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for the International Youth Year

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DRAFT REGIONAL PLAN OF ACTION FOR LATIN AMERICA AND THE CARIBBEAN FOR THE INTERNATIONAL YOUTH YEAR

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/B. ACTIONS

/I. INTRODUCTION

I. INTRODUCTION

1. This document sets forth a draft Regional Plan of Action for Latin America and the Caribbean for the International Youth Year: Participation, Development, Peace, the celebration of which is planned for 1985.

2. In elaborating the Plan, special account has been taken of General Assembly directives */ and Advisory Committee indications as regards the role which the regional commissions, governments and non-governmental organizations should fulfill at the regional level, to support the countries in achieving the proposed objectives. The regional conference to be held this year is therefore expected to provide the initial motivation and orientation for a complex set of actions, at both the national and regional levels, to culminate in a second regional conference planned for the beginning of 1985. At that time, the achievements of the initial plan of action would be appraised, to serve as the basis of a long-term strategy. The structuring of the proposed Plan of Action has been limited to the three stages defined in the General Assembly document. The first stage, corresponding to the period 1983-1984, is considered to be a preparatory stage, both as regards the definition of content -elaboration of diagnoses, definition of strategies, formulation of policy proposals- and as regards institutional organization, mobilization of youth themselves and of governmental and non-governmental organizations, and sensitizing of public opinion through information and the presenting of experiences and proposals. The second stage, to be developed in 1985, has been programmed to provide an impact in sensitizing public opinion and all those participating in policy definition, as a framework and pre-requisite for the adoption of substantive decisions which will establish effective youth policies. The third stage, encompassing 1986-1995, was planned as a stage of follow-up, policy implementation, appraisal, reformulation and exchange.

3. In this framework, we have attempted to avoid a situation where the considerable effort and raising of expectations involved in the realization of the International Youth Year might exhaust themselves in propaganda and a short-lived mobilization, without yielding many concrete results. Although we are aware that the raising of consciousness on a topic at the world level is valuable and fertile in itself, it would be disappointing and frustrating, at this time of world crisis, when regional development styles and the region's insertion into a new international structure are being seriously questioned, for an effort of this nature to become weakened without establishing tangible results from the point of view of policy adoption and implementation.

4. It has therefore appeared indispensable to link this proposed Plan of Action with a strategy on Latin American youth, and this with a global view of regional development. Chapter II is an attempt to extract and synthetically order those general strategic lines, which naturally contain, with all the importance which they possess, the three topics of the International Youth Year: Participation, Development, Peace, and to indicate their repercussions for youth as a whole and for the different categories of youth. In this way, elements are proposed for the

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*/ See A/36/215 and A/37/348.

regional level which would give meaning to the mobilization as a whole and define the content of the policies being suggested. The sequence of actions proposed in chapter III and annex 1 should be taken as a vehicle for channelling that content. Without them, the set of actions could become a catalogue of fragmented and therefore short-lived initiatives.

5. This document proposes to follow a method consisting of discussing and defining the agreements at the strategic level and then deciding on the plan of action as an instrument of strategy.

6. A definition of this type at the regional level would not limit the freedom of each country to establish its own plan of action, but could offer suggestions and examples to those responsible for decision-making at the national level. It would also make it possible to define the orientation of the region's collective effort and the proposals and contributions towards action at the world level.

II. TOWARDS A REGIONAL STRATEGY FOR LATIN AMERICA AND THE CARIBBEAN FOR THE INTERNATIONAL YOUTH YEAR

A. THE SERIOUS PROBLEMS CONFRONTING LATIN AMERICAN YOUTH

7. Frequent reference has been made to the importance of youth in Latin America, an importance whose first and most obvious manifestation is quantitative. The proportion of young people between 15 and 24 years of age has, in recent times, exceeded 20% of the total population, a figure equalled only by that of southern Asia. This feature is part of a general picture of very rapid population growth, which has doubled in the last 20 years, and which will continue to be very marked during the rest of the century.

