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YOUTH AND WORLD DEVELOPMENT
IN THE
SECOND DEVELOPMENT DECADE *

Fundação Cuidar o Futuro

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INTRODUCTION

Since mid-point in the First Development Decade, there has been a heightening of youth study and action on problems of world development. For many young people, world development along with world peace, is the great cause of the last half of the Twentieth Century. Many are scandalized that the world allows the overwhelming majority of mankind to suffer from inhuman conditions when the known technology of material resources could assure a decent standard of living for all.

While the sphere of action for most adolescents and young adults may be in the community or in the nation, there is no doubt but that the young generation sees development as a global problem. Its frame of reference is international. Either there will be development on a world scale or there will be under-development on a world scale. Development means building a world society. Youth knows reality not only at the micro-social level but at the macro-social level. Youth organizations speak of instilling in their generation a fuller understanding of the economic and social problems of the world so that they become effective citizens of the world; they are anxious that students and young workers alike learn to react to events on a world-wide scale.

This study aims to facilitate the dialogue between organized youth, governmental planners and the United Nations, by setting forth some of the current lines of education and action on world development and by marking out possible priorities for the next decade. Although there are channels for governmental action for world development outside the United Nations, and although the international youth organizations are not the only expression of the world-wide drives of youth, this study deals mainly with the contribution of the international youth organizations and the United Nations to world development. Like the United Nations, the international youth organizations have provided testing grounds for concepts of development and for ways of furthering youth participation in development. In addition to regional and international meetings (See Table I), there is daily contact between international leaders and national leaders and there is increasing contact between those working in the local situation and those working in the world community. There is on-going dialogue between youth of differing political convictions about development.

I. World Development in the Second Development Decade

Youth movements are doing their own research and study on the problems of world development; and in their desire to pass on their learnings to others, youth organizations as well as other agencies are building up what is generally called education for development or development education. Since the organization of such education for small groups and for the public in general provides

a means of action for so many youth, it is important to analyze the contents and to look briefly at how it is incorporated into the programmes of youth organizations and formal education.

A. The Substance of Development Education and Education for Development

In struggling with the meaning of development, the Commission on Development of the United Nations World Youth Assembly arrived at this definition:

"A political and social process which in its highest form creates conditions for the integral development of the individual man and of all members of the human community."^{1/}

This definition reflects a preoccupation with development which is more than economic growth; but it is less complex than the concept of a development which has interlinking dimensions - economic, political, social, cultural and religious. The definition of the World Youth Assembly is a person-centred concept characteristic of many definitions appearing in youth publications, but only hints at the process by which human societies seek constantly to realize their potentialities.

The debate on definitions is bound to continue, but meanwhile many youth organizations are examining their responsibilities in making known the process and problems of development, the hopes and the solutions. The Second World Food Congress with its majority from industrialized countries tended to speak in terms of "development education". The World Youth Assembly with its majority from developing countries spoke in terms of "education for development". Development education has been defined as: "The effort to sensitize public opinion on the problems related to development and to help institutions and individuals to be agents of change in the industrialized as well as the developing countries so as to end the exploitation of one group by another and to create greater justice for all people."^{2/}

Development education deals with the causes of underdevelopment, the aims of development, the problems of development; but it also is meant to

1/ World Youth Assembly
New York, United Nations, 1970.

2/ Development Education
Geneva, World Council of Churches, 1969.

International Meetings Related to Youth and Development

- 1964 The Development Decade and Youth/International Youth Tribune (Switzerland)
Council on World Tensions
- 1965 Seminar on Technical Assistance
World Assembly of Youth/Council of European National Youth Councils
(Marienberg)
Rural Youth Seminar on Agrarian Reform (Peru)
World Assembly of Youth
Round-table on Planning for Children and Youth in National Development
(Bellagu)
UNICEF
- 1966 Education and Social/^{and}Economic Development in Africa (Geneva)
Foyer John Knox
Shaping the World Economy/6th International Study Conference (The Hague)
World Young Federalists
Seminar on the Condition and Contribution of Youth to Development
(Jamaica) *Fundação Cuidar o Futuro*
World Assembly of Youth
Regional Seminars on Planning for Children and Youth in National
Development
UNICEF
- 1967 Regional Conferences and the World Conference of the Young World
Food and Development (Toronto)
Food and Agriculture Organization
- 1968 The Gap between the North and South: The Developed and Underdeveloped
(Latin America)
World Federalist Youth
Conference on Study Abroad and Development (Zurich)
Pax Romana
- 1969 The Role of Youth in African Development (Nigeria)
World Federalist Youth
Summer School 1969 : The Silent Social Revolution
International Student Movement for the United Nations

- 1970 Seminar on Youth and National Development in West Africa
World Federation of Democratic Youth (Cotonou)
Seminar on Europe and the Developing Countries (Sweden)
Council of European National Youth Councils
Asian Youth Consultation on Development
East Asian Christian Conference (WCC)
Consultation on Development
World Alliance of YMCAs (Geneva)
Seminar on Mobilization of Human Resources and Cooperation with
Developing Countries in the Second Development Decade
4th Seminar on International Voluntary Service (Strasbourg)
Council of Europe
World Youth Assembly, Commission on Development (New York)
United Nations
Second World Food Congress/pre-congress youth meeting (Netherlands)
Food and Agriculture Organization
- 1971 International Symposium on Youth and Aid to the Developing Countries
(Strasbourg) French Federation of the Unesco Clubs/Council of
Europe/Franco-German Youth Agency

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sharpen social consciences and the will to act. It involves a knowledge of national orientation toward development and the political, economic, cultural and ideological options; but it also focuses attention on the global aspects of development, namely the gap between the rich and the poor countries.

Development education prepares youth for direct action and for influencing foreign policy and international decision-making. "Youth's contribution in terms of direct development assistance is tokenism compared to the potential contribution of young people in the changing of attitudes of Canadian society".^{1/} Conviction about the importance of development education was reflected at the Second World Food Congress in the recommendation that voluntary organizations in rich countries should earmark 25% of their funds for development education.

1. The Faces of Poverty

In spite of mass media of communication, the basic statistics of human need are often not well known. Youth efforts in development education are directed at revealing the different faces of poverty: the impact of growing populations, the ravages of ill health, the lack of opportunities for schooling, the backwardness of agricultural techniques, and the stumbling blocks to industrial development. Statistics of shocking inequalities teach the lessons effectively.

Some youth groups concentrate on making known the food situation; others are more concerned with illiteracy or disease. Whatever the main focus, there is a growing sense of the inter-relatedness of such problems. Human needs, the needs of youth, the situation of young workers; each is included in the geography of misery.

Facts alone are rarely enough to change attitudes and orient action. First-hand experience is being organized: students gear their research towards the problems of development in other countries, educational travel is reoriented to promote insight into the development process, international volunteers cope with cross-cultural change. No longer does one dare to speak of compassion fatigue; for "if you have seen people mired in really sub-human conditions, then you know that we cannot agree to postpone the attempts to drag them from this misery. The impact of sub-human conditions you experience provides you

^{1/} Canadian Youth Organizations and International Development
Ottawa, Canadian Council for International Cooperation, 1970.

with a force of conviction".^{1/} Many a youth who tries to change the sub-human structures - whether caused by local inertia, a national concentration of power or the uncertainties of international trade - is radicalized into believing in new solutions for achieving a development which assures social justice.

2. Development and Peace

The tensions between the have's of the North and the have-not's of the South are seen by many as a threat to global peace. In spite of the intuition that "Development is a new name for peace", the content of most development education by youth organizations goes little beyond the general idea that it is wrong to devote huge sums to armaments and war when the funds are needed for world development. The World Youth Assembly^{2/} urged that most of the expenditure intended for armament should be allocated to the education of the youth of the Third World, but few youth organizations are studying how this might be done. Youth organizations also insist that development is impossible in South-east Asia and the Middle East as long as war is being waged in those areas.

Further, the current guides to development education rarely mention that the internal struggles of developing countries do not influence very much the ^{world} balance of power which determines the scope of wars and absence of war. For many young people, the relationship between development and world peace remains visionary and ethical.

3. Some Human Problems of Development

Traditional culture and progress - In carrying out development education, youth groups do not lose sight of the human problems which result from technical innovations, for example, the introduction of money into a barter economy or of mechanized agriculture into overpopulated areas. However, in the 1970's, new debates about values are attracting attention: is development dependent primarily on technical modernization or on structural change? Can education protect cultural values as well as instigate social change? How can cultural barriers to development be best overcome?

In developing countries, many youth groups fear that the world will fail to understand the great tragedy of the poor peoples while listening to the development concepts of the expert technicians from the wealthy countries. A

1/ No Development Without Youth, by Dom Helder Camara
Vienna, Vienna Institute for Development, 1970.

2/ World Youth Assembly, p.33
New York, United Nations, 1970.

vital segment of youth opinion resists a concept of development which it calls "modernization" or "developmentism", which depends primarily on the promotion of scientific and technical progress, the national organization of markets and the integration of social groups without profoundly affecting the structures of society. Their observation of society leads them to say that development cannot be achieved through technology if technology gives support to the existing system of social domination. Development is not a question of more or less technology and better education; it involves a struggle for political power in order to effect a radical change in local, national and international structures.

Students^{1/} are seeking a concept of education which can enable education to protect social and cultural values and at the same time encourage changes in the social, political and administrative structures needed for development. There is debate on the university's role^{2/} in identifying and interpreting human values and in promoting modernization and progress. To find the meaning of the indigenization of development, some student groups consider how traditional ways of living may become tools for building a progressive society. They aim to achieve a new synthesis of the values of the rural masses of the traditional society and the urbanized elite whose way of life draws so heavily from foreign cultures.

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The cultural barriers to development fascinate many youth groups, whether such cultural patterns are traceable to age-old customs and religious beliefs, too rigid political ideologies, or ill-adapted borrowings from colonial powers. Asian youth^{3/} are calling for "systematic and rigorous investigations into the attitudes of Asians towards development and the prejudices and mental reservations they have on development issues." The religious youth movements are questioning in what measure religion is a brake on development or a dynamic element in the movement of human history. Certain political youth movements are pondering the learnings of the First Development Decade as regards the traditional priorities accorded to industrial over agricultural development. Youth movements throughout the developing world are sorting out the colonial and neo-colonial influences on culture, politics, and economic life in order to break through to institutions better suited to change.

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- 1/ See for example, L'Education face au développement sociale et économique en Afrique, Geneva, Foyer John Knox, 1966.
 - 2/ The University's Role in the Development of the Third World Geneva, World University Service, 1966.
 - 3/ Asian Youth Consultation for Development Bangkok, East Asia Christian Conference, 1970.

Social Progress and Development Planning

In their programmes of development education some youth organizations are not afraid to tackle complicated theories of economic development; and they try to sort out the key factors which could set in motion the processes of accelerated economic development, e.g. natural resources, capital and non-conventional inputs such as investment in people as productive agents. They debate the best institutional arrangements for capital entrepreneurship and technical skills.

Their great outcry is for social justice as a main objective of development. This concept of 'social justice is not based on an enlightened self-interest but on the basic right of all people to equality and human dignity. Several organizations are seriously studying the means of changing the social framework so as to achieve social justice: how to bring about land reform, how to change existing property relations, how to affect the position of the social classes and how to combat what is sometimes called internal colonialism.

