer fieldwork placement referred to above. Arrangements are made with the Lusaka City Council to enable them to participate in Community Development activities in selected urban community projects around Lusaka. Such programmes have also helped to supplement theoretical work and have provided more insight to the nature of community problems and programmes developed to solve them.

At this point it is important to point out that the diploma course in youth work aims at raising students educational standard and develops a sense of awareness of issues concerning with youth and development. The course is also intended to impart the requisite practical skills that enable youthworkers to effectively perform their duties in varying situations and environments in the region. The course therefore prepares and develops a personnel who is all round to deal with contemporary youth problems.

Continuous efforts are made by CYP to relate the diploma course in youth work to the nature of developmental activities undertaken by member governments. The experience of the Africa Centre in this field however reveals that there are some problems which confront youthwork and development within the region. The problems included among other things:-

1. lack of income generating activities and employment opportunities in rural areas.
2. lack of relevant skills (technical, business oriented) among young people to enable them initiate and sustain viable projects,
3. unattractive rural areas which force young people to drift to urban areas in search of employment.

The Commonwealth Youth Programme views the issue of developing clear youth policies as a crucial task upon which the efforts and plans to help young people can be properly directed in the hope of alleviating problems of unemployment and other related issues. It is also hoped that such policies would enable young people to be involved and actively participate in social and economic development of their societies. It is therefore always suggested that when planning for youth development programmes emphasis should be put on developing integrated and community based projects which relate to organizational aims. The principles are:--

- (a) that the primary goal of any development project should be to assist the socio-economically disadvantaged (e.g. youth) to participate more fully in the social and economic development of their communities
- (b) that projects should be designed to meet Needs which have been accorded the highest priority by the local community (village Development Committee) and should be implemented in co-operation with or by those persons (youth) who will be directly affected by the anticipated results of the projects.
- (c) that the development projects should be interwoven with the socio-economic fabric of the village development programmes so that they utilize the potentials of local resources (both human and material) to meet project needs. Projects needs should be carefully surveyed and clearly defined during the planning process.
- (d) to ensure effective participation of the target group in development programme, there is need for adequate education training programmes to be provided wherever necessary.
- (e) that development projects should demonstrate a positive and complimentary relationship between local needs and those of national development plans.

The principles mentioned above are simply guidelines because socio-economic, cultural and Political conditions of local environment have greater influence on the nature and the way the youth development activities are chosen and implemented. In this case the role of the Centre is mostly advisory.

(b) Other Activities:

Apart from running diploma courses the Centre acts as a focal point in the region for initiating other development activities for young people. It collects and disseminates information on youth to member countries and performs consultancy duties in specific aspects of youth development.

For instance last financial year 1981/82 the Africa Centre rested its usual diploma course intake and instead embarked on an ambitious programme of organizing short courses in project planning, management, administration and evaluation in member countries. So far courses have been organized in Zambia, Nigeria, Lesotho, Zimbabwe, Botswana, Kenya, Sierra Leone, and right now one course is being conducted in Uganda. Remaining courses to be organized are Cyprus and Mauritius.

The aims behind this programme were threefold. Firstly it was to respond to the high demand of trained youth workers in the region. It was planned that within one academic year (of 9 months) the centre would be able to train at least 300 youth workers a task which would have taken about seven years to accomplish under the normal system. On the other side it would have taken one country at least 10 to 12 years and possibly spend more money to train 30 youth workers through the Centre instead of two weeks. Secondly the organisation of these short courses are tailored to cater for local need hence they are more relevant to suit local requirements. Thirdly these in country short courses are meant to provide an opportunity for the Centre staff to familiarise themselves with the social, political and economic conditions and other youth related issues of the member countries. It was hoped that the success of the short courses would form a basis for future review of the Centre's activities in terms of training and advisory services.

Other activities of the Centre include the exchange programme of youth officers in form of study fellowships and the project fund contributions to member countries. The Commonwealth Youth Programme offers short study tour fellowships to senior officer in member countries involved in planning and administration of youth activities to travel to other countries to study youth development programmes. The purpose of these study fellowships is to enable the participants to see and learn what other countries are doing, to exchange ideas and experiences and to broaden knowledge and understanding on issues concerning youth development on issue concerning youth development affairs. Many countries have also benefited from this programme.

Commonwealth Youth Project Fund is a programme which the Centre gives seed money to member countries on request and after fulfilling certain conditions. This small fund is usually given to stimulate starting of projects by youths.

The projects funded are those expected to generate income or provide service to the community. However the Commonwealth Youth Programme is not a funding agency as such but the fund given is normally intended to encourage the efforts of young people who in turn are advised to seek bigger funds through their government from major donor agencies. Many countries are continuing to benefit from this programme.

#### Future CYP Africa Centre Activities

The Centre will continue to improve on its present roles especially in reviewing its training programmes and to deliver advisory and consultancy services to meet the countries needs. However in the near future the major thrust of the Centre will focus on three major activities in its efforts to expand its roles and achieve a greater impact in member countries. The activities include.

(i) A pilot correspondence course in youth work is planned to be mounted by the Centre in conjunction with the government of Kenya through the Ministry of Culture and Social Services. If this programme proves successful it will be spread to all member countries of the region. The course will involve personnel who are already involved in youth work in government departments and voluntary organisations. Topics will include the following.

- Youth Policies and Programmes
- Youth Development/Youth and Development
- Youth Work/Youth and Society
- Community work/Community change and Development
- Community Organisation
- Group Dynamics/Groupwork
- Project Planning (Design), Implementation, Administration
- Feasibility studies and Programme evaluation
- Co-operatives/Production/Marketing/Consumption
- Communication
- Leadership Training and Development
- Social Research and Investigation
- Issues in Socio-Economic Development
- Training Design
- Budgeting and Financial Management, Research project
- Social Planning Methods and allocation of resources

- Social and Political aspects of planning
- Implementation and Management
- The structure of African Societies (with specific emphasis on relevant countries)

(ii) Utilizing the experiences of the short courses the Centre is planning to run medium-term courses of up to 10 weeks to cope up with the rising demand of trained personnel in youth work in the region.

(iii) Regional planning strategies for effective and innovative planning in youth development for activities and programmes leading to and beyond 1985 International Youth Year. During the Regional High-Level Conference for Directors and Administrators of Youth Departments which ended here at the Centre recently, it was recommended that member governments should be requested to devote more resources towards the implementation of the programmes and activities set out by UN which lead to 1985 IYY. It is satisfying to note that some of the recommendations made by UN for implementation by member countries before and during the IYY include helping young people to be self-reliant by bringing business enterprises in the form of cooperatives. It is very fitting that International Co-operative Alliance thought of holding this Sub-Regional Conference on Youth Participation in Co-operatives at this time when the issues of youth and development are occupying a high priority at International, regional and national levels.