8. But the simple quantitative description of youth says little concerning their importance. Latin America has been experiencing basic changes. One of the most important and also most obvious ones is its very rapid urbanization. The urban population, which accounted for around a third of the total population at mid-century, is already reaching two-thirds. A continuous flow of migration from the rural areas has been leading to the blossoming of an urban network which contains some of the biggest metropolises in the world. Youth have been and still are the main protagonists of this transition. Detaching themselves from their geographic and social environment, burdened by the cultural standards and content of an archaic society, and often still bearing the marks of an indigenous language and traditions, young people have incorporated themselves into the construction of new urban societies. But other changes, as far-reaching as these, have been altering life on the continent: growth of production, technological changes, proliferation of new enterprises, increase of institutions, renovation of cultural models, growing educational requirements. The adaptability and capacity to grow and respond to changing conditions, are undoubtedly explained to a large extent by the stream of young people being incorporated into society: young people were the ones to take the step towards new educational levels, new jobs, new customs; they stimulated the new institutions, took advantage of the new opportunities.

/And in

And in all those changes, they were the ones who paid the highest cost for the often chaotic process, in extremely difficult adjustments and having their creative attempts thwarted, for lack of sufficient support, by an alien and hostile society. In many cases they were not able to fill the gaps; they were only able to integrate themselves very imperfectly into the new social forms, they became marginated, displaced by those who were better situated, deprived of the fruits of the progress which they were helping to build.

9. If the problems of Latin American youth are linked to the great changes which have occurred in the region, it is important to understand the extent to which they have been aggravated by certain rigidities which prevented a smoother change. The disfunctional and unjust rural structures, immobilized by the commitments of vested interests, forced part of the new generation to be frustrated in work on small farms or to take jobs as migrant farm workers. The insufficient coverage of primary, secondary and professional education forced other young people to present themselves in the urban job market lacking the necessary requirements and therefore condemned to unemployment and underemployment, while the rigidity and low quality of higher education frustrated the expectations of even the most educated. The imitation of foreign development models -socially, culturally and technologically inappropriate- also aggravated the employment problem. Finally, the lack of development of sanitary and environmental services has exacted and is exacting a high tribute in lives and suffering.

10. Latin America had no other prospect but change. Its own population dynamic, that of the changing world which surrounded it, and the urgent need to deal with inherited misery and oppression, excluded any possibility of keeping the status quo. Obviously the change itself involved a high human cost for the generations in the transition period. But it is important to understand how high that human cost rose as a result of the rigidities which prevented the creation, on the basis of current potential, but mainly on the basis of the needs and creativity of the Latin American population itself, of new development styles.

11. In order to meet the problems which will affect the youth of the region in the next decade, it is essential to bear in mind that the intensity of the changes will continue to be the continent's main feature. This will be true despite the fact that a certain trend is being observed towards a decrease of the population growth rate and despite the fact that, since the urban population has already reached such a considerable volume, the impact of the flow of migration from rural areas into the cities is becoming comparatively less spectacular. At any rate, given the intensity of the population changes, the only possible balance is a dynamic one, in a rapid change to new forms of development. Efforts to overcome the rigidities and insufficiencies causing the seriousness of the previous problems will also continue to have high priority.

12. However, it would be a serious error to suppose that the problems of the past are the only big problems which have to be dealt with. In the current economic situation, with an economic depression induced by the world recession, it is difficult to foresee the trends of one or more decades from now. On the one hand, there are some signs that the economy of the developed countries appears to be nearing the beginning of a recovery, although it is difficult to estimate its limits and the forms it will take. On the other hand, the region's situation

/of extreme

of extreme indebtedness, the marked protectionist tendencies in the central countries, and the restructuring of the world economy at the geographical and technological levels, with the predominant role being performed by techniques based on data-processing and the use of robots, techniques which are concentrated in a few hands, forces us to ask ourselves how long it would take for recovery of the region's growth rate, and how big the necessary adjustments would have to be.