They are increasingly distressed that the economic growth that has been registered in some countries has all too often taken place at the cost of distributional justice. Large and growing income disparities have not stimulated growth. They have, on the contrary, acted as a powerful disincentive to growth and have channelled investments into the production of luxury goods, expatriate capital flows and even tax evasion.

The social planners, then, must cooperate closely with the economists in order to achieve social justice. Greater social justice may lead towards a greater self-reliance, a self-reliance making sure that foreign capital goes to increase productive forces. Youth groups are trying to discover a self-reliance which gives a sense of equality and dignity even with relative poverty, even if it means much hard work so that the scarce resources of human skill, money and materials can be used more productively to raise living standards of growing populations. Youth and students discuss heatedly whether the discipline of "self-reliance" must be self-imposed or imposed by the state. Related topics for debate are the relation between material progress and democratic institutions and the importance of authoritarianism in speeding up social and political change.

Statesmen may assure youth that "there is no development without distortion" and that "there will be development programmes where for a time a section of the

people are bound to gain advantages; only over a period of time can we bring the correctives".^{1/} Yet, young people in their own programmes and in their pressures on development planners are concerned about the sections of the people who are least benefited by development: the rural landless, the urban educated unemployed, the unskilled and domestic workers, the scheduled castes and tribal peoples. However, there is little evidence of development education dealing with ways in which sound welfare policies may contribute to increased production and assure a better balance between different sectors of society.

Particularly since 1969 when the General Assembly discussed "Long-term Policies and Programmes for Youth in National Development",^{2/} the youth organizations have been studying the ways in which development planners may give greater attention to the needs of young people. At the New Earth Village related to the Second World Food Congress, the social factors of development were stressed; and it was maintained that "Philosophies of rural development must be created to catch the imagination of all young people". Some development education is directed to debate on such philosophies.

3. The Roads to World Economic and Social Justice

In development education, it is important to promote discussion on the international means for promoting world development, namely the transfer of skills and knowledge, and the loans and grants and reform of the monetary system which are the financial measures now thought to be helpful.

Youth and their organizations are concentrating considerable attention on the nature of international aid, the quantity and quality of aid, and the responsibilities of those giving and receiving aid. During the First Development Decade, thinking about international aid for development moved from the idea of aid as philanthropy to the concept of the right of developing countries to receive aid; and young people have been one of the motor-forces behind the change. Development education often considers the motives for giving aid: political, ideological, economic and humanitarian.

The reasons for giving aid are important subjects for study; so are the causes for receiving aid. Development education is often designed to bring

^{1/} Youth and Rural Development
Brussels, World Assembly of Youth, 1968.

^{2/} Long-term Policies and Programmes for Youth in National Development
New York, United Nations, 1970.

about a clear understanding of the importance of aid in raising economic standards, in maintaining arms for defense, and in covering up failures in economic planning. It also calls for an examination of the safeguards for the receivers, namely to invest foreign capital so as to increase the productive capital of the country, to insist on the freedom of aid-receiving countries to decide how to use aid in the interest of development, and to be sure that corruption in government is eradicated so as to ensure the just use of aid and avoid wastage.

At present, development education is less centred on technical assistance than in the Fifties when the large-scale bilateral and multilateral schemes were being launched. There is a recognition that existing technical assistance is a drop of water in the sea of need; there is an occasional outburst at shortcomings in the qualifications of experts; there are fairly elementary discussions on whether the need for such experts should be decided nationally or internationally or cooperatively. There is a move to discover how governmental and non-governmental experts can complement each other's work in overall plans for development.

The nature of financial assistance is now more widely studied. The merits of low-interest loans, long-term loans and outright grants are being debated. The role of the various funding bodies related to the United Nations is fiercely contested.

Planning on a global scale

However vital international aid may be, trade is more important; and indeed planning for trade on a global scale is absolutely essential for world development. The opening of the Second Development Decade finds only a few territories still under the political domination of another country; but the long, weary path of economic liberation has still to be travelled.

Youth organizations are studying the changes needed in the structures of developing countries, of developed countries, and within the international economy in order to bring about effective world development. As for the changes in the international economy, the work of UNCTAD reflects the main lines of current thinking on questions of trade: the need for the developing areas to have general tariff preferences in the industrial countries, the stabilization of the prices of raw materials, the importance of trade expansion among the developing countries, changes in shipping agreements. Since the results of UNCTAD's second session gave only limited positive results, not at all commensurate with the dimensions and urgency of the development problem, the youth organizations are redoubling their study programmes on these questions, recognizing full well that

without profound changes in the international terms of trade, what the poor countries receive in aid will be taken away from them in trade.

Whether out of a feeling of guilt or shame or out of a feeling of being overwhelmed because world trade and financial power is mostly in the hands of 22 countries or out of a considered ideological stance, there is a tendency for some youth organizations of industrialized countries to maintain that changes in the structures of the developed countries are enough to eradicate injustice in the relations between the developing and the industrialized world. Interestingly enough, the youth organizations in the developing areas recognize the fallacies in such an outlook, and they are actively debating measures to activate international trade in their own part of the world: customs union, common markets and austerity as regards the consumption of luxury goods.

Political change and world justice

The papal encyclical, Popularum progressio, stated that "Some human situations cry to heaven for justice. Revolution may well be justified when whole nations are deprived of basic human rights".

Much of youth's enquiry through development education is going into the study of the meaning of such a revolution. It is recognized that the developing world cannot assimilate modern technology at a fast enough rate without considerable and far-reaching changes in political, economic and social structures. What must be the shape of this ^{revolution} revolution? What degree of human, political and social sacrifice will it demand? To what extent must the processes of changing economic and social relationships and the diffusion of political power be accompanied by instability, disorder and upheaval?

Youth groups of varied political conviction have been giving thoughtful attention to the models of revolution in Cuba, the People's Republic of China, and the Union of Soviet Socialist Republics. Debate on the means for the revolution is as intense as in the 1920s. Those influenced by Gandhian experiences maintain that revolution need mean neither a state of perennial anarchy nor a call to violence; for them non-violent revolution should be the new phenomenon in human history because violence may lead a revolution to betray its initial purpose and dehumanize men. An increasing number of youth, particularly in Latin America, consider that true change can be brought about by true anger

and that conflict is necessary in order to achieve justice in situations where there is exploitation and oppression in the name of development.

More attention is being given to "cellular democracy" or the creation of a network of intermediary structures between man and the state. To promote development, some think it necessary to create secondary associations or "power knots" between the individual and the state. Such groups would break the monopoly of political power as well as fulfil productive functions not directly political.

B. Youth and the Means for Development Education and Education for Development
1. Young People as Organizers of Development Education

Young people are the organizers of development education as well as formulators of a policy of education for development through formal education, particularly in the secondary schools and the universities.

In international seminars and study groups, the student organizations, as well as UNESCO and the International Association of Universities, have been mapping out the university's role in development. They have been struck by the fact that schools and universities are often used only 25% of the day. They have been taken aback by the staggering figures for drop-outs. They have become more keenly aware that all too often the curricula, learning techniques and specializations are not well related to personal development, the national situation, and the employment profile. Although encouraged by the fact that reputable economists maintain that well-ordered educational expenditures have a very high pay-off, they are worried because the evolution of educational systems in the First Development Decade did all too little to right the imbalances, counter the irrelevancies, imagine better management for unused capacities, and avoid the unemployment of graduates.

Students have marked out the responsibilities of the universities:^{1/} the preparation of people for the professions, the education of the high-level manpower which will assume leadership in development programmes, and the orientation of research towards developmental needs.

According to a student workshop, education for development "should foster effective leadership and a sense of responsibility and should aim at forming and

^{1/} University's Role in the Third World
Geneva, World University Service, 1966.

developing in students fundamental attitudes towards the important issues of life - work, human dignity, social justice, the dignity of labour, national needs. It must be oriented towards developing in our students social and national consciousness, simultaneously fostering excellence and professional competence.^{1/} In much of Africa, there is an emphasis on creating a university atmosphere of giving service to students but also of expecting service from them. There is an effort to prepare students to be ready to accept a reduction of their social privileges once the balance between the supply and demand of high-level manpower has been reached. In the less developed socialist countries, there is considerable debate and experimentation on the best proportion of study and work, both professional in-service practice and political organization amongst other classes, to be included in the university curriculum.

As for secondary education, throughout the developing world, youth continues to study the correlation between education and the needs of their countries. In some places there is a rebellion against a stereotyped education which does not fit students for life and for earning a living, which offers restricted opportunities for experimentation and change. Proposals for reform include an increase in agricultural courses for youth in rural areas, an obligatory course in skills such as village development and communications methods for all high school students in developing areas, practical work and extra-curricular student action for development and the instilling of social and personal values which are a pre-condition or accompaniment of development.

The World University Service and the International Student Movement for the United Nations make a strong plea "for a reform of educational systems to promote a social consciousness among students which will produce such awareness of national and international responsibilities as to lead to a true social, political and economic revolution".^{2/} They say that many teaching and research projects in universities support structures which maintain a world dominated by exploitation, hunger, poverty, and the threat of devastation. Yet, institutions of higher education should be the centre of questioning and of change. They should provide an education which enables the student to come to terms with the changes that are necessary to fulfil the aims of development, and not to

1/ All-India Consultation on Development
New Delhi, National Council of Churches, 1970.

2/ Guide to Student Action for Development
Geneva, World University Service/International Student Movement
for the United Nations, 1970.

become dependent on structures and methods which retard development. The acceptance of research projects in universities must depend on the inherent benefit of these projects to the development of the world at large and not to its destruction.

Student organizations are singling out groups such as medical students, sociology students, teacher trainees, returned volunteers and political associations in order to persuade them to inject into the university a debate on the essential issues of world development.

The international youth organizations are playing a significant role in the flow of ideas about the reform of education so that it can more effectively serve the cause of development. Can international volunteers and young professionals from abroad be agents of this reform particularly in developing areas? Should their role be only a technical role in carrying out the policy of indigenous educators or is there room for dialogue even in policy-making? How can the risk of "cultural imperialism" be avoided?

2. Out-of-School Education: The Youth Movements

The commitment of the international youth organizations to world development is one of the most serious commitments they have ever made. During the First Development Decade, these organizations and their branches undertook an enormous amount of development education.

An analysis of the work of the international youth movements and their branches indicates that they are tackling a wide range of aspects of world development: the crisis in development, concepts of development, world institutions and policies for development, regional development, national foreign policies, world perspectives on national development, and youth's role in development. (See Table II).

Press comments on youth interventions at the Second World Food Congress included the statement that "the contribution of the new generation was mostly lacking in the analytical element, in spite of their expression which indicated the depth of their intellectual idealism".^{1/} However valid this comment may have been for that context, it is certainly not applicable to all the work of the youth movements. Indeed, research projects on subjects such as European influence in African countries, study groups on price-structures, economic

1/ Ideas and Action Bulletin, No.68, September-October 1970
Freedom from Hunger Campaign
Rome, Food and Agriculture Organization.

TABLE II

Aspects of World Development studied in programmes of youth organizations

The crisis in world development

- The nature of the gap between rich and poor countries
- The Third World Village
- Problems of developing countries
- The impact of neo-colonialism on development
- North and South in international politics
- Industrial nations and the developing countries

Concepts of development

- Strategies for development

World institutions and policies for world development

- Action of the United Nations and agencies for development
- World economic development
 - Trade relations and policies
 - UNCTAD
 - A world employment programme
- The FAO Indicative Plan for agricultural development (Pearson report)
- UNESCO and educational development
- Aid for development
 - The capacity of the United Nations Development Programme for advancing world development (Jackson report).