## CONCLUSION

Reviews which have been so far conducted show that CYP has scored and continue to score remarkable successes in the implementation of its programmes. Since its inception in 1973 the Africa Centre has trained over 200 youth workers. The in country short courses as said earlier on, anticipates to train over 300 youth workers. Through its advisory and consultancy services, a few countries have been able to formulate youth policies and programmes aimed at directing the efforts of involving young people in national development of their societies

However this does not mean that there have not been any problems for the Centre in delivering its services to member countries. In fact there quite a few problems which hamper the effective implementation of youth development programmes in Commonwealth Ministries of Youth in the region. For instance there is the question of low level priority given to Youth Ministries in terms of allocation of budgets and manpower development. There is also the question of formulation of youth policies for those countries which have not done so. CYP hopes to learn quite a few things from ICA in order to improve its strategies in delivering its services to member countries. Through exchange of ideas and experiences ICA and CYP can also form a common front in the efforts of helping young people in the region.



FOOTNOTES

1. Commonwealth Youth Ministers' Meeting-Report  
Volume 1 - Lusaka, Zambia 1973
2. Report of the Commonwealth Secretary-General 1979
3. Mazzuki W. (1982) Planning for Rural Development -  
Planning structures for Youth Development Activities.  
A paper presented to the Africa Regional High-Level  
Conference of Directors of Youth Development,  
Lusaka 1982
4. Commonwealth Youth Programme Africa Centre, Regional  
Advisory Board - Lusaka July 1982
5. Proposed Correspondence Course for the Commonwealth  
Africa Region, October 1981
6. The Commonwealth Youth Programme - Hand Book

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APPENDIX

OUT-PUT FROM THE DIPLOMA PROGRAMME  
(1974 - 1981)

YEAR	NO OF GRADUATES
1974/75	26
1975/76	27
1976/77	27
1977/78	30
1978/79	33
1979/80	35
1980/81	36
1981/82	-

1. The Diploma Course was not offered during 1981/82 Academic Year. During this period short national courses were organised in Botswana, Lesotho, Zimbabwe, Zambia, Kenya, Sierra Leone, Nigeria, Uganda, Cyprus and Mauritius.

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INTRODUCTION TO INTERACTION'S WORK WITH YOUNG UNEMPLOYED

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INTRODUCTION TO INTERACTION'S WORK WITH YOUNG UNEMPLOYED

Social Enterprise is the ability to deal creatively with ever changing situations, to do problem solving in reality, and to be able to organise with others a constructive response to problems. The techniques for doing this might be called the 4th R. The 4th R, creative responses in real situations and organisational skills, need not be learned we are all born with these abilities. The 4th R must be encouraged and practised however. This can be done in or out of school and at any age. The ability to respond creatively to problems at a personal, neighbourhood and community level is latent in everyone, and is the missing factor which makes productive the traditional 3Rs of reading, writing and arithmetic.

One of the major problems facing society today is of course, youth unemployment. Underlying this unemployment problem is the inability of the school system to turn out adults who can respond creatively to the many changing situations they will have to face throughout their lives. Even if young people are unemployed they have to be able to use their out of work time constructively and in a way which enables self respect. If the only response possible to unemployment is a structural economic one, then all government training schemes, and programmes, are limited if not wasted unless they are integrated into a comprehensive investment policy. Clearly no voluntary agency can possibly help with a structural economic solution. Equally clearly there are other ways to respond to the problem.

We could call these structural educational and structural and motivational responses. In these, voluntary agencies or private organisations with clear ideas and useful experience can be very helpful.

Inter-Action Trust, is proposing a comprehensive training and practical assessment approach to the problem of youth unemployment. It is based on social enterprise and 4th R skills training. These in turn are based on seven years' development work.

4th R skills training includes the following problem solving processes:

- Getting an appropriate idea
- Motivation and confidence building
- Organising to implement the idea
- Managing the organisation in its financial, administrative, and communication aspects.

At different levels these are all the same processes: for the housewife running a home is a business for the unemployed youth finding a job or creating one is a problem for the young music pop group getting started is a problem; for a businessman or woman setting up a business requires the same skills; for a small cooperative setting up this type of small business requires the same skills along with additional communication skills for a leisure time sports team setting up and managing a club requires similar organisational skills. Inter-Action has set up an action and training institute, the Institute for Social Enterprise to develop this work.

This Institute develops model project in U.K. and elsewhere which local people can run for themselves. It motivates and trains people to do this by themselves. It also provides materials and back-up resources to help reinforce their training and to bolster the confidence of all those who are on the receiving end of any Government's attempt to find a structural economic solution. That is to say, all those finding it next to impossible to make ends meet, yet who really want to help themselves.

Not surprisingly the major area of social enterprise work today, besides training for self help and helping set up voluntary groups, is work in the area of youth unemployment. Thus the other major function of this institution centre will be training those working with the young unemployed. Its purpose will be to train trainers to help young people: with vocational skills training, with assessment, with training for effective job finding, or for true job creation such as setting up small cooperatives or self employment. The other side of this is to ensure that the same training enables them to be able to occupy their out of work time constructively.

Inter-Action's experience in this field is extensive. In Kirklees, in the north of England Inter-Action has four youth training workshops at the moment employing 150 people. In Kirklees, there are 10 000 registered unemployed 16-25 years old and sixty registered jobs. Allied to these is a sales shop and a mail order distribution business run by young people. Kirklees is the major test bed for these new types of social enterprise and 4th R skills training projects.

The Social Enterprise Training Centre will seek to have a mobile wing to promote these 4th R training techniques throughout the country along with the overall social enterprise approach. The actual comprehensive training and assessment programme in the area of youth unemployment is nearly completed. Called OPS - Occupation Preparation Systems - its purpose is to give young people the ability to have a creative self help response to unemployment. This means to be able to occupy their time, indeed their life time, constructively, whether in or out of work.

Any training must meet on the fact that we must train for the constructive occupation out of work time. This is as realistic a future for many as the possibility of getting a job. Such an approach is embodied in OPS which Inter-Action has been developing and testing since 1975.

There is no point in training young people to be better equipped to do a specific job unless those specific jobs are likely to be available. A more generally applicable set of work skills, creative problem solving skills, must be taught along with any specific job skill. Surely it is better to be able to select and adapt to local needs those field tested materials which come from a comprehensive systematic approach.

The following are the various levels of OPS, occupation preparation systems:

System 1: Job Match: basic skills assessment:

This is a computerised assessment for intake level of any programme or institution. It can be used in schools, colleges, alternative products, training workshops, intermediate treatment school and other remedial programmes. It can also be used by commercial and industrial employers. This assessment enables the young people and their supervisors to gain a clear and reasonably precise knowledge of what skills they already have and which ones they need to learn.