13. Despite unknown factors, some conjectures may be made on the conditions which will prevail in the coming years. In the immediate future, very difficult situations may reasonably be foreseen. It is very probable that the mechanisms which made it possible to employ and socially integrate a substantial part of the generations in past eras, will function poorly or not function at all, in the sense that their capacities will be underutilized. The occupational difficulties of the most educated youth population will become more acute. These were the young people who created important political movements in the past. But then, they represented extremely small élites, while today they include substantial proportions of the young generations. It is also probable that there will be no repetition of the intense economic growth which made it possible, in most of the region, to distribute a growing per capita income, although very inequitably. The acutely concentrating trends of the excluding style of development, implemented in an era of great expansion, made it possible at any rate for the most disadvantaged strata of the population to receive, in money, services or certain aspects of living conditions, the crumbs of that growth. It is difficult to imagine that, in the conditions of the near future, industry will be able to maintain the modest growth in employment of recent years and, what is more serious, it is also difficult to assume that the tertiary sector, the great creator of jobs in the past, will be able to continue to perform that role. It should be recognized in particular that, with governments burdened with servicing overwhelming debts, State employment, one of the most dynamic sectors, is going to have difficulties absorbing the surplus. It may be foreseen that open urban unemployment and underemployment, which always affected young people the most, will continue to increase, with effects not easily attenuated. It may also be foreseen that stagnant economies will not have any compensation for those suffering the effects of the concentrating tendencies inherent in the prevailing styles of development.

14. Little can be said specifically of the long term. Certainly the region will have to relocate itself in the world context. It will definitely not remain outside of the current technological evolution. Although technological production and the most dynamic industries would apparently continue to be heavily concentrated in a few of the most developed countries, the results of biological advances, the use of data-processing, computers, robots, and related equipment will transform the life and forms of production of the region. Educational level will more than ever be a determining condition for defining the type of participation of the Latin American peoples in that world: active and creative participation; or the contrary, the prevalence of imitation and alienation leading only to margination and exclusion, in an increasingly segmented world. Technology and education will certainly not be the only elements helping to resolve these unknown factors. Influence will also be brought to bear by power and the bargaining capacity deriving from global potential, market dimension and political and social maturity. And the role of an economically, socially and politically developed and integrated

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region will be very different from the role of a set of countries which act separately and are in a situation of political and cultural underdevelopment or plunged into wars and violence.

15. When looking towards the uncertainties of the future in this way, it may be thought that the current crisis is probably incubating the development of the next and last stage of the twentieth century. But that development will certainly not be a mere repetition of previous stages, nor will it necessarily come about from the play of external forces. A basic part of it will be constructed by the new generations according to the models proposed.

16. Thus the problem of new development styles, very often discussed in the last decade, while rapid economic growth and considerable social progress still coexisted along with inequality, segmentation, human frustrations and persistent poverty, appears now, especially from the point of view of young people, in a new light. In the present and the immediate future, the ability to create participatory and jointly-shared development styles -based on human needs- and to bring about the changes necessary for achieving them, is becoming an unavoidable requirement. The broad range of inequalities created by the previous models is becoming intolerable in situations of extreme difficulty. In the immediate future, the problem will be expressed in very concrete terms: jobs, adequate remuneration, services and housing for millions of young people. But this will mean inventing new models, new policies and new attitudes. It would be a serious error to think that they will be fully achieved with circumstantial measures. Like all great crises, this crisis will give rise to new social forms. Those forms would necessarily have to contain responses to the great problems of the future.

17. This is the perspective which appears the most appropriate for elaborating a strategy on youth: oriented towards the long term, but rooted in the current problems of the different categories of young people; oriented towards shaping, in some way, the society of the future.

B. YOUTH AS A SOCIAL ACTOR AND OBJECT OF POLICIES

18. This chapter will attempt to identify the categories of young people who are to be the object of specific policies, beginning, obviously, by delimiting the global category encompassing "youth" in its entirety, which is to be covered by those policies which have general validity and should not be restricted to any partial category. In order to avoid the ambiguity of interpreting the expression "object categories" as if young people were to be the passive objects of actions by governmental and non-governmental institutions, and to stress the importance which, on the contrary, is attributed to the participation of young people themselves in the elaboration, implementation and control of those policies, we prefer to describe them as "social actor-policy object categories".

19. The enumeration of a dozen categories is a schematization proposal the rigidity of which could easily be accused of being simplistic. Nevertheless, it may be argued that in order to establish a strategy, which involves submitting priorized interpretations and proposals to public discussion and collective

/decision, a

decision, a simplifying arrangement is indispensable. When a reality that is so complex and nuanced is involved, and, in addition, when it is being analysed at the regional level, schematization inevitably proves to be compulsory.

20. In the second place, this chapter will attempt to highlight the main problems typical of each category, which means inscribing, within the above-mentioned categorization scheme, a deliberately selective and hierarchized summary of the diagnosis. We have also preferred to be extremely concise here, in order for it not to lose its usefulness in a strategic discussion as a whole.