Regional development

- Latin American realities
- European society and development: agriculture, education, migrant workers.
- Development problems in Africa
- In search of social justice in Asia.
- Goals of development in Asia

National foreign policies

- Impact of foreign policy on world development
- The best use of national resources for world development

World perspectives on national development

- Models of economic development
- Education and political dynamics
- Trade unions and national development
- Life-long education for development
- Agrarian reform

Table II

Tradition and development

Economic development and cultural change

Youth and Development

Youth and the First Development Decade

Youth and development in Africa

Development and the improvement of the situation of young workers

International youth solidarity and world development

Voluntary service for development

Youth movements and the liberation of the Third World.

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development and political options and working groups on development problems in particular areas are providing serious student analyses of the current situation.

Apart from thoughtful research, the international youth organizations provide for an exchange of views between youth of different countries. Seminars, symposia, summer schools, forums, and leadership training courses make it possible for people with different religions, political convictions, to see what they have in common and where they must continue to differ. Such meetings not only provide a cross-fertilization of ideas but also of technical know-how in meeting development problems. They build up a sense of solidarity in the great struggle against under development.

Within the increasing volume of educational travel, there is a growing number of study-tours aimed at examining the problems and successes and failures of development plans and projects in particular countries and regions. More needs to be done to promote international exchange among the students of developing countries so that they may become more aware of their struggle for economic development.

Another aspect of the work of the youth movements in development education is the popularization of ideas and the formation of public opinion. Educational campaigns, speaking tours, camps, lectures, celebrations during United Nations Week, and similar activities offer opportunities for spreading information, for beginning an educational process.

The international organizations also serve as centres for developing a pedagogy for development education. The International Young Christian Workers aim to help young workers to discover how they can take part in development through daily work, through responsibilities in trade unions, through community organization and political life. The International Movement of Catholic Rural and Agricultural Youth has a pedagogy of constant "conscientization", of making members and others aware of the values, contradictions and workings of society and of promoting a sense of solidarity in work for the common welfare.

C- A Strategy for the 1970s

1. Making known the goals of the Second Development Decade.

From an analysis of pronouncements by international youth organizations, it appears that there is a certain appreciation of the UN's International Development Strategy for the Second United Nations Development Decade. It is recognized as an achievement of political bargaining between developing countries

with varied problems and rates of growth, between industrialized countries and developing countries, and between socialist countries and those of other politico-economic convictions. It is recognized as evidence of the governments' growing determination that a more just world community be created.

However, there is a haunting realization that even if the most ambitious proposals of the strategy of the United Nations Second Development Decade are implemented, there will still remain a terrifying burden of poverty, misery and despair in the poorer countries. The health, housing, employment, education and leisure that most men would regard as minimal ~~just~~ will not be attained for the great majority of mankind - even by the end of the century.

Since it is today's youth who will be alive at the end of the century, the development education which they organize will no doubt continue its preoccupation with the far goals rather than with just the targets for a decade. Even though utopian thinking is not in style, such development education will have to envisage the society desired and examine whether the Universal Declaration of Human Rights is still an adequate guide as to the kind of society which lets a person be a full person. Programmes should be devised to let the public know what will happen to culture and community if the world society continues on the present course and what can happen if more far-reaching changes can be made in the world power structure. In addition to a constructive criticism of the strengths and shortcomings of the goals of the Second Development Decade, there need to be educational programmes on the less well-known proposals, for example those related to shipping.

2. Study and debate on international issues

The scattered impulses of youth towards a "responsible intellect" are being concentrated through rapidly evolving ideas about the substance of development education.

Hard thinking - Both within the short-range and the longer-range view of development, there are issues which call for hard thinking by youth, particularly students. Because the United Nations meeting on the human environment is scheduled to take place in 1972, there is some urgency about further study on the ways in which the human environment should be safeguarded in the development process. In certain developing areas, there is depressingly little change. Young people as well as the researchers need to speculate more about why

different countries develop at different rates of speed; what is the relationship between growth, structural change and popular participation; whether political development can come within social change.

To reclaim the 900 million people of the world who are today in a state of abject depression calls for extraordinary human resources. The whole question of careers for world development needs further study. How can training best be done for those who must perfect the instruments for world development? How can the status of the technical expert be improved? What can be done about the proposal of some organizations to the effect that universities and training institutes in industrial countries should reserve 10% of their places for students desiring to play a direct role in development? What can be done to improve the guides for school leavers interested in a career in development?

The desire to create a unique national identity is one of the goals of development, yet the debate on the strengths and weaknesses of the nation-state as a means to development should continue along with discussion on feasible alternatives such as common markets, regional groupings and federal relations.

Speakers at a student conference in Asia,^{1/} urged that the emphasis be shifted from economic incentives as a motivating mechanism for development. What are the alternatives? It was stated that development plans must encompass the whole range of social institutions and customs as well as questions of national consciousness, identity, motivation and value systems. What does this mean?

Building up a technical competence

At a certain stage of problem-solving it is necessary to move from the stage of speculation to building up a technical competence. For the Seventies it is important that new young minds set to work on the development of world instruments for the management of world problems.

The implications of changes in world trade structures call for more profound study. More thought must be given, for example, to "adjustment assistance", that is, the practice in developed countries of giving financial assistance to workers in declining industries, and particularly those industries

^{1/} In Search of Social Justice: An Asian Forum on Development
Tokyo, World Student Christian Federation, 1970.

affected by less expensive imports from developing countries, to assist in retraining and relocation.

If young people sincerely believe that national communities as well as the international community must order their priorities so as to spend more on the means of liberation than on the means of destruction, they must be ready to find out more about the technical facts of government budget-making. If, as the World Youth Assembly desired, there should be a closer link between the Development Decade and the Disarmament Decade, then some young people and some youth organizations need to learn the technicalities of disarmament and the means by which funds might be made available for disarmament.

3. Cooperation

The International Student Movement for the United Nations maintains that "development is too important a matter for each organization to isolate its own activities and still think a genuine contribution is being made".^{1/} The World Assembly of Youth plans to contribute to integration in the field of ideas and structures by bringing together young people and experts who have an interest in the same aspects of development.

To meet the felt need for closer cooperation between those interested in development education, the Freedom from Hunger Campaign of the Food and Agriculture Organization serves as one of the main international channels of communication; and it encourages new efforts in development education. To a certain extent, the Centre for Social and Economic Information of the United Nations aims to co-ordinate the work of the public information units of the various agencies of the United Nations concerned with development, in order to provide better resources to individuals and organizations promoting development education. ↗

What further measures of cooperation and co-ordination are needed for the advancement of education for development during the Second Development Decade?

^{1/} Action by ISMUN for Development
Geneva, International Student Movement for the United Nations, 1969.

II. Youth Takes a Stand on the Issues of Development

The Development Commission of the World Youth Assembly ^{1/} probably gives the most complete listing of youth's positions on various aspects of development existing at the beginning of the Second Development Decade. In the Commission report may be found a repetition of certain stands taken by particular individual organizations, such as the development policy of the International Student Movement for the United Nations, the development commission of the World Assembly of Youth, the guide to student action of the World University Service, the declaration of principles of the World Federalist Youth and the Hong Kong Declaration of the Asian Youth Consultation on Development. There are echoes of the statements of the Young World Manifesto created under the auspices of the Food and Agriculture Organization in 1965 and of the Haslemere Declaration of a group of politically-minded youth in the United Kingdom.

A listing of the points on which stands have been taken by different international youth organizations is given in Table III. In addition to stands on clearly international questions - international trade, aid and monetary policy, disarmament and peace, international action to advance education and culture - in international discussions young people have made pronouncements on national development. There is no need here to go into the debates behind the position-taking nor to indicate differences in viewpoints between youth of different political persuasions. It is important to note the scope of approaches to development and the willingness to think through complicated problems and options.

The general sense of youthful positions is that the freeing of man from the degradation of poverty must be accepted as an inescapable imperative, not an optional extra. The ever-widening gap between the rich and poor nations must be closed. It is possible to build a better world for tomorrow since on a world-scale resources no longer limit decisions but decisions create resources. Priorities must change in the 1970s and the first priority must be to seek to distribute the world's wealth more justly among all men. The developing countries will not develop at all unless international socio-political relationships and economic institutions are radically reformed.

^{1/} World Youth Assembly, pp 15-28
New York, United Nations, 1970.

TABLE III

Aspects of world development on which youth and youth organizations have taken a stand.

Disarmament and Development

Allocate funds spent on arms race for reshaping world economy

University must not be used against peace and development

International trade

Regional economic cooperation/Asian Common Market

Agreements on commodities, stabilization of prices of raw materials, higher prices for raw materials

Reduction of tariffs and quotas

Preferential treatment for goods in markets of developed countries

Diversification of world trade

Re-examination of the structures of world trade

Thorough analysis of structures of international economic and political systems

New agreements on shipping rates

Implementation of UNCTAD decisions

Equality of nations in decision-making on world trade and tariffs

End of discriminating trade policies in favour of developing countries

International Aid and Cooperation

1% of GNP in industrialized countries for developing countries

Aid should be channeled through the United Nations

Aid should be given without political and economic strings

5% of church income should go to international development

Condemnation of international military aid

Technical assistance should be transformed into technical cooperation

International Monetary Policy

Debt servicing through low rates of interest

Investments

Long-term loans

Initial period during which no interest has to be paid

International liquidity for poor instead of rich

Role of the World Bank

Table III cont.

National development

Freedom of nations to determine their economic, social and political systems
Diversification of the economy, promotion of new industries
Vs policy of installing foreign instead of local enterprises
Vs corruption in national governments
Extension of cooperative enterprises
Need for immediate change in sub-human structures
Solidarity with freedom fighters and end of colonialism
Freedom from control of dictatorship
Vs neo-colonial influence
Nationalization of natural resources
Land reform

Education for development

Scholarships for internationalization of science
Increase of international aid for educational development
More educational research to evolve system geared to needs of
developing countries

Cultural development

Mass media and cultural imperialism

A. Some specific issues

1. Development has a human face

Many youth organizations as well as many United Nations organs ^{1/} are intensely concerned that development should be for man and not man for development. In the ethics of development, the necessity for rapid action must not upset real values, thereby forgetting man. Development must lead to the freeing of human beings and a growth of society which will satisfy human needs for being as well as having. Some emphasize changing the world society to make it more responsive to the needs of the individual. Some indicate that concern for the whole man means man in society.

The very concept of development should include an affirmation of faith in human rights and fundamental freedoms. Existing structures which encroach on human rights should be changed so that development permits freedom of expression, association, movement, information, and worship, so that it brings about freedom from ignorance, hunger, richness and misery, so that the exploited lose their chains and women are emancipated.

2. Popular participation in development

In the strategy for the Second United Nations Development Decade ^{2/} there is a brief phrase, "Every effort will be made to secure the active support and participation of all segments of the population in the development process". The concept of popular participation in development and planning for development is much more central in youthful strategies. "Development affects everybody, and everybody should be included in drawing up and implementing development plans". ^{3/} The World Council of Churches indicates that the humanization of development cannot be accomplished without community participation; and its affiliates ~~members in Nigeria~~ set forth criteria for people to take part in the management of every development project.