A young person is shown 480 pictures of different situations involving skills - work leisure, social, family etc. His/her responses in terms of preference are matched against "families" of work, and against the requirements of individual jobs.

System 2: work samples for aptitude and attitude assessment

This is assessment based on the young people's use of hands on vocational experience kits called work samples. This type of training equipment is accompanied by film strip and instructional sound track. The young people control the speed of the audio-visual programme themselves in order to go through a hands on learning experience in any of a number of different vocations, including computer programming, office work, book keeping, or painting and decorating, food preparations, sewing and textiles, wood work etc. A training supervisor provides the human element behind the scene. There are 35 work samples and filmstrips at the moment. It is planned to add 35 more each year. Each film strip has a dual sound-track and can easily be re-recorded to enable alternate or minority languages, male or female voices - different accents, dialects etc. For older children and young people based on their assessment, they can be referred to a variety of existing remedial education programmes outside of OPS. They might be in the 3R's or might be work experience, work place visits, sandwich courses, or mini apprenticeships. These types of training are able to be built into occupation training systems wherever necessary.

Examples of good practice and good process work can be readily added to OPS. It is not a set of sealed systems. At this level of OPS the assessment is done through hand scoring on self-administered forms; there is also a supervisor's report form. These enable both immediate feedback of results for higher motivation of the young person and faster placement or referral possibilities.

### System 3: Foundation Training through Extended work samples:

Through an extended use of the work samples, a trainee can progress from a foundation course level in each basic skill to more advanced levels in for example, carpentry, electrics, masonry, and plumbing. The youth training workshop would naturally extend this work. Each work sample kit should at least be able to help train a young person to be more self helpful.

For example to do many of their own household repairs, thus saving money, or to be able to develop a particular skill as a leisure time or voluntary activity.

Each level of work sample training teaches the young person to do something which is a completed task or product. This can be applied immediately in real life. This is one of the most important features of OPS. The training can lead to a job or to a constructive use of out of work time. The training also teaches a young person to organise their skills into job creation of a commercial or voluntary nature.

### System 4: Real Games: Integrated Cooperative Business Training:

The social enterprise training method of real games was developed from 1978 to 1982, through an experimental grant from the Department of Education and Science. These 'real games' can be attached to any training situation, even to work samples, or to youth training workshops, work experience or apprenticeships. A 'real game' takes a skill like singing and makes it the central element in a complete experience of a one product short - term cooperative business. It does this by stimulating young people to produce, package, and sell an LP for example, as some young people did in their church youth club. Training through a 'real game', such as MIY - Make-it-Yourself, can be undertaken on say a one day a week basis, over 10 weeks and thus it can be attached to any other form of training.

'Real Games' teach young people through an integrated experience of producing a real product and then selling it. In our youth training workshop in Kirklees a group of lads training in carpentry, did a market survey and found that they could sell, of all things, dolls houses, and finally they had the pleasure of keeping the books and a bit of their earnings. Assessment is extended to this stage, based on existing evaluation formats.

### System 5: Real job Creation

Real job creation is one of the systems of OPS. Its function is to train young people to think of being self-employed or to set up small cooperative businesses or to do job sharing if there is no one else around to give them a job.

It is not expected that a vast number of young people will set up their own businesses but even two percent would amount to nearly 15,000 more at work. More important than the numbers is the attitude of initiative taking that is instilled.

These same training techniques of real games and real job creation can lead young people to set up voluntary initiatives or constructive leisure time pursuits. Making hobbies into small businesses is one of the more interesting possibilities being explored at this level. Hobbies are both avocational and potentially vocational and they are clearly within the interest ability range of the average young person.

In a situation where there are few, if any jobs, young people must be entitled to an education and training which enables them to create their own satisfying time occupational survival system, even if it is not in a paid job.

### System 6: Training for Job Finding

The objective of this level of OPS is to help young people find work or to help them find an appropriate out of work time voluntary activity, especially one which meets a local social need. Recent surveys have shown that there are always more jobs available than those on offer officially. Methods have been explored under OPS which train young people systematically to take an initiative in order to find these jobs.

Some of the qualities and skills which should result from system 6 are: confidence, initiative taking, problem analysis, abilities, knowledge of their possibilities in the world around them.

### System 7: crash course training of trainers and the training of social entrepreneurs.

Each of the previous six levels must have a training hand book and a crashcourse syllabus for potential trainers or for existing ones. The trainers can be trained in each of the six levels in one day for each. OPS also requires in service training to be done periodically. There is an assessment programme for the trainers as well. Inter-Action has nearly finished producing handbooks for trainers for all of the OPS training systems and techniques.



Occupation preparation systems is one of the ways to meet the gaps in the training facilities now used by firms, institutions and individuals. The materials for the different OPS training systems and the assessment of a trainees development exist in OPS as segments of a comprehensive but open ended set of systems.

Any segment of OPS can be selected when appropriate and it can be attached to existing training courses, programmes, or institutional frameworks. That is to say it can be attached to any of the many potential user groups. OPS might be called an attachment training system.

For these training and assessment techniques and materials by being attached to existing programmes are a cost effective way to fill in the gaps, to utilise the best of what already exists, and to gain a large multiplier effect from existing expenditure and existing installations.

So naturally any user group might find all or most of OPS applicable to their needs at different times. So too, all user groups might find any or all levels of OPS relevant to **their** changing needs.

New work samples and filmstrips will be added to OPS whenever there is sufficient need and demand expressed. There is nothing new of gimmicky about social enterprise or 4th R skills training, these are simply new phases to describe the fundamental potentials of young people now lying largely untapped, untrained, and unstimulated. What is new is that Inter-Action has pieced together a comprehensive occupational assessment and training system by using a combination of new techniques, modern technology and old fashioned common sense. This system can be attached as a type of basic foundation course and assessment programme to existing skills training approaches.

OPS - occupational preparation systems - is a flexible and adaptable approach to training which should help to meet the needs of the work force of the future, and the out of work time occupational needs of young people facing uncertainties of the rest of the century. There has been a systematic development and monitoring of these materials.

Most of the components of OPS have been field tested and evaluated during the past seven years. Now Inter-Action is seeking support to develop the successful experimental models on a much larger scale.

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VILLAGE INDUSTRY SERVICE - ZAMBIA

1. Village Industry Service has been founded to promote industries and crafts on the basis of small-scale, labour intensives units with a view to maximising village employment and generating additional village income-earning capacity.
2. Under the direct patronage of His Excellency the President and the Chairmanship of Mrs. Mapoma, a Council has been appointed to oversee the operations of the service which has established a Headquarters at Nsefu House, 2nd Floor, Lusaka (Box 35500, Telephone No. 215221, Dar es Salaam Place).
3. Every village has certain basic requirements in terms of food, clothing, shelter and sanitation, and the provision of each of these requirements is generally acceptable to considerable improvements.
4. The same is true of what may be termed a secondary (as distinct from primary) basics, which involve schooling and medicare, as well as social and cultural provision, without which village people are unable to realise their full human potential. But each village also has considerable resources on which it can draw, resources from the environment and also from the skills and aptitudes, both actual and potential, of its members.
5. We believe that if these resources can be put to productive use by assisting village people to establish their own workshop for carpentry, metallurgy, pottery, the making of candles, soap, leather goods, matches and many many other items, it will be possible to provide opportunities for employment and income which will have positive effects on the general life of the village.
6. The problem of village development thus comes to centre very largely on how these needs and resources can be matched to promote a general improvement of the conditions of village life, and when stated in these terms it becomes clear why so much 'rural development' has failed to achieve its objectives, and what approach is required to ensure that it can.
7. The concept of village development is not one that can be envisaged in terms of villages being the beneficiaries of a spinoff of development projects in urban areas, or even, when established on a large scale, in the rural areas.

8. Since people in rural areas live in villages, it follows that any attempt at a general transformation of rural life must centre for the most part on changing and improving the conditions of life in each particular village on the basis of utilising and developing village resources and skills.

9. Only in this way can the national objectives of self-sufficiency be achieved on a basis which is likely to prove permanent. (Note: for practical and administrative purposes 'village' may be taken in this context to be the catchment area of a rural primary school).

10. It is for these reasons that the Village Industry Service programme for rural development is in large part concerned to promote a village agro/industrial development having the following characteristics:-

- (a) Small-Scale enterprises, whether individual or co-operative, which will promote income-generation at village level.
- (b) Labour-intensive processes which will help to cure the cause of village unemployment.
- (c) Small, simple machinery and equipment requiring minimal capital expenditure to ensure that the cost of creating jobs (capital cost a number of people employed) is as low as possible.
- (d) The utilisation of local resources wherever possible.

11. Such a programme requires an organisation tailored to its special needs, which is why His Excellency the President has decided to establish the Village Industry Service. This body is charged variously with promoting research into the kind of products which are best suited to production at village level, with instituting the necessary training through church, service clubs and other organisations, mounting an education programme to help win general acceptance of village products, co-ordinating, upgrading and encouraging the numerous efforts already established in this sphere, maintaining a comprehensive advisory and information service, promoting common high-level standards of work-manship, acting as procurement agent for supplies and raw materials, and promoting the sale of village products.

12. One of the main advantages of such an Approach is that technical training requirements are often minimal, so that in some cases it can be simple on-the-job training, with increases in production matching the progressive acquirement of proficiency in given skills. In such cases, there need be no waiting for highly trained workers to emerge from a crissis of institute training before a workshop can be established. The workshop becomes, under suitable technical supervision, of its own institute.

13. A good example of this approach is operating at Mtowe, near Chipata. On the initiative of a local retired primary school headmaster, a club was formed among unemployed school leavers, a modest workshop was established a small store for materials and a room for sewing and dressmaking set up and now the young people have more orders for dresses, repairs, door and window frames, furniture, ox-carts, hoes and other small farming implements than they can meet. In addition, they are rearing their own chickens and growing a variety of crops on land allocated to them by the village headman. The capital cost of this project has been less than K1,000,000. There is clearly scope for very many more projects in the rural areas and our service will seek to establish them whenever a local initiative for them is expressed.

14. Not least, it should be noted that the proportion of foreign exchange to the total inputs required for such schemes is very low; in addition the value of output relative to capital employed, is also high-given elementary marketing services, a high ration of foreign exchange earnings to total output values can also be secured in number of agro/industrial spheres.

15. Village Industry Service will be ready to co-ordinate and serve existing efforts in the informal-sector and in the labour intensive industrial field where this is desired. Many of these initiatives are already operating within the Government Service, in the Cultural Service Department, the Prisons Commission - the schools Production Units, the Rural Reconstruction Programme etc. Others are mounted by churches or Church Welfare agencies such as the Zambia Episcopal Conference, the Waddington Centre, various Mission Workshops, Rotary, Lions, Y.W.C.A. etc.

16. In many countries it is increasingly realised that Government machinery is often too cumbersome to effect this small-scale approach and that a combination of an independent organisation drawing as much as possible on the co-operation and goodwill of the village people, working in close relation with voluntary bodies and individuals, and in harmony with government policies yields a much greater degree of flexibility and effective use of the money available.

17. It is not the intention that Village Industry Service will in any way seek to replace existing efforts in this field, rather than should establish a variety of services (information, technical advice, training, storage, procurement, marketing etc.) which they may utilise if they wish to do so. The value of such efforts many of which now have many years of experience behind them, has been of inestimable benefit to the nation, it is hoped that by arousing public opinion to a new awareness of the importance of expanding village industries development that all existing agencies will benefit from an added interest in their work and find greater scope for expansion. Village Industry Service exists to serve.

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AMERICAN FRIENDS SERVICE COMMITTEE - ZAMBIA (AFS)

The American Friends Service Committee was established in Zambia in 1966. Its headquarters then was in the United States. However, four years ago it was decided to localise the organisation and to have local personnel.

The organisation now to be known as the Human Settlement of Zambia mainly **operates** in the field of self help housing. It encourages families to work with self help housing construction groups.

The programme involves children from the age of seven. An example of their project is found in Kafue.

The other programme that this organisation has is that of training young people in different fields for example carpentry soap making, cooking oil making, running kitchen, gardens, etc.

However, after being trained the scheme cannot absorb these youths. The organisation has realised that this is a big problem because once one is trained one expects something from the society. Therefore in the near future they hope to have human settlement clubs. These clubs will recruit people who have gone through a certain stage in schools. Youths will be trained according to their interests. They could then be trained while they also produce items for sale. For example, making hoe handles, baskets, waste-paper baskets from the raw material available in the area.

The AFS sees that cooperatives have a big role to play here. Since trained young people cannot be absorbed by the organisation that is training them - cooperatives could absorb these youths into production activities.

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MAJOR ISSUES ARISING FROM THE PAPERS

There are a lot of problems facing the youth in the world over and need to be tackled in different ways. It is also important to look at the issue of youth as part and parcel of the whole development issue. It is wrong to deal with it as an isolated case.

The United Nations seeing immense problems facing youth has declared 1985 to be the International Year of the Youth. According to UN estimates the world youth population was 738 million in 1975, and will be 1,180 m by the year 2000. This means that within 25 years the world youth population will increase by 60%. However that of the developing countries will increase by 80% in the same period, compared to 5% increase in the developed countries. This means that there will be more youths in the developing countries than in the developed world. This is a very high figure considering the rate of economic development which has been registering relative stagnancy in growth terms. The underdeveloped countries cannot fully absorb this large population in any meaningful employment. This has resulted in large armies of the unemployed.