^{1/} See "Development and Human Beings"
Assignment Children, No.13, Jan-March 1971
Paris, United Nations Children's Fund, 1971.

^{2/} International Development Strategy for the Second United Nations
Development Decade,
New York, United Nations Centre for Economic and Social Information, 1970.

^{3/} Student Guide to Action for Development
Geneva, World University Service/International Student Movement for the
United Nations, 1969.

Certain youth movements are determined to bring "marginal peoples" into the picture. The Young Christian Workers want to create the necessary conditions for development by awakening the conscience of the working class. The International Movement for Catholic Rural and Agricultural Youth wants to work for a genuine integration of the peasant into society. Some groups aim to decrease the division between the elite and the people by action in the rural areas and urban slums; others are ready to fight for the right of cultural minorities to participate fully in the formulation of national policy.

The World Youth Assembly appears to have agreed with the viewpoint of the United Nations that "the participation of young people in national life needs wider and more explicit acknowledgement, not merely as being a desirable phenomenon, but as a fundamental basis of the whole process of development". ^{1/} It went on record to say that youth should work both inside and outside the established structures to further the process of development. They should struggle for an active role in decision-making bodies, in the formulation and orientation of development plans. This may mean the creation of new machinery so that they can better contribute to the evolution of thinking about targets and concepts. According to the national situation it may mean organizing "mass popular movements to press for democratic decisions on the development programme for each country" or fighting "for the right of individuals and groups to criticize the development policies of governments". If youth has its right to decision-making, it also accepts responsibilities for implementing plans as agents of development. The World Youth Assembly called for "the training of youth for a development role and for participation by means of an education which has been suitably designed and by all political, administrative and legal measures to create viable conditions for such participation". ^{2/}

In the deliberation of some youth groups, there is a sober evaluation of the consequences of taking a stand in favour of widespread popular participation in decision-making for a development with justice. Some African youth point out, "In some areas of our political life, expression of different opinions on a governmentally instituted function will be taken as disrespect to the government

1/ Long-term Policies and Programmes for Youth in National Development
New York, United Nations.

2/ World Youth Assembly, p.25
New York, United Nations, 1970.

or disloyalty to the governmental department head. This in itself sometimes brings harsh repercussions to some youth and kills some form of freedom". Cultural traditions and differing concepts on the role of the State and the use of political power may lead to tensions between youth and those in authority.

Open debate of issues : priorities and models from abroad

Simultaneous with the changes in the structure of the international economy "it is the people of the developing countries themselves who will determine the rate of their progress and promises for a better future".^{1/}

In the developing countries the reluctance to accept policies urgently recommended from abroad is common to all generations, but it is especially strong in the younger generation which is particularly sensitive and aware of its own identity. The World Youth Assembly took a stand that "Development must not be imposed from outside with models and ideologies which are related to alien realities and interests; it must arise from the cultures of the peoples themselves and it involves a profound transformation in ways of thinking, being and having".^{2/}

The industrial society, as a model for development is losing its attraction; the industrialized world is not regarded as the pinnacle of perfection. Agricultural and semi-industrial countries are seeking their own patterns of development and designing new social models, copying the best features of the industrialized societies but trying to avoid their flaws.

3. Bilateral and multilateral aid and cooperation

Programmes of international aid for development as developed in the last two decades, are being subjected to careful scrutiny by youth groups; and stands are being taken:

- a. The international sharing of resources through aid programmes is a matter of justice, not of generosity and pity.
- b. International aid is inadequate, both in relation to poor countries' needs and in relation to what rich countries are prepared to spend on other things.

1/ Student Guide to Development
Geneva, World University Service/International Student Movement for the United Nations, 1969.

2/ World Youth Assembly
New York, United Nations, 1970.

- c. Governments of industrial countries should give 1% of their gross national product for development assistance. As soon as possible this figure should be raised to as high as 7%.
- d. The proportion of aid which goes through multilateral channels should be increased by 1975, 20% of all development assistance should be handled multilaterally.
- e. The granting of aid should be made without political and economic ties such as the purchase of goods from the donor country. (In 1967 only 16% of aid funds were not tied)
- f. Aid should be considered over a long term, that is, it should be guaranteed at least 5 years in advance.
- g. All aid should be given in grant form, except where projects promise to make a profit within the foreseeable future, in which case loans should be interest free.
- h. Aid should be programme-centred rather than project-centred.
- i. There should be better coordination between the different aid programmes in a particular developing country.

As yet there is an unresolved contribution between the concept that development must not be imposed from the outside and the desire to set priorities for aiding "national movements fighting for social change" and the "countries which aim at a progressive and egalitarian social system and an ideologically broad but sound philosophy of nation-building conducive to realistic decision-making". ^{1/}

B. The Instruments for World Development

1. The responsibility of governments

René Mayeu of Unesco has warned that "it speaks of pride and naiveté to wish to encompass the limits of change in the course of one generation, the essential is for us to be assured of the historical justice of our objectives and the dynamic capacity of our institutional instruments". ^{2/}

In certain countries, both ^{there have been} where/youth revolts have been outstanding and elsewhere, there is a crisis in youth's confidence in the dynamic capacity of governments as instruments of change. Felipe Herrera, President of the Inter-American Bank for Development, recognizes this when he says: "Whoever is at

^{1/} "Development Policy" Proceedings of the 9th General Conference
Geneva, International Student Movement for the United Nations, 1968.

^{2/} Allocution du directeur général de l'Unesco à l'ECOSOC
Geneva, United Nations, 1970.

fault and wherever it lies, the new generation has lost faith in development policies and makes no fine distinction among the origins of failure. We must recognize this and devise development policies suited to political realities".^{1/}

There is a growing realization that the structure of the world society and the problems confronting it mean that, except for a handful of multi-national corporations, it is only governments that are large enough to bring into play sufficient resources sufficiently fast enough to make a real impact. The problem now is how to set up international development legislation which will change the existing structures within countries as well as in the world community.

In general, youth organizations have taken stands on the international responsibilities of the governments of industrialized countries more frequently than on the international responsibilities of the governments of developing countries. However, on two points of interest to youth groups, an international stand has been taken, namely that governments should recognize the contribution that non-governmental organizations can make to development and that planning for youth and the elaboration of youth policies should be considered essential for promoting the progress of the whole society. Within the United Nations system, increasing recognition is being given to the role of governmental youth work in promoting youth action for development.

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2. The responsibility of non-governmental organizations

Voluntary youth organizations - local, national and international - offer a valuable instrument for promoting development throughout the world. Many of them attract change-minded young people who recognize that they can do more through the strength of a group than they can do alone.

As they brought young people together during the First Development Decade, the international organizations sharpened the focus on the role of young people in development, provided a workshop in which the experience gained in different parts of the world could be exchanged, and undertook the training which turns experience and skills into ready tools for meeting human needs.

At the same time that the United Nations was working out concepts of "Long-term Policies and Programmes for Youth in National Development" for discussion by the General Assembly, the youth organizations were thinking through their individual and collective roles and were taking a stand on the

^{1/} "The Generation Gap and the Development Crisis" by Felipe Herrera.

principles involved. Most admitted frankly that as regards meeting basic needs in the local and national situation, they had only scratched the surface of the problems and there was much more to do.

The World Alliance of YMCAs ^{1/} examined Jan Tinbergen's aspects of a development plan: the macrophase, the middle phase and the microphase, in order to consider the phase at which to intervene so as to be able to make the maximum contribution within its competence. At the microphase, the plan's focus is on specific projects because these provide concrete data for planning by facilitating accurate analysis and permitting a sound formulation of aims. Many youth organizations have decided that their best work can be done at the microphase.

As for the thrust of field action for development, emphasis varies from organization to organization. Some of the priorities chosen by international organizations have been: agricultural development (often in cooperation with the Food and Agriculture Organization), literacy (often in cooperation with Unesco) and family planning. The range of national and local priorities is, of course, much greater. The decisions of the Second World Food Congress as to the means to accomplish these ends no doubt reflect the priorities of a wide group of youth organizations, namely, that international non-governmental organizations "should pay more attention to promoting the growth of national voluntary agencies" and that "human, technical, financial and administrative means should be employed to encourage and strengthen" voluntary service programmes which would involve youth in the struggle to solve the problems of underdevelopment.

Coordination of efforts is deemed not only desirable but essential. Different international youth organizations have gone on record in favour of developing solidarity among the youth of each member nation, of joining efforts with other organizations in fighting poverty, and of coordinating governmental and non-governmental action to involve youth in development action.

Because of their voluntary contributions as technicians or animators of development, their present or potential professional contribution in the labour market and their considered views as citizens, the young are demanding the right to participate in the decisions about development plans which will be affecting

^{1/} "The Role of the YMCA in International Cooperation for Development within the Nation", by Mark Sunder Rao.
The YMCA and DDII
Geneva, World Alliance of YMCAs, 1970.

their futures. Internationally, youth organizations and various meetings sponsored by the United Nations have been supporting this right, saying "We must emphasize and never forget that young people do not want to be merely the manual labourers of development. They must be consulted at the outset - both at international and national levels - and must continuously be involved in the decision-making as time goes on".^{1/} On a global scale, youth and students are thus stimulated to take positions on all aspects of development. The students say: "We as critical witnesses of our own societies must try to identify obstacles to development and challenge policies".^{2/} The World University Service indicates the importance of youth campaigns on issues on which governments for one reason or another, are unprepared to act. The World Assembly of Youth recommends the use of international resources in assisting national committees of youth organizations to play a meaningful role in the political processes of the nation, including pressure on the political leadership to support economic and social development and to redirect scarce resources.

The non-governmental youth organizations have a role in discovering the aspirations of youth and in enabling them to be vocal and active in places where adult opinion is expressed and where adult involvement in planning is evident and effective. In the minds of many responsible youth leaders this means intervening at higher levels of decision-making, not only relaying youth opinions and attitudes to the planners, but also being present in national ministries and within the international organizations where decisions are being made. It also means that youth organizations should be involved in the planning and implementation of national plans related to the United Nations Second Development Decade.

3. The responsibility of the United Nations system

Youth, governments and personnel of the United Nations system are all questioning how better to use the present international machinery for development purposes and how to make the international institutions evolve into more serviceable instruments for development.

1/ Youth and Development, Document 3770, p.1
Brussels, World Assembly of Youth, 1969.

2/ Preliminary Statement on Economic and Social Development
Geneva, International Student Movement for the United Nations, 1968.

Sometimes youthful demands are sweeping: "We must demand that the whole United Nations system reappraise its objectives and not merely its efficiency with a view to identifying the real needs of the exploited countries and that it respond positively to those needs. We demand this because we see that the United Nations, as an institution, seems blind to the real nature of development". ^{1/} Many youth organizations maintain that the effectiveness of the United Nations as an instrument for development depends in great part on changes in the very nature of the institutions; for example, the World Young Federalists ^{2/} feel that an international system of economic and political organization based on the sovereign nation state can lead only to a growing gap between rich and poor. Nations must learn to accept supra-national rulings in some essential points of finance, trade and the market system.

Without giving detailed explanations and alternatives, youth groups are going on record to indicate that the United Nations system is very far from having a real policy of cooperation with the developing world. The Development Commission of the World Assembly of Youth has stated: "Among nations cooperation should be organized on equitable and mutually acceptable terms, designed to promote a soundly planned development. Patterns for domination which distort development for political and economic motives must be opposed". ^{3/}

The shadow that falls between the ideal and the reality causes the other major complaint of the organized youth lobby at the United Nations. There is growing discontent or frustration among the youth protest generation with United Nations resolutions which remain as well-meaning resolutions but are not financed into action. For example, there is restlessness because the annual total of funds which the Food and Agriculture Organization has at its disposal is of the same order of magnitude as the cost of one nuclear submarine.

It must not be thought that all youth comments on the efforts of the United Nations system for development are adverse criticism. There is a great deal of optimism implicit in the proposals for future action. The World Youth Assembly set forth some 25 proposals for action by the United Nations. Among these, various types of functions were appreciated.

1. Policy-making and standard-setting, e.g. the adoption of a

^{1/} Statement to Plenary by John Danguah, Second World Food Congress (WFC 2:S/9) Rome, Food and Agriculture Organization, 1970.

^{2/} Declaration of Principles
Copenhagen, World Young Federalists, undated.

^{3/} "Development Commission"
Reports and Resolutions of the Seventh Assembly
Brussels, World Assembly of Youth, 1969.

policy for the study of unoccupied areas (the sea) so as to benefit all countries on an equal basis, the formulation of a new definition of international economic relations.

2. Coordination, e.g. the coordination of the international exchange of experts, the administration of all forms of foreign aid.
3. Establishment of institutions and services, e.g. the establishment of an interest-free loan fund for development projects, of an international organization to supervise the debts of developing countries, of a free-trade area.
4. Study and investigation, e.g. finding out about the possibility of more intensive individual participation in the agricultural sector.
5. Arbitration, e.g. as an impartial arbitrator to correct and balance the present forms of international trade.
6. Assistance to governments, e.g. in the selection and administration of suitable industrial and agricultural programmes.
7. Encouragement of governmental action, e.g. to promote development in sectors apart from the present growth sectors, to promote the creation of transport industries.

The World Youth Assembly also recognized a valid role for the United Nations in associating youth in the work of development - contributing through Unesco to education and training for development, encouraging their action as agents of development in field projects of the United Nations Development Programme and establishing machinery for their participation in decision-making in development.

The ECAFE seminar on the Role of Youth in National Development ^{1/} stated that "Governments should recommend to the United Nations Development Programme and other United Nations and intergovernmental agencies, to undertake special programmes for youth development and to include the youth component as an essential part of all appropriate programmes and projects".

From their side the international youth organizations have begun to set forth a youth strategy for development in cooperation with the United Nations system. All the major youth organizations having consultation relationships with the Economic and Social Council or the specialized agencies, have taken a stand on the importance of strengthening their relationships at the policy level

1/ Seminar on the Role of Youth in National Development
Bangkok, ECAFE, 1970.

with the United Nations system. A few have stressed the value of working out relationships with the regional and national officers of the United Nations agencies. Having agreed that there should be better coordination between the United Nations and its agencies, as regards a programme of promoting youth action in development, the major youth organizations have been urging the United Nations system to avoid repetition and overlapping of responsibilities and to provide for some progression of interest in its major meetings such as the Second World Food Congress, the World Youth Assembly, the ^{UN} symposium on the Participation of Youth in the Second Development Decade and the Unesco Conference on Youth.

C. A Strategy for the 1970s

For the Second Development Decade, what stands should youth take regarding world development? Is it already possible to imagine the burning issues and the evolution of instruments for development or is it enough to say that youth's stand on the issues of world development in the 1970s should merely involve a wider popularization of issues already considered important?

Things cannot stand still. There are in the air a whole series of proposals for global taxation to finance development; and it is possible that the action of a few groups for self-taxation will lead to a more wide-spread stand on the establishment of a World Solidarity Contribution to come from revenues from 0.5% taxation on luxury goods.

If youth and their organizations are to have a role of any consequence in formulating the national employment objectives, they will have to take their stand on the problems of employment and job creation with the same seriousness as they previously took on a position against hunger. The multi-purpose youth organizations will have to join with the trade unions and the young workers' groups in insisting that the acute problem of youth employment, which is usually twice as high as adult unemployment, be given proper consideration.

As well as their efforts to influence national policy on educational development through statements on equal access to educational opportunity, the youth organizations should be prepared to bring their experience to bear on the formulation of policy for out-of-school education and life-long education. International meetings should be held to probe further into sound international norms for the development of out-of-school education.

On the whole, although housing is one of the most serious problems facing young people, there has been little international consultation on youth's role in this field; and there seems to be no statement of policy which can act as a guide to youth pressure groups. Other unknowns as to the potential of youth^{action} are the role of youth in assuring an adequate supply of drinking water, in remedying the ills of unplanned urbanization, in effecting land reform. International studies should be made as a basis for influencing national plans for action.

In order to ensure the full participation of youth in development, it is important that youth in the world community base their demands on a sound appraisal of the strengths and limitations of youth action, on the safeguards as well as motivating forces, on the knowledge of means of promoting individual and collective action. This means that in spite of widespread apprehension of internationally-inspired initiatives, the international youth organizations will have to do more to promote inter-organizational studies of youth's role which can be used as a basis for influencing national policies.

To date, international youth organizations have been particularly active in making recommendations on the policies of FAO and UNESCO as regards their action for development. During the Second Development Decade, comparable attention should be given to the work of the ILO, the World Health Organization, UNCTAD and the United Nations Development Programme. To this end, the appointment of permanent representatives in New York or elsewhere should become a more widespread practice among the youth organizations as should inter-organizational co-operation through informal youth caucuses. The relations of the international youth organizations with the regional economic commissions should be strengthened.

The attention of youth should be drawn to less well-known schemes such as the World Plan^{of Action} for the Application of Science and Technology, to the research plans of the United Nations Research Institute for Social Development, to the World Health Organization proposals for a world-wide campaign against a particular disease in the 1970s. Youth's experience in health education and social service could be a factor in deciding which disease to fight.

III. Youth and International Action for Development

The organization of development education for small groups and for the masses, and the taking of positions on questions of world development gain in significance when accompanied by various forms of more direct action. Although young adults have all the same channels for action as adults, adolescents generally have a more restricted field of action, both because of their more limited political rights and because they are in the midst of their professional or occupational training.

International action by governments and their youth services, may be bilateral or through regional organizations and ^{inter-governmental organizations} especially the United Nations; inter-national action by youth groups may be through the foreign relations programmes of national youth organizations, through international youth organizations, and the United Nations.

It is rare in the 1970s for youth to take direct responsibility for field operations in another country; usually these are carried out through or in co-operation with indigenous groups or organizations. Even if direct action is more or less ruled out, youth in both international and national organizations and to a certain extent governmental youth services, have built up considerable international experience in training youth for action in development, building institutions and encouraging movements for forwarding the development process, sharing skills and financial resources, and undertaking political action.

A. Training Youth for Action in Development

1. Meetings of International Youth Organizations

The meetings of international youth organizations often serve as a forum for making known the extent of youth's needs for training. For example, in an Asian consultation, it was reported that "Youth know that they are very important factors ... in nation-building including the National Plan for Economic Development. ... But their wishes of participating positively, critically and realistically are always failing because they lack education, skill and experience". ^{1/}

1/ Situation Paper: Indonesia
Asian Christian Youth Consultation on Development
Bangkok. East Asia Christian Conference. 1970.

(a) General education, vocational education.

Such meetings may also promote the exchange of ideas about the role of various institutions in providing the necessary training. For example, the World University Service ^{1/} has explored ways in which the university can prepare youth for professional and directorial posts, keep young professionals in touch with new knowledge and skills for development, and

interest students in alternative routes to development and in concrete action. In the meetings of ministers of education, convened by Unesco, and in the regional meetings convened by UNICEF on planning for children and youth in national development, governments have pointed out their responsibility to assure the right of all young people to general education and vocational training; and they have pointed out the importance of such education to enable youth to play a role in development. In the ECAFE regional seminar on "The Role of Youth in National Development", governments and non-governmental organizations have recommended that the United Nations system "devote greater attention to involving NGOs in vocational training and guidance and assist them in all possible ways to undertake such training".^{2/} Just as non-governmental organizations in the Unesco framework have made a study of their role in literacy teaching, so during the Second Development Decade they need to make a study of their contribution to vocational training. Fundação Guaidar e Futuro Just as the World Young Women's Christian Association has made an enquiry into its work with the unschooled, so there needs to be an inter-organizational world-wide national survey of the role of youth organizations in developing such alternatives to schooling.

International youth action includes the provision of scholarships for young people abroad to carry on their studies. Though many of these scholarships are destined for minority groups, others are set aside for groups having a particular contribution to make to development, for example, nurses.

(b) Training courses in skills for development.

Formal education may be too general to equip young people with the actual skills needed so that they can make a significant contribution to development even before the end of their studies and entry into the labour market. The task of giving the training in such skills is often left to the youth organizations and the governmental youth services. The international youth organizations whose general role in training was discussed at the UN/UNESCO Seminar

1/ The University's Role in the Development of the Third World
Geneva, World University Service, 1966.

2/ The Role of Youth in National Development
Bangkok, Economic Commission for Asia and the Far East, 1970.

on the Training of Professional and Voluntary Leaders ^{1/} are giving attention to the relative values of international and in-country training for this purpose.

At present, the international organizations tend to organize few broadly international training courses and these are usually for their top leadership. Some exceptions include the international course of the World Federation of Democratic Youth (Bitej), for directors of work camps in developing countries, and a few international courses for volunteers planning to serve in developing countries.

In contrast, there is quite a demand for regional training. With support from Unesco, the World Assembly of Youth and the World Association of Girl Guides and Girl Scouts, have organized seminars in Asia and Latin America respectively to give experience in planning literacy programmes. The World Assembly of Youth, runs regional advanced leadership training for both general purposes and for specialized ends, such as the management of cooperatives in Central America. The Guides have regional training centres in Asia and Latin America.

In the deliberations of the ECAFE regional seminar on youth in national development, it was recommended that the United Nations take urgent steps to promote youth leader training to ensure youth participation in development; to establish regional centres; to help transform existing training centres into regional centres, and to organize periodic conferences to review developments in training. ^{The Seminar} urged the organization of regional workshops on different aspects of the role of youth in development, with delegates from both youth organizations and governments.

Although there is some interest in international training, by far most of the efforts of world youth organizations - personnel, finance, study materials, equipment - appear to be going into national and even local training schemes; and the role of non-governmental youth organizations in training for development, namely the pioneering of new training approaches and the devising of new solutions, is widely recognized.

The aims of the organizations may differ. The Young Christian Workers may seek to "give young workers the training and information necessary to understand their own situation and their own commitment in a world context in relation to the development of their country and a more just world". ^{2/}

- ^{1/} "International Youth Organizations and the Training of Professional and Voluntary Leaders" Report of the Inter-regional Seminar on the Training of Professional and Voluntary Youth Leaders, New York, United Nations, 1970.
- ^{2/} Quatrième Conseil International de la JOC, A/71/69/1
Brussels, Young Christian Workers, 1969

The International Falcon Movement may speak of "forming a new leadership within the working class". The International Federation of Catholic Rural and Agricultural Youth may wish to work for the "conscientization" of the masses, while Pax Romana hopes "to promote natural leadership in and through action, not primarily through an institutional structure but through a movement which engages people directly in action".