The colonial type economy which has been inherited by most of the so-called underdeveloped countries has meant uneven development. Those areas developed are either rich producing areas e.g. mining areas, cash crop production or administrative towns. The other areas which remain as labour reserves were not developed.

This situation was later inherited by independent governments. Thus even today the towns attract more people from rural areas. Due to the fact that there are not enough industries in rural areas or other form of employment, apart from agricultural, which in turn, due to low technology is not very productive and thus not very popular among young people. The result is the flocking of urban centres by the youth.

The education system in most of the countries is meant for white collar jobs. Thus education is not geared towards making the youth self-reliant in pursuit of livelihood after studies.

Even in those countries like Tanzania which have tried to change this system of education to what is called education for self-reliance very little has been achieved. Children who take part in agriculture, carpentry and other practical subjects are unable to utilise such knowledge after leaving school as they do not possess capital for starting economic ventures. There is need to absorb these youths who do not continue with further education into other gainful employment. This is where cooperatives come in.

International Co-operative Alliance is convinced that the Co-operative approach could play a major role in solving the problems of unemployment and underemployment by involving youths in direct participation in productive economic activities for overall national development.

The following are major issues arising from the papers presented:

That there are a lot of similarities in problems, government policies, as regards youths in countries of the Region. Since the youth issue cannot be separated from the overall development issues and since most of these countries have passed through more or less the same economic phase, it is not surprising that one finds these similarities.

In all the countries of the Region that did the study, which are Kenya, Tanzania, Zambia, Uganda, Botswana and Swaziland the government policies are very favourable to the youths.

In Tanzania, for example, this is clearly spelt out in the present five year plan. The plan has adopted the following principles as the basis for looking after the interests of the national youth:

- (a) That the youth are the citizens with greater energy and opportunity for national development. For this very reason, if properly catered for, the youth will contribute greatly to the economy of the country.
- (b) That the youth who complete primary education and are unable to gain access to higher education are very often tempted to run to towns in search of paid employment which unfortunately, very often, does not give them income sufficient for their needs. The adverse consequences are known to everyone. For this reason there is great need to plan economic and income generating projects, for the youth in rural areas, in order to tempt them to remain in villages.
- (c) That the youth who are employed in towns and are not earning adequate income have plenty of time to come together and establish cooperative income generating projects.
- (d) That apart from these objectives, wherever there are centres where they can meet for activities related to political involvement, art, recreation and other activities which can help them to develop mentally and culturally.

In Zambia the "UNIP Youth League" in its five year program of action has noted that since independence, Zambia has not been free from the side effects of accelerated population growth rate, urbanisation and industrialisation. Furthermore, the expansion or development in urban areas followed by the influx of youngmen and families migrating to towns has meant that so many have to compete for the few available places in primary schools. The few who have managed to secure places in primary schools still have to compete for the even fewer places available in Form 1.

The result is that young people have had their academic careers prematurely terminated. These so called "dropouts" have no option but to swell the ranks of the unemployed army

Whereas this is also true of other countries, there is a lot to be desired. Having good policy papers is one thing and implementing this policy into action is another. One thing appears to be common in all the countries of the Region i.e. the low budget allocated to the ministries responsible for youths. This situation must change if we have to implement these policy statements.

All countries in the Region have special programmes for youths. In Botswana there are the Youth Brigades. These Brigades which are situated in different parts of the country train youths in different areas. Training in electricity, agriculture, construction, etc. Training is combined with production. Due to little fund allocated to these Brigades, a number of Brigades have experienced problems of training. This has resulted in getting already trained youths. Youths stay in Brigades for three years after that they are thrown out to the labour market. The situation is the same in other countries. In Tanzania a lot of young people are trained by either government through vocational training institutes or by non-governmental and church organisations. The YWCA offers training to young girls either at post primary or post secondary level. Training in hotel management is offered; training in handwork like sewing, etc., is also given, apart from other commercial subjects. The Parents Association of Tanzania also runs some vocational training centres offering training in carpentry, plumbing, shoemaking, iron mongery, agriculture, domestic science, etc.

In Kenya the Ministry of Culture and Social Services run polytechnic schools for both boys and girls. Technical subjects like tailoring, masonry, home economics, leather works, plumbing, beekeeping, etc. is offered. This training is for two years.

In Zambia the Ministry of Youths and Sports involve youths in agro-based industries and other small scale industries. The Rural Reconstruction centres, train youths in agriculture and construction. Youths usually stay at the centre for three years. After this period they are supposed to be absorbed by other organisations. There is an attempt to turn the centres into cooperatives after the training of youths. The centres have an administrative problem, since the youths feel that they are not the ones running the centres, but rather the defence forces. There is a suggestion to put the centres under the Ministry of Youths.

In Uganda the resettlement schemes settle youths who are out of schools and are unemployed. Youths are provided with tools, raw materials and land to settle and lead better lives. The experiences in other countries show that this kind of approach tends to make youth be dependent on government funds and resources.



These experiences show that the trained youths are not sure of employment. There is training without placement. Cooperatives could be able to absorb these trained youths, by organising them in cooperative societies. However, it is important to have a section dealing specially with youth programmes in the cooperative national organisations.

In nearly all the countries represented at the conference youths in schools are organised in different practical activities. In Tanzania there is the education for self reliance which aims at giving practical skills oriented education. Thus school children are engaged in poultry keeping, gardening, etc. In Kenya, the 4K clubs were started since 1963. They involved youths in schools, from early age of eight on practical aspect of education. The 4B clubs in Botswana which mainly deal with school going children encouraged children to take interest in agriculture and related subjects.

Even though youths are organised since at school, cooperative education is lacking in most of the countries. There is no clear effort of having cooperation as a subject in school. Thus there is a great need to inculcate into the minds of youths from an early age with cooperative ideas. This means that when time comes for them to go out of schools they could easily be mobilised into cooperatives.

Cooperators are convinced that cooperatives can act as one way of solving youth unemployment problem and that cooperative organisation be in the forefront in dealing with this problem. Much emphasis is now put in production oriented cooperatives rather than service cooperatives only. In a number of countries multipurpose cooperative societies are encouraged. Here youths could be both trained and continue working within the cooperative organisation. As it is now we have seen most training is done without placing the youths in activities for which they are trained. For the developing countries industrial cooperatives should be greatly emphasised.

The problem of seed money in starting projects is very big. This problem faces not only youths but also women and other groups with a low income. Most lending institutions do not consider funding youth projects as they consider youths incapable of running viable projects. Another problem may be lack of enough knowledge in preparing project proposals which would attract lending institutions or donor agencies.

In order to deal with this problem national governments and cooperative organisations should endeavour to provide credit guarantees for viable economic projects. The International Cooperative Alliance should also train personnel at Regional level on project identification, planning and writing project proposals. These will in turn train personnel at national level.