However, when it comes to learning skills for development, there is a growing body of common experience and a growing need for inter-organizational courses to benefit from the learnings of the past. There is a need for international aid to encourage more youth organizations to give systematic training for the teaching of literacy; for even if youth were to teach only their peers, the task of teaching roughly 150 million illiterate youth would be staggering. As for the extension of the broader field of out-of-school education, few general conclusions have been drawn from a vast mass of experience and a national view of training for this task is at present lacking.

The training of youth leaders for food production and rural transformation is undergoing a fairly rapid evolution, in part thanks to the Young World Food and Development Project of the Food and Agriculture Organization. As a result of FAO's census of training opportunities and the widespread exchange of ideas on training methods, it is now much more clear that there must be catering for quite distinctive needs and interests. Training for rural youth, aged 12 to 17, who are on their home farms as restless family labourers, can best develop positive attitudes to farming through project oriented clubs and rural leadership training schools; the young adults who are seriously seeking a future vocation and livelihood can best learn through farm-based training, settlement schemes, and preparation for employment in agro-industries.

The training of youth leaders in community development ^{1/} certainly made headway during the First Development Decade, and many of the gains were due to the need for preparing international volunteers to serve in that field. Now there is a need for more international sharing of experience if the important learnings are to be passed on through the international youth organizations and the governmental ministries of community development. There is also a need for international support for more experimental courses stressing learning by doing.

^{1/} "The Training of Youth for Action in Community Development", by Wilhelm Begert, Report of the Inter-regional Seminar on the Training of Professional and Voluntary Youth Leaders, New York, United Nations, 1970.

The Red Cross Youth is leading the way in thinking through the role of youth in health education; and its leaders are now recommending that "the League Secretariat and national societies study ways in which Red Cross volunteer services by youth can be integrated into community programmes aimed at promoting social and economic development".^{1/} In the related field of family planning, the World Assembly of Youth is holding national seminars in countries where there is a government policy related to family planning.

In several international meetings which have considered youth and development, governmental delegates or youth leaders have proposed other tasks for youth in development which call for international reflection as to the best training methods for youth action in local and national development.

1. Participation in the campaign for the creation of "the will to develop"; planning concrete programmes for combating prejudices, superstition and other irrational beliefs and ideas.
2. Instilling in their generation the value of self-help; inspiring confidence in people belonging to deprived groups so that they participate more effectively in the struggle for a more just social order, initiating infra-structural changes to open up remote areas.
3. Playing an active role in disseminating information on techniques of development, ^{for example by} creating where appropriate, local information centres.
4. Taking a lead in action to humanize urbanization.
5. Demonstrating the possibility of improvements in housing.
6. ^{Maxima} a united effort for development; students must avoid being separated from rural youth, young workers and unemployed youth.
7. The groups which are really keen to provide leadership to the people must be prepared to push ahead a sector of development or a segment of the people for a time by taking appropriate measures and then to move on to another sector or segment.

^{1/} General Trends in Junior Red Cross, by Eugene Kirchoffer
Geneva, League of Red Cross Societies, 1970.

(c) Study Abroad

Although there is a trend towards encouraging study in the home country, the fact remains that in 1968 there were some 80,000 students from the developing countries studying in the industrialized countries - 8000 from Africa in France alone. A certain number of these students are gaining the knowledge and skills needed for development. Student organizations, in particular, are instrumental in increasing the number of scholarships available, either by pressing for student donations or by pressuring universities and governments to speed up the internationalization of the universities and to increase their contribution to world development.

Youth are also taking action to facilitate study abroad for youth and student leaders interested in promoting development schemes. International youth organizations and youth councils provide scholarships, organize study-tours and give counsel on training opportunities. A number of governments have budgets for sending youth leaders abroad and for receiving youth leaders in their training programmes. The Commonwealth Secretariat enables personnel concerned with the planning and development of youth programmes to visit each other's countries. The European Youth Foundation of the Council of Europe is giving attention to the extension of relations with the youth of developing countries. The ECAFE regional seminar on youth and national development encouraged the United Nations and agencies to provide more scholarships, fellowships and travel grants to governmental agencies for encouraging youth, youth leaders and youth workers to be exchanged among the developing countries on a bilateral and multilateral basis.

2. Some Future Needs

One of the most pressing needs is to stir the students who plan to return to their developing countries to become interested in the process of development. A fair proportion of them have led fairly sheltered lives and have chosen professions which are not in the front line of social change. The investiveness of the youth organizations could be put to the test to devise training courses in the capital cities where many of these students congregate. There the "will to develop" could be nurtured along with knowledge of possibilities for regular or short-term voluntary service and the skills of promoting movements or organizing institutions to deal with unmet needs.

B. Institution Building

There are signs that the anti-institutional bias of radical youth is being altered to the extent that the creation of alternative forms of social organization are being experimented with in local situations. Whether by encouraging basic groups or by extending international organizations into new areas, international youth organizations appear to be ready to build up an infrastructure for development. In this process, there are speculations as to what kinds of institutions and programmes can best be adapted to another culture. Certain organizations are insisting that youth is not a homogenous group, all to be mobilized for development in the same way, but that a plurality of institutions and approaches should be developed.

Students in many developing countries see their universities as places to work out not only philosophies of meaningful commitment and action, but also to gain some skill in institution-building.

1. Strengthening the Infrastructure of Youth Organizations

International youth organizations have long been concerned about extending the work of their own organizations into new countries; now they are giving increasing attention to altering their structures to make sure that youth can be present in local, national and international situations where decisions on development are being made.

In 1969, the General Assembly of the United Nations debated the importance of national youth policies which recognize and promote the role of youth organizations in development. The Second World Food Congress of the Food and Agriculture Organization recommended that non-governmental organizations should promote the growth of national voluntary agencies in developing areas and should work with them as partners in people's mobilization projects. In the UNICEF meetings on planning for children and youth, governments stated that youth associations should be promoted to enable young people to play an important role in the process of development.

Intergovernmental organizations, international youth organizations and national youth councils have all made studies on the existing structures for youth work and the need for new structures in developing areas. Yet much remains to be done and the ECAFE Seminar on the role of youth in national development requested that ECAFE should convene a workshop on research and evaluation for youth programmes.

(a) Multilateral Planning

Assuming that the very existence of youth organizations offers another channel for youth action in development, youth organizations, governments and inter-governmental organizations alike see the expansion of youth work as a task in world development.

In most of the international youth organizations, there is a new spirit behind planning for such expansion. There is a growing body of experience in multilateral planning for the use of international funds - a process which does away with the labels of giver and receiver for a common cause.^{1/} As indicated by the Boy Scouts, "to avoid resentment, whether founded or unfounded, the answer is a truly international system".^{2/} In some organizations, a brief period of decentralizing the decision-making to regional bodies in developing continents has resulted in a new allegiance to a world-view. In some organizations, a world team decides on a field strategy and scatters to the ends of the earth to listen, to encourage, and to live the consequences of a belief in coordination from the bottom up. In some organizations, the desire to expand one's own organization ^{to spread one's own} and way of work is diminished by consideration of alternative ways of expending the energies of local leadership.

There is no complete record of bilateral governmental aid for the development of youth work, and a study of the scope and effectiveness of such aid would be needed before it would be possible to say with absolute assurance that multilateral planning is better.

Nevertheless, youth in certain countries are taking the stand that multilateral planning is better; for example, youth pressure in Denmark has been a factor in the release of technical cooperation funds to the United Nations to make possible a series of seminars on various aspects of youth policy. Within the multilateral structure of the United Nations there have been limited efforts to gain a global view of the need for the expansion and improvement of youth work in developing areas. The beginnings of a strategy may be detected in a certain orientation in the distribution of UNESCO travel grants and Associated Youth Enterprises, a certain design in the visits of United Nations and agency staff and advisers, a certain progression of ideas and action in the arrangement of the inter-regional and regional seminars sponsored by the United Nations.

1/ See Technical Cooperation Programmes of the International Youth Organizations New York, United Nations, 1969.

2/ "Assistance Programmes" by Salvador Fernandez, World Scouting, Jan-March 1970 Geneva, Boy Scouts World Bureau, 1970.

All too often, however, international recommendations have been restricted to proposals that international agencies should encourage governments in the regions to draw up national youth policies and implement them by financial and technical assistance to youth organizations.

Since the United Nations system is relatively new and its development programme even newer, it is not surprising that there are seemingly contradictory and simultaneous attempts to spell out world plans and programmes for development and to rely on national concepts of priority by replying to specific requests for aid from wherever they come. At present multilateral planning for the whole out-of-school sector is practically nil; it is not yet widely recognized as a priority sector for economic and social development. At the experimental stage of programming for development, neither a youth component in general schemes for regional development nor inter-sectoral youth programmes have been finally accepted as worthy of a striking priority. Publicity for out-of-school education, particularly through youth work is needed at the international level to assist national and international planners in determining emphasis within aid programmes.

Outside the United Nations, bodies like the Commonwealth Secretariat, are promoting youth work. Its seminar on "Youth and Development in Africa",^{1/} pointed out that international aid cannot easily be directed effectively towards the need for an amplified system of out-of-school education and training related to development because there is no inter-departmental coordinating body especially concerned to act as a focus for out-of-school education. The establishment of such a body would imply a recognition by government that the problems of young people out of school have reached emergency proportions and that emergency measures are required if young people are to find a constructive role in development.

(b) Professional advisory services: volunteers and youth work

Governments, youth councils and international youth organizations train, select and send professional youth advisers and voluntary youth workers to developing countries for building up youth work, both governmental and voluntary. The United Nations system has inter-regional advisers making short visits and youth advisers staying in a country for two or more years.

^{1/} Youth and Development in Africa
Nairobi, Commonwealth Secretariat, 1970.

Since many countries are now able to train enough teachers for their schools, it is expected that in the 1970s more and more international volunteers will carry out experimental work in the less structured out-of-school education, including the development of education through the mass media.

In developing countries there are few university level training facilities and the youth leader rarely enjoys the status which the teacher enjoys; therefore, few people expect to make a career in this field and they move into teaching, the civil service or other professions, leaving relatively few specially trained leaders to start new institutions and programmes, to influence national youth policies and to coordinate existing efforts in the youth field. The professional youth adviser from abroad has a rather clear-cut mandate if he works within an organizational framework - whether he starts with a building centred programme or inspires the formation of small groups. The advisers to the governments are responsible for everything from creating grass-roots groups or drawing up training programmes to directing national youth corps and formulating national youth policies. Although they are technical experts, they must have the skills needed for work in a field with political ramifications.

(c) Impetus for Experimental Programmes

International action for development should include the promotion of experimental types of youth work. While the inter-governmental organizations find it difficult to administer the programmes of small-scale aid which make it possible for youth groups to start experimental work, more and more international youth organizations are realizing that in many parts of the Third World, there are small-scale projects such as those involving the development of cooperatives, the communal ownership of village resources, land tenure reform which suffers from the lack of resources which donor countries and multilateral agencies are unwilling to provide either because of political criteria or because of the admittedly experimental nature of the projects. There is a need for a United Nations Youth Foundation comparable to the European Youth Foundation.

Some of the fields of development marked out as needing experiments are rural youth work with the small scale farmer, projects to bring rural and urban youth together for community improvement and programmes for voluntary youth action in economic development. Some theories calling for action-oriented research are that there is no such thing as a mass programme to involve youth in development, that it is basic to development for students to gain the confidence of the masses, and that there are particular field projects which are more suitable for international cooperation.