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DECLARATION AND RECOMMENDATIONS



DECLARATION:

HAVING considered the magnitude of the problems facing the youth in the member countries of the East, Central and Southern Africa Region of the International Cooperative Alliance;

BEARING in mind that the Youth population will grow by 80% between 1975 and the year 2000 in the third world;

NOTING the relative stagnation of economic growth and development among the countries of the Region which results in inability to absorb the growing population of the youth in gainful employment;

AWARE of the large influx of the rural youth to the urban areas which aggravated the existing urban unemployment and social problems;

MINDFUL of the need to improve the quality of life of the youth;

CONCERNED that the various organisations dealing with the youth are not well coordinated;

CONVINCED that the cooperative approach could play a major role in solving the problems of unemployment and under-employment by involving youths in direct participation in productive economic activities for over all national development;

THE INTERNATIONAL COOPERATIVE ALLIANCE REGIONAL CONFERENCE ON PARTICIPATION OF THE YOUTH IN COOPERATIVES meeting at Mulungushi Hall in Lusaka, Zambia, from 9th to 13th August, 1982 hereby declares as follows:-

- (i) Cooperative Movements in the Region should work out measures designed to facilitate more involvement and participation of youths in Cooperatives;
- (ii) Dissemination of Cooperative Education to the youth should be given highest priority, hence:
- (iii) Equipping personnel involved in youth work with cooperative education should be considered a necessary pre-requisite;
- (iii) Cooperative organisations should establish youth departments or sections as integral parts of their structures.

RESOLUTIONS AND RECOMMENDATIONS

RESOLUTION NO. 1

PRODUCTION Vs MARKETING COOPERATIVES

The Secretary-General of the United National Independence Party of Zambia observed, in his opening, that Cooperatives were concentrating more on marketing than on production. He further observed that too many consumer organisations with little production will tend to inflate prices.

The Conference resolves that while marketing cooperatives are desirable, they should be encouraged to start production activities.

Further, it is felt that youth groups can be started with the larger cooperative societies to undertake such productive activities.

RESOLUTION NO. 2

CO-OPERATIVE EDUCATION IN SCHOOLS

It is observed that among the youth there is a lack of cooperative knowledge which is necessary for their effective participation in cooperatives.

It is resolved that cooperative education is desirable and should be introduced in schools and training institutions.

Apex organisations should organise workshops on cooperative education for organisations dealing with youth programmes in the respective countries.

The International Cooperative Alliance should develop a proposal for mobilising funds for introducing cooperative education in schools and training institutions; in particular, this should include training of teachers and trainers and the development of education materials and literature.

RESOLUTION NO. 3

YOUTH UNEMPLOYMENT

The Conference observes that there is a serious problem of youth unemployment. Part of the reason stems from the fact that there are very few programmes to take care of young people when they prematurely leave school. It is resolved that this problem should be tackled through:-

- (i) Promotion of employment in the informal sector;
- (ii) Information system for jobs in the rural areas;
- (iii) Savings and credit societies helping to finance youth projects in a bid to increase employment;
- (iv) Industrial cooperatives being encouraged since they are more attractive to youths.

RESOLUTION NO. 4

PLANNING WITH THE YOUTH

It is observed that most of the programmes planned for the youth become unpopular because youths are not involved in the planning process.

Central planning organisations should have sections dealing with planning with youths. Youth personnel should be trained in planning techniques. Structures of planning authorities should be decentralised to local levels.

RESOLUTION NO. 5

FINANCING YOUTH COOPERATIVE PROJECTS

It is observed that many youth projects have a problem of obtaining funds from financial institutions for the simple reason that youths are not considered to be capable of running viable projects. It is, on the other hand, observed that there would be no problem in raising finance from donor and other organisations if good proposals can be developed.

It is resolved, therefore, that, as much as possible, funding organisations should use existing structures when providing finance for youth projects.

The conference further recommends that:

- (i) Regional and National organisations should establish Youth Foundations;
- (ii) National Apex Organisations should also find ways of raising funds for youth cooperative projects;
- (iii) National Apex organisations should recruit personnel to develop proposals for youth projects;
- (iv) Part of the funds to be used for youth cooperative projects must be contributed by the youths themselves;
- (v) National governments throughout the Region should endeavour to provide credit guarantees for viable youth economic projects; cooperative organisations should also do the same.
- (vi) Support services such as management, advisory services, and monitoring should be provided by both Governments and cooperative organisations.
- (vii) Financial institutions should provide cheaper loans for youth projects.

#### RESOLUTION NO. 6

#### PROJECT IDENTIFICATION AND APPRAISAL

It is observed that there is inadequate personnel specialised in project identification and planning throughout the region. It is resolved that:-

- (i) The International Cooperative Alliance and Commonwealth Youth Programme Regional offices should train personnel at Regional level who should in turn train personnel at National level;
- (ii) Organisations dealing with youth affairs, including cooperatives, should collaborate in research and exchange of project documents within the countries of the Region.
- (iii) Relevant organisations should develop collaboration between institutions dealing with youth affairs, including cooperatives.

RESOLUTION NO. 7

TRAINING AND PLACEMENT

It is resolved that the conventional approach to skills training for the youths in centres and leaving them to fend for themselves on the open job markets is inadequate and should be substituted by project-based training.

An inventory of youth projects should be established at National level, where feasible, which could be used to facilitate easy identification of projects and attract donor agencies or other funding organisations.

RESOLUTION NO. 8

THE LAND QUESTION

It is observed that in some countries of the Region, land acquisition for youth projects has proved difficult.

The conference, in this regard, appeals to National governments to enable the youth to have access to land for youth productive projects.

RESOLUTION NO. 9---

INTERNATIONAL YOUTH YEAR (IYY)

The conference fully endorses the designation of the year 1985 as the International Youth Year.

National Coordinating Committees for IYY should be established for planning and implementation of programme activities prior to and during the International Youth Year.

Cooperative organisations should actively participate in the activities.

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SPEECH BY HON. KEBBY S.K. MUSOKOTWANE, MP MINISTER OF FINANCE  
ON THE OCCASION OF THE OFFICIAL CLOSING OF THE REGIONAL CO-  
OPERATIVE CONFERENCE ON "YOUTH PARTICIPATION IN CO-OPERATIVES"  
ORGANISED BY THE INTERNATIONAL CO-OPERATIVE ALLIANCE, REGIONAL  
OFFICE FOR EASTERN, CENTRAL AND SOUTHERN AFRICA, HELD AT  
MULUNGUSHI HALL FROM 9TH TO 13TH AUGUST, 1982

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COMRADE CHAIRMAN  
DISTINGUISHED GUESTS  
FELLOW COOPERATORS  
LADIES AND GENTLEMEN

On behalf of the party and its government, I would like to express my thanks and appreciation for the invitation extended to me by the International Co-operative Alliance in conjunction with the Zambia Co-operative Federation to come and officiate at the closing ceremony of this very important conference.

Comrade chairman, I am here today to close this conference, not only because I am party and government official and Minister of Finance but especially that I happen to be the current Chairman of the National Youth Council, the Policy Making body of the Youth in this country.

I would have loved to have been present and to participate fully in all the deliberations of this conference but due to other pressing national duties it has regrettably not been possible for me to be physically present with you but I would like to assure you comrade chairman that all our national leaders including myself have been following with great interest the proceedings of this conference.

Mr Chairman, when his Honour the Secretary General of the Party opened this conference he underscored the importance of the participation of youths in Co-operatives because of the clear understanding that we in Zambia and the region as a whole have on the importance of co-operatives as a strategy that we have adopted to facilitate speedy transformation of our national economies.

It is an accepted fact in this region that the question of youth and youth employment has to be given the priority that it deserves both in terms of policy formulation as well as in the process of the evolvement of national strategies designed to meet our goals for national development.

Mr Chairman, this conference and more so its theme goes a long way to underline the importance of youth participation in National Development and the countries of the Region have been anxiously waiting for the final outcome of your discussions which have been based on the participation of youth in cooperatives.



Although the youth constitute the majority of the population of our respective countries in the region, many of our governments have taken too long to realise the vitality of youth and their inherent capacities and capabilities towards meeting the needs of our national goals. Many of us have considered the youth as mere beneficiaries of the result of national development rather than as partners in the National Development Process.

Comrade chairman, on attainment of independence many of our governments realised the important role our co-operatives could play in the transformation of our economies. But how many of us at that time realised the potential role the youth could play in ensuring the success of the cooperative movement?

Young people are full of energy, enthusiasm and are receptive to new ideas and innovations. The time I think has now come for Governments, International Organisations and all Institutions concerned with the welfare of the youth to put the heads together and ensure a maximum utilisation of the potential of youth in the fulfillment of our efforts in the development of our respective nations. This situation should be coupled with the realisation that opportunities for youth employment must be opened up, developed and provided with the means for sustenance.

Co-operative therefore, will play an increasingly important role in providing such opportunities. This therefore means, Mr Chairman that the cooperative movement will have to organise and restructure itself in such a way as to positively respond to this new challenge. This will have to inevitably call for legislation, funding and the development of perspectives that are in line with meeting this greatly expanded, role that cooperatives will have to play in the transformation of our economies to meet the expanded needs of our people.

Your conference has no doubt examined and analysed many of the issues that I have raised above and more particularly the role of youth in cooperatives. I am sure that you have discussed the need for education and training for our youths in order that they may grow up with a good, clear understanding of the philosophy underlying the cooperative movement and the framework within which their participation is being called or demanded for.

The outcome of this conference should provide a sound basis on which the involvement of youth in co-operatives will be consolidated. I would therefore like to call upon all the delegates, representatives of political parties and their youth wings, governments, including institutions, regional and international organisations to put into practical action the recommendations and resolutions of this conference, because I believe that participation of youths in co-operatives is opening up vast avenue for employment creation for the thousands or millions of our unemployed youths in the region.

In conclusion, Mr Chairman, I do hope that you have had a most enjoyable stay in our country and I am informed that your deliberations have been most successful. Many more of such conferences should be organised to facilitate the most desired dialogue, exchange of experiences and ideas. We in the region share similar experiences, similar problems and similar situations. It is this common denominator which militates towards the need for seeking common solutions to achieve these goals that we have in common.

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THE WADDINGTON COMMUNITY CENTRE  
VOCATIONAL TRAINING PROJECT

1.0 INTRODUCTION

The Waddington Centre began its involvement in further education in 1948. This was known as St. Peters Evening classes (S.P.E.C.). SPEC ceased to operate 1951, but the typing classes continued for ten more years. In 1970, involvement in further education started once again, with both evening and day classes. It remained purely academic until 1974, when the VOCATIONAL TRAINING PROJECT began.

2.0 OBJECTIVES OF THE CENTRE

The centre aims to train "OUT OF SCHOOL YOUTH" in a trade. The centre also tries to prepare the graduates for life after they leave the centre. This is done by including in the curriculum, "idea's and procedures of factory".

3.0 TRAINING PERIOD

Students spend two years at the centre and complete their trade training in conjunction with a further academic course in subjects such as Mathematics and English which is linked to their likely experiences in practising their trade in the future. Students also have an opportunity to experience life in formal employment by a number of in industrial breaks, with local businesses. Some of the students end up getting employment in these very businesses. 20 students are taken on every year. Courses are offered in Carpentry Electrical repairs/installations and Hair-dressing. New activities envisaged are car repairs and handy man groups.

4.0 CRITERIA FOR SELECTION

Students must have, spent more than one year away from fulltime formal education, they must be between the ages of 17 and 22 years old. Students must not have any higher academic qualifications than form three, and in general students selected are those from lower income groups. No fees are charged.

5.0 FINANCE

The project is financed by its own resources and those of the community centre. This makes up 75% of the running expenditure, the remaining 25% is made up from donations and grants procured from both Zambia and overseas. Money raised by the centre through its own efforts comes mainly from rental of buildings, the Nursery School and customers donations for work done.

LIFE AFTER TRAINING

The centre has no specific programme for its graduates. The students simply go to swell the ranks of the unemployed. Some join the formal sector and some become self-employed. Lack of specific programme for graduates does not help in combating juvenile delinquency and youth unemployment. The centre simply ends up imparting occupational skills which remain un-utilized. To help placing graduates after their training. The project managers should conduct job surveys as well to make regular contacts with employers. The project should also make a follow up on the graduates so as to ascertain the effectiveness of the training offered.

CONCLUSION AND RECOMMENDATION

Job survey with employment agencies should be conducted with a view of knowing what types of jobs are available and the centre should maintain regular contact with employment agencies to facilitate job-opportunities for trainees after the course.

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CASE STUDY 2

MTOWE SCHOOL LEAVERS PROJECT

1. The Mtowe School Leavers project was started in 1976 through the initiative of the village industries Service Board and Mr. Nkhoma who is a retired headmaster now living in the area.
2. Mtowe School Leavers project is situated about 15 km outside Chipata and was sponsored by the Austrian volunteer services.
3. The group consist of 18 boys and 15 girls between the ages of 15-20. All of them were recruited from the neighbouring villages.
4. The project activities include farming, carpentry and metal work. The metal work component involves repairing and making farm equipment such as ox-drawn carts. They also make roofing materials, asbestors sheets, window frames and door frames etc.
5. The volunteer organisations provides the initial funds as well as the establishment funds for the graduates tools.
6. The project had provided for training of an instructor from among the trainees. There was no, problems of continuity after the volunteer had left. However, the biggest problem which the project is facing is funds to continue the project with new members. It would in fact have been better if this project was registered as a Cooperative Society much earlier. Then the legal status would have enabled the group to obtain funds from financial institutions. The viability of their activities is un questionable.
7. The members of the village are very happy and wish that such a project could be re-plicated all over Zambia.
8. The member of the project also feel confident that they will struggle on despite the financial problems which they are experiencing.