As the United Nations gains more experience in managing large-scale projects for regional development which cut across national borders, the international youth organizations may find it valuable to join these efforts.

2. Other Institutions

To be sure, youth organizations are not the only vehicle for collective action in development. For example, the youth in the International Cooperative Alliance promote the organization of consumer and producer cooperatives. A number of governments assist in the establishment and growth of special training and employment schemes for which the International Labour Organization has set international standards. There is considerable international debate on the pro's and con's of a compulsory or voluntary national civic service or development service for all young people; and considerable bilateral aid has gone into small-scale schemes for civic service.

C. Sharing Resources

1. Sharing Skills

(a) Youth action as regards the brain drain

It is widely accepted that most development is carried out by indigenous leaders, and that trained people play a crucial role in launching initiatives for development. Yet a great many students going abroad to study do not return to practise their professions; and there is a considerable flow of professional people and skilled workers from many developing countries. Some youth organizations, particularly the student organizations, have considered it a worthwhile contribution to development to see in which way foreign students might be encouraged to return to their countries to contribute both as professionals and volunteers to development.

There is a tension between the international and the national view of the "brain drain". The World Youth Assembly took the national view and said categorically that "guidelines should be established to stop the brain-drain from the developing countries".^{1/} One international approach suggests that the student develop his talents and fit into the world situation. Another international approach is to put foreign students into contact with aid agencies

^{1/} World Youth Assembly, p.18
New York, United Nations, 1970.

and together work out concrete development projects for realization by the student upon his return home. The foreign student is encouraged to join service teams in the host country so as to gain the skills and enthusiasm for similar work in his own country.

Since the ethical choices regarding the international flow of skilled manpower are difficult and even unclear, Pax Romana ^{1/} is undertaking research to discover how many foreign students gain their degrees abroad, how many return home from which countries and from what studies, and how many work in their own profession at home. Assuming that Third World students cannot be expected to be more idealistic than others, study is being made of intellectual unemployment and the working conditions in the students' home countries. Attention is being given to the work of selection committees for scholarships, to the problems of inter-cultural adaptation, to the role of higher education in enabling graduates to create jobs. The United Nations is also making studies.^{2/} As far as is known, no youth groups are following through on the recommendation of the World Youth Assembly by making a study of the feasibility of setting up an international agency for assessing the compensation which countries absorbing skilled persons from other countries should pay to the country which makes the investment in training.

(b) Trends in International Voluntary Service

There is an attraction in going personally to another country to spend a year or two in raising standards of living. During the First Development Decade the number of volunteers in long-term service abroad multiplied ten times over. At the Second World Food Congress, Egbert de Vries of the Institute of Social Studies in the Netherlands, stated that groups of 3-5 young people were needed to work in the villages in developing countries to bring about profound changes. In the light of the estimated population in

1/ Conference on Study Abroad and Development
Fribourg, International Movement of Catholic Students, 1968
See also the studies of the United Nations.

2/ Outflow of Trained Personnel from Developing to Developed Country E/4820
New York, United Nations, 1970.

the rural areas of these countries, he suggested that some 20 million young people were needed for such groups to promote the changes required. The advocates of international voluntary service are convinced that a few thousand of these needed millions may well come from abroad. Critics both within and outside the voluntary service movement question such an assumption. Some say that youth should stay at home and try to change the structures in their own countries. Some say that volunteers from abroad are not volunteers at all when one compares their living expenses with local salaries. Some say the programmes are launched for the wrong reason. Yet volunteers are showing an unusual capacity to adjust to the meager facilities of small towns and villages in the developing world.

Whatever its shortcomings, international voluntary service is here to stay, at least as long^{as} the present world-minded generation is in charge of its organization. Whether youth serve for adventure, humanitarian reasons or to improve their professional skills, they are part of an important movement of the international transfer of skills for development and they are an important symbol that there is international concern for national and local problems.

There is heated controversy over the best way to improve the contribution of international voluntary service to development. Although the major part of past service has been in social development, there are efforts to swing over into action more directly contributing to economic development. There is constant debate between those who favour changing attitudes and those who want to get on with a technical job, between those who see only the carpenter, electrician, farmer or highly trained professional as being useful, and those who consider that a generalist promoting popular participation in development has a more lasting contribution. There are fluctuating opinions as to whether the volunteer from abroad should work for or with his host country associates, whether he should fit into existing schemes or create anew in unstructured situations, whether he should only follow host country decisions on the direction and speed of change or whether he should contribute to that decision-making. So far the widely differing theories and practices have led to a striking variety of approaches. It is not a static nor a staid movement.

The United Nations Volunteers are meant to offer a new combination of approaches to international voluntary service - multinational teams of volunteers alongside multinational teams of experts, international volunteers working with national volunteers. The United Nations development teams should thus be able to reach a wider sector of the population, to inspire more lasting and deep-reached

local or national action and to provide a future reservoir of soundly equipped experts from all parts of the world, a vocation for which the supply always runs short of the demand.

At recent Commonwealth seminars it has been recommended that the possibility of establishing an African Volunteer Force for work in Africa and elsewhere should be investigated and that a Commonwealth Caribbean Volunteer Scheme should be based on the existing small-scale scheme. Since such an operation should not divert scarce national resources from the main priority of training the mass of out-of-school youth, it was suggested that agencies which now place volunteers in Africa might assist in launching the programme. The ECAFE seminar on Youth in national development requested ^{aid from the} United Nations ~~aid~~ for establishing a regional volunteer force.

(c) Youth Projects with United Nations Agencies

(i) Cooperation with Particular Programmes

It is difficult to gauge the interest of young people in being associated with various United Nations programmes and United Nations-assisted projects. However, it is likely that for the most part the interest has to be created locally.

Experimental Literacy Programme

The speed at which international youth organizations and their branches have increased their responsibility in the field of literacy during the First Development Decade is an indication - along with the success of certain governmental experiments in mobilizing youth as teachers - of the potential value of young people in eradicating literacy among some 750 million people. Past experience in cooperation with Unesco has showed the importance of grants for training youth leaders in the skills of planning for literacy, setting up programmes, and improving the techniques of teaching illiterates.

While governments should seek to associate youth with projects within the Unesco Experimental Literacy Programme, the international youth organizations will probably have a greater impact if they raise the basic competence of their national associations in this field. Will the Unesco programme be flexible enough to encourage both kinds of efforts?

The Indicative World Plan for Agricultural Development

In very broad terms the strategy of the Indicative World Plan is built around five objectives:

1. Securing the staple food supplies for the population increasing by 2.5 - 3 per cent per year. For most countries, this means achieving a faster growth of cereal production.
2. Improving the quality of the diet. Increasing the supply of protein is the crucial problem.
3. Earning and saving the foreign exchange that is crucial to financing overall development. Emphasis must be upon boosting exports of agricultural products and reducing imports through economic substitution.
4. Providing a large part of the additional employment that will be needed over the period up to 1985 and at the same time helping to create opportunities for jobs in industries related to agriculture.
5. Increasing productivity through intensified use of the basic physical resources of land and water, including forests, oceans and inland waters.

In a sense, the Young World Programme of the Food and Agriculture Organization provides a channel through which young people can be directly associated in action for the implementation of the Indicative World Plan. The Young World Programme is run at the international level by a special Youth Advisory Committee which reports to the Director-General of the Food and Agriculture Organization. It works primarily through international financing for regional training seminars and for rural development projects. An examination of the projects completed indicates that more attention has been given to youth action to raise food production than to youth's role in nutrition education to improve the quality of the diet. More attention has centred on the training of rural youth than on more intensified use of existing resources. More attention has been given to the problems of world trade than to youth action for the reduction of imports through economic substitution. Certainly, all too few projects could be considered as models for those interested in job creation in rural areas. With the priority accorded to agriculture in the Second Development Decade, the role of rural youth organizations becomes even more important and a United Nations inter-agency strategy is needed to strengthen their work.

World Employment Programme

The most tragic feature of the evolution in developing countries during the 1960's has been the steady growth of unemployment, contrasting with rates of economic growth that have on the whole been satisfactory. It has been computed that despite the expected decline in activity rates among younger persons, the world's labour force under the age of 25 will increase from 441 million in 1970 to 509 million in 1980, i.e. a net increase of 68 million nearly all of which (64.5 million) will be in the developing countries.

Already now in many developing countries young people are the group most affected by unemployment. Indeed, young people suffer from the basic handicap (as compared with adults) of having to enter an employment market where jobs are extremely scarce in relation to the very large number of entrants. Moreover, the majority have a low level of education and training, while the minority who have achieved a reasonable or even high level of education are sometimes in excess of available jobs at intermediate or higher levels, or do not possess the specific skills required for the going jobs (e.g. technical, managerial or scientific skills). Lack of information about occupational opportunities is another serious problem.

The World Employment Programme launched in 1969 by the International Labour Organisation aims at contributing to the adoption of full and productive employment as a major goal of national and international policies for economic and social development. Furthermore it is to help in the formulation and implementation of concrete plans of action for achieving that goal in individual countries. It is clear that such an ambitious objective

can only be achieved if the governments of the countries concerned are fully committed to full employment policies and if the widest measure of popular support - inter alia through youth organisations - can be rallied.

It is true that, aside from the specific handicaps mentioned above, the major cause of youth unemployment is to be found in an over-all shortage of employment opportunities which are simply not increasing in pace with the growth of the labour force. Stimulating a faster rate of employment growth calls basically for general measures of economic and social policy (e.g. in the fields of fiscal policy, incomes distribution, trade, land reform, choice of technology, educational planning). But "youth-specific" programmes also have a contribution to make. This is true, for example, of programmes designed to give deprived youth education and training to prepare them for productive employment as wage-earners or own-account workers. It is also true of special schemes that offer young people an opportunity to carry out useful work for the development of their communities while acquiring basic skills to facilitate their integration in useful employment on completion of their period of service.

Some international youth organisations, such as the YMCA, YWCA, the Young Christian Worker, WAY and WFDY have been concerned with the employment and training problems of youth. Small-scale schemes like the school leavers' institute in Sierra Leone have been started under voluntary schemes, and could provide a pilot basis which, if successful, could be expanded into much larger schemes provided national and international support were available.

It is important however, that such schemes be developed with full regard to the available employment openings; unless this is done frustration will arise among the participants and the funds used in running the schemes will be largely wasted. Another aspect to be kept in mind, particularly in schemes combining training with production work, is the possibility of selecting types of activities that may themselves lead to the creation of lasting employment opportunities in which young people could be absorbed.

The ILO could be asked to consider (1) the ways of ensuring a close association of young people's organisations in the development of such schemes at the national level; and (2) the possibility of organising, within the framework of technical co-operation projects which it may execute in this field, seminars for youth leaders interested in undertaking pilot schemes for youth training and/or employment, so as to help them to plan and operate these schemes with due regard to employment considerations.

World Plan of Action for the Application of Science and Technology to Development

The rise of science and science-based technology is sometimes called the "third great transition" in the history of the human race; like the previous invention of agriculture and the urban revolution, science provides a key to development. Student organizations ^{1/} in particular have been concerned about science and development. The Advisory Committee of the United Nations Economic and Social Council on the Application of Science and Technology to Development has approved a World Plan of Action, designed to overcome obstacles to development through the application of new knowledge in the fields of science and technology. The committee has singled out critical areas where the acquisition of new knowledge through basic and applied research appears to hold promise of breaking through the obstacles to economic and social development: cereals, edible protein, fish, pest control, tropical hardwoods, ground water, desalination, arid lands, natural disaster warnings, indigenous building and construction materials, industrial research and design, and human fertility. Science students and youth of the countries where there are experimental laboratories and science fairs for youth have hardly begun to implement this plan by research at home and the multiplication of science clubs abroad. How can their energies be attracted to this problem?

(ii) Ad hoc Arrangements

The United Nations has several programmes for assistance to national development projects: the United Nations Development Programme, UNICEF, the World Food Programme and certain aspects of the work of the United Nations High Commissioner for Refugees. The inter-agency meeting on youth has pointed out the importance of encouraging the participation of young people in these projects, but there are few examples of on-going participation. The United Nations High Commissioner for Refugees has invited international youth organ-

^{1/} See for example, "The Organization of Science and the Utilization of Scientific Production - A Global View" 6/1970/105/E
Fribourg, Pax Romana, 1970.
"La Développement planifié de la recherche scientifique en Afrique"
Etudiants du Monde, Vol.19, No.8, 1965
Prague, International Union of Students, 1965.

izations such as the World Alliance of YMCAs to take part in certain development programmes for refugees. The United Nations Development Programme has worked with governments in the placement of associate experts and is now establishing contacts with selected international organizations in regard to the United Nations Volunteers. Most arrangements for short-term work camps, summer service by national volunteers, and the placement of international volunteers are handled in the particular country by on-the-spot negotiations. Now that the UNDP is being reorganized, it is all the more important for governmental youth services, youth organizations and voluntary service movements to work out in the field new ways of including youth as agents as well as beneficiaries in the United Nations-assisted development programmes.

(iii) The future of health projects

Many young people are cleaning up villages, running campaigns against disease or developing new methods and programmes of education. Red Cross Youth, international volunteers, physical educators in the YMCA and student doctors working in urban slums and rural pockets of poverty, are all building up youth competence in this field. These energies ought to be more closely linked with the work of the World Health Organization.

A great factor in health is the provision of an ample and convenient supply of good quality water. It is estimated that at any time the number of people suffering from disabling disease due to lack of clean water is not less than 500 million. In the developing countries, it is calculated that the proportion of rural dwellers served with safe water is in the neighbourhood of 10%; during the Second Development Decade, it is proposed to raise this to 20%. The international voluntary service organizations have built up considerable competence in this field with their projects for well-drilling, pipe-laying, and the cleaning of tanks. Is there a way by which they could concentrate attention on such services in order to help meet the target for the Decade?

2. Information as a Form of International Cooperation for Development

In spite of world-wide approval of the principle of youth action for development, there is still a need to gain a better appreciation of the role and potential of youth in development. That is why the United Nations has a research project on "Youth Involvement in Development". That is why Unesco has supported studies on youth as teachers of literacy, work camps in community development, the importance of festivals for cultural development. That is why the Inter-Agency Meeting on Youth is studying the possibility of publishing a series of pamphlets on youth action against hunger, volunteers and development, youth and social change.

International youth organizations too are adding to a world fund of know-how. Their publications on types of work with early school leavers, medical care for students, conservation, and voluntary service in education are valuable to those searching for ideas on how to meet similar problems in other countries. Because youth leaders are notoriously bad recorders of their successes and failures, there are great gaps in the information. For instance, the Commonwealth Secretariat notes that information on approaches to training in developing countries would assist the development of youth training programmes.

Another type of information which is proving useful is the directory. International organizations have compiled lists of organizations sponsoring voluntary service, organizing technical assistance programmes and running literacy programmes. Such information facilitates contacts and the flow of information.

Perhaps even more important than these information services is the ever-widening battery of volunteers who pass on specific know-how upon request. The Volunteers for International Technical Assistance (USA) and the Intermediate Technology Group (UK) include a fair number of ^{professionals and technicians} young people who give information to assist projects in developing countries to demonstrate the possibility for ~~poor~~ people in poor communities to help themselves when furnished with technological means appropriate to their actual condition. The Seminar on Voluntary Service of the Council of Europe has proposed the establishment of an international clearing house. Perhaps this initiative will also respond to the need pointed out by Robert Gardiner^{1/} of the Economic Commission for Africa: "The intellectual feedback from the grass-roots understanding of development and technical assistance activities of the many thousands ... in the field is very limited. This must be changed in cooperation with national and international agencies. We must be allowed to benefit, on a social scale, from the trials, errors and successes of the manifold activities already taking place".

Such information services, however, fall short of the centres for strategic studies proposed by some organizations to analyze and interpret statistics and to establish criteria for working models, taking into account the given circumstances of power and the limits imposed by administrative regulations.

3. Fund-raising

Throughout the centuries, the great religious leaders have all taught that the rich should share or give their goods to the poor. Although the modern ethic

1/ Letters of Injustice
Geneva, World Council of Churches, 1970.

prescribes the development of a political, economic and social system in which every human being has a right to a decent standard of living, such a time has not yet come; and the giving of individual surplus for the voluntary sector of society and fund raising for humanitarian purposes is wide-spread as a means of youth action for development.

Fund-raising comes in for its share of censure from youthful critics who say that "Fund raising does not get to the heart of the problem ... Although much valuable work has been done with the funds raised, the methods employed have often oversimplified the problems facing developing countries. By appearing to come to grips with the problems when in fact they are only scratching the surface, they may have induced complacency and apathy instead of a sense of crisis and urgency".^{1/}

Nevertheless, for all the difficulty of educating along with collecting money, fund-raising continues as a means of sharing resources. Nearly every international youth organization has its solidarity fund, its thinking day fund, its mutual service fund, or its international development fund. New styles of fund-raising have arisen. In the course of the Freedom from Hunger Campaign, people from motorized societies walk their few miles for the benefit of the many millions in need; and in 1971 the walks will stretch to international dimensions across borders. In several countries, voluntary or involuntary taxes are levied on students through their student union dues or through their purchases in student union shops.

As well as urging governments to budget large sums for development assistance, youth are contributing to small precise projects quite separate from the work of their own organization's projects. These enable small groups of people to take in hand their own destiny through education, self-employment and community improvement. Some organizations stress the gift of tools, fertilizers, seeds and animals for farmers; some emphasize artisanal training or women's education; some support pilot projects; others finance training, experimentation and equipment simultaneously, as if to put into practice the theory that modern man, modern institutions and modern physical equipment are the three determinants of development. There is an attempt to make sure that these projects promote social justice and accelerate the rate of economic growth as well as strengthening the forces of self-reliance. More difficult is the attempt to find projects which, by their very nature, make a contribution to social thinking in developing countries.

1/ A Guide to Student ActionⁱⁿDevelopment
Geneva, World University Service/ISMUN, 1970.

It is important to continue aid to such small projects which no centralized bureaucracy can handle efficiently at such short notice, for planners working with macro-economic models and large projects tend to underestimate the importance of a small project. There is still a minor role for aid in kind. Specialized groups, educational and library associations and multi-purpose youth organizations are all making it possible to send books to libraries in developing areas. Various associations of medical students organize a drug appeal and ship medical supplies to places in need.

D. Political Action

According to the Council of Europe, during the last decade, development in the poor countries has become the major preoccupation of politically interested youth in Europe. In Eastern Europe concern for development has been linked with the struggle against imperialism. Along with world peace, it has been a major issue for youth in Asia, North America and Australasia. In Africa, the international influences on national development have been as preoccupying as the struggle against colonialism and racism.

In the chapter on youth takes a stand, many of the main international issues for political action have been described. Here it is important to mention briefly the fields of action and the tactics. In countries with two or more political parties direct action is being taken to mobilize public opinion. Youth are attempting to influence election issues, and lobbying is taking place in the legislature. In countries with widely varying political institutions, youth are being included in policy-making bodies of political parties, parliaments and other bodies which take decisions on foreign policy.

Types of action include the acceptance of 1% student programmes for international development in order to persuade governments to do likewise, campaigns to encourage governments to import sugar from the developing world rather than subsidize sugar beets at home, demonstrations to persuade the European Economic Community to use a greater part of its resources for world development, and movements to stop large-scale investments in development projects in countries still under colonial rule. Research on parliamentarians' views on aid precede election campaigns supporting those with positive views on international development. Young task forces for international development solicit student opinions and then report to the legislature on ways of promoting youth action in the formulation of policy.

Within the United Nations, benefiting from their consultative status with ECOSOC, a number of youth organizations have been active at the meetings of the Commission for Social Development, the Economic and Social Council, and the General Assembly where decisions were being taken on youth's role in development. On the whole, however, the representatives of youth organizations have not been present in force at the major discussions of UNCTAD, at the debates of the General Assembly on the Second Development Decade, and at ILO discussions of the World Employment Programme. The potentialities of action through the consultative status should be further explored as well as the possibilities for youth to influence policy by being part of their national delegations.

E. A Strategy for the 1970s

The trends in international youth action for development have been sketched out for the fields of training youth for action, institution building, sharing resources, and political action. Certain obvious lacks have been pointed out and proposals have been made. At times the official International Development Strategy for the Second United Nations Development Decade coincides with the goals and policy measures adopted by youth and youth organizations; at times youth interests appear to be more specialized because it is necessary for them to choose where their contribution can be the most effective.

Certainly, there is a large measure of coincidence between the aims of international youth training schemes for development and its objectives laid forth by the General Assembly for a unified approach to policies and programmes for youth in national development; so the major decisions to be worked out with youth are decisions of where to lay the priority for innovation, for extensive world-wide campaigns, and for an evaluation of on-going efforts.

Certainly, the recommendation of the United Nations to the effect that developing countries should adopt suitable national policies for involving youth in the development process is in harmony with international efforts to strengthen youth work as a vehicle for development action. What remains for discussion is whether special international measures can be worked out for creating some kind of national priority for out-of-school education, for building institutions and encouraging movements in the least developed among the developing countries, for an immediate speed-up in the spread of scientific activities in youth work, and for assuring a role for youth in plan formulation as well as implementation.

When it comes to the sharing of resources, young people and their organizations appear to be torn between visions of world development and the national limits to development: a world-wide deployment of man-power or a duty to work where one is a citizen, a world-wide scattering of volunteers to combat under-development and bind the world together or a new isolationist cult of "stay at home and cure your own ills". The new structures for welcoming youth into the world-wide programmes of the United Nations have yet to be found, or as in the case of FAO, they must be expanded to have a more universal impact.

Still, in the process of training, encouraging movements and institutions, and sharing resources, it could be effective to set forth some "youth priorities". Throughout the decade, education and employment could remain the steady priorities, while housing, nutrition, public health, water supplies and land reform could be the subject for shorter term campaigns.

As for political action, the proposed United Nations policy measures on international trade, economic cooperation and regional integration, and financial resources for development are already the concern of national and international youth organizations; the issue now is how to spread such action and to produce more wide-spread political results.

If the ways can be found to create a more unified United Nations youth programme for development, if the will can be found to bring about a greater measure of world coordination between the international work of inter-governmental, governmental and non-governmental organizations, if the right measures of international ^{cooperation with} /action and local and national initiative can be found, then there is greater hope that the structures of the emerging world order will be changed radically enough to assure the human dignity and social justice which are the watchwords of the young generation's concept of development.

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