The project has 34 cows and is producing an average of 400 bags of maize, per year.

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CASE STUDY 3

MANINGA RURAL WORKSHOP

1. BACKGROUND

Maninga Rural Workshop was started in 1979 by Integrated Rural Development Project (IRDP) in Kabompo. The IRDP Project has been sponsored by the German Foundation for Technical Cooperation (GTC) in conjunction with the Government of the Republic of Zambia.

2. TARGET GROUP

2.1 The project is intended to develop youths by providing them with skills in carpentry and handicraft making. The youth in the project are around 20 years old and all of them should have at least attained grade 7, generally have dropped out of school for many years.

2.2 All youths who participate in the project must be prepared to settle in the rural area. The project is at present recruiting from the Maninga Area although there are prospects for extending to nearby districts.

3. OPERATION OF THE PROJECT

3.1 The recruits undergo an 18 month course in woodcraft, basically learning how to make furniture and other handicraft. They also during the process learn how to repair furniture.

3.2 The tools used are basic and are the type which are suitable for rural areas. The structures of the workshops are also simple and are easily constructable in rural areas.

3.3 The project is divided into two groups. One group concentrates on cutting timber which is sold to the workshop. The second group concentrates on production of furniture. The two groups exchange midway through the project in order to allow both parties to have similar experiences.

3.4 The furniture and handicrafts which are being produced by the workshops are under the supervision of an instructor and are of a reasonable standard. They can easily find a market on the line of rail.

3.5 The workshop is not finding problems to dispose of the furniture because most of it is produced on a customer to order basis. Attempts were made to supply furniture to one of the furniture retail shops on the Copperbelt. The furniture was acceptable but the minimum quantities required were too high for such a small workshop.

3.6. The project has so far turned out a group of 12. This group was given loans to purchase tools. They are supplied with timber to make wooden items which are ordered through the workshop. They are then paid the labour component of the finished product. Loans are deducted at source.

#### 4. EVALUATION

4.1. The greatest strength that such a project has is that it allows resources to be made available to a small group of youth who otherwise would never have been recognised for financing through normal credit institutions.

4.2. Another advantage is that the recruitment from the neighbouring villages implies that the skills will remain for the benefit of the rural area.

4.3. The project provides both skills and employment for the rural masses.

4.4. But it has the weakness that such a project can only expand with the expansion of the workshop. The fragmenting of the youths after the completion of the 18 month course will slow down on the continuous learning process. (The youths could have been learning from each other).

4.5. Fragmenting of the group would also lead to falling standards - problem of quality enforcement and quality control.

4.6. A better approach could have been to allow the workshop to be promoted as a single entity. The promoters could handover the workshop to the group on a loan basis, while they move on to start another workshop elsewhere.

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INTERVIEW SCHEDULE

- . NAME OF ORGANISATION:
- . NAME AND POSITION OF RESPONDENT:
- . ADDRESS
- . WHAT ARE THE OBJECTIVES OF YOUR ORGANISATION?
- . WHAT YOUTH ACTIVITIES DOES YOUR ORGANISATION ENGAGE IN?
- . WHAT DO YOU HOPE TO ACHIEVE BY THE ACTIVITIES YOU ARE ENGAGED IN?
- . CAN YOU BRIEFLY EXPLAIN THE REASONS FOR THE SUCCESS AND FAILURES OF YOUR ACTIVITIES.
- . CAN YOU NAME THE PRESENT OR PAST ECONOMIC ACTIVITIES UNDERTAKEN BY YOUR ORGANISATION - WHICH ARE MEANT TO BENEFIT THE YOUTH.
- 3. WHAT CRITERIA DO YOU USE IN IDENTIFYING THE VARIOUS ECONOMIC ACTIVITIES?
- 3. WHAT ARE THE SOURCES OF FINANCE FOR THE VARIOUS YOUTH PROJECTS/ECONOMIC ACTIVITIES?
- 1. WHAT ARE THE QUALIFICATIONS OF THE YOUTH WHO PARTICIPATE IN YOUR PROJECT?
- 2. WHAT IS THE AGE AND SEX DISTRIBUTION OF YOUR PROJECT PARTICIPANTS?
- 3. HOW ARE PROJECTS/ECONOMIC ACTIVITIES FOR THE YOUTH ORGANISED AND MANAGED?
- 4. WHAT IS THE SIZE AND NATURE OF YOUR PROJECT/ECONOMIC ACTIVITIES
- 5. WHEN THE PROJECT LIFE EXPIRES, OR THE COURSE ENDS, WHAT HAPPENS TO THE PROJECT BENEFICIARIES OR GRADUATES?
- 6. DOES YOUR ORGANISATION ASSIST IN PLACING THE GRADUATES FROM A COURSE/PROJECT?

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## Introduction to the International Co-operative Alliance

The International Cooperative Alliance which is one of the oldest world non-governmental organisations was founded in London in 1895. It was founded as an association of national unions of cooperative societies "which seeks to promote a non-profit system of production and trade, organised in the interest of the whole community and based upon voluntary and self-help".

It has membership throughout the world, through their national cooperative organisations, and its affiliated membership exceeds 360 different types of cooperative organisations such as consumers, agricultural, housing credit, workers' productive, artisanal, fishery and other cooperative societies.

The objective of the ICA is to propagate cooperative ideas, strengthen cooperative movements, and encourage friendly economic relations between cooperative organisations of all types both nationally as well as internationally. It also promotes, through auxiliary, trading, housing, banking and insurance organisations, direct commercial and financial relations between cooperative enterprises in different countries so as to enable them to trade on the world market as well as at home, an influence beneficial at once to consumers and primary producers. In carrying out its work it convenes international conference and congress, it organises seminars and workshops, it issues publications and research findings on cooperatives. ICA collaborates very closely with the United Nations as well as with voluntary and non-governmental international bodies which pursue aims of importance to cooperation.

In order to be effective in its work the ICA has three Regional Offices to cater for countries of Africa and Asia. These Regional Offices are based in New Delhi, India to cater for South and East Asian countries, Ivory Coast to cater for movements in West Africa and in Moshi Tanzania to cater for movements in East, Central and Southern Africa countries. The Headquarters of ICA was until very recently in London. It has now moved to Geneva in Switzerland.

The ICA Regional Office for East, Central and Southern Africa was opened in 1968. There are nine member countries that get their services from this office.

It has been established as a means of channelling more effectively technical and financial assistance from ICA member organisation in the developing countries.

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