21. In the third place, the chapter will attempt to indicate the basic policy lines for each category while continuing to be concise.

1. Young people in general

22. This category encompasses those persons who are in the stage of life between puberty and the point when, besides having attained the legal age granting them full rights, they have completed the merely preparatory stages of life and have reached the possibility of constituting their own family and permanently assumed the occupational roles of adults.

23. At that stage of life, they are characterized by an extreme adaptability, not passive but expressed to a large extent in an ability to define themselves by providing creative responses to the conditions of their social context. Because of this adaptability, they are the ones who reflect social changes most rapidly and acutely. In Latin American societies -subject to such intensive changes as the urbanization process, productive and occupational changes, the expansion of education and the modification of cultural and social standards- the distance separating them from the adult generations is becoming much larger. This hampers the socializing function of the family, and support is often replaced by conflict. At other times, migration and the traumas of entering a different environment, for which they have not been prepared, plunges youth into isolation and marginality. The transitions which characterized youth are often traumatic in any event. The consequences of the vulnerability are not limited to the period of youth and may condition the entire lifetime, and reproduce themselves socially with structural characteristics. All this requires specific policies to help youth in overcoming such problems. Those policies should contain actions at very different levels. But, on the other hand, the creative capacity of young people contributes and should contribute fundamentally to shaping social responses to the new situations. There are many indications that that potential of young and expanding societies to provide new responses to the changing situations of the world has provided the basis for the disorderly but rapid development achieved by the majority of Latin American societies, despite the negative effect attributed to the intense population growth by some heavily statistical economic analyses. From this it may inferred that neither education nor policies on youth, particularly in this region, can consider young people to be passive receivers of assistance or a cultural transmission. On the contrary, they should be oriented towards maximizing their creative and decision-making capacity.

/24. Together

24. Together with this, the increase in forms of youth participation should be not only a component of education, but a contribution to society and to development; a renovating contribution, involving conflicts perhaps, but an extremely valuable one.

25. In order to implement it, institutions for youth should be created or the existing ones opened to participation by youth. This is valid in the educational system; in the field of physical, intellectual and artistic culture it is not limited to the framework of formal education; it is particularly valid in all social and cultural activities developed in neighbourhoods and at the local level; in economic and trade-union activities, with particular reference to the problems of young workers; and in political life, especially in political parties.

26. In a special form, the most aged Latin American societies, which have many problems with loss of dynamism, should also be able to obtain positive results by reexamining the role of youth.

27. A very particular role should be performed by young people in connection with defending peace. In a world in which war and preparations for war, even nuclear war, are dominant events, the awareness of young people, because of their ethical freedom and that the fact that they are the most threatened, should fulfill a fundamental role in the effort to find peaceful solutions and build a world based on peace. It is a task for youth movements, but also a problem which should be present in their education, together with the other great problems of humanity. It should be stressed that the danger to peace in the region is partially caused by oppression and unsatisfied needs, that is, the lack of a true development, which includes the political development of the countries and of the region as an integrated whole.

28. It should be borne in mind that the evaluation which follows on the specific problems of certain categories of young people, and the need for the formulation of policies appropriate for those categories, are situated within the general issue of youth and the general policies relating to young people.

2. Young women in general

29. Young women are the ones most acutely experiencing the conflicts created by the changes in Latin America. This is due, on the one hand, to the fact that in addition to the other changes, they are experiencing very rapid changes in their educational level and the role of women in society. Both phenomena increase the cultural distance between them and adult women, and hamper the socializing function of the family, the expression of traditional standards and values, to which they are much more closely linked than young men. On the other hand, their growing incorporation into the working population creates sharp role conflicts for them, between employment, frequently organized and regulated by the men, and family life. The problem becomes more acute when the family roles are affected by male supremacy and early motherhood, which are very common in Latin America.

30. In addition, as women they are much more vulnerable to the effects of social marginality, especially when it is linked to irregular family situations, early and unstable unions and premature motherhood. They also suffer to an especially

/greater degree

greater degree from the unemployment characteristic of youth, aggravated by the situation of the Latin American economies. Finally, mention should be made of the different forms of discrimination against women still prevailing in these societies.

31. Thus the policies established must help them to overcome such obstacles and make it possible for them to achieve an insertion into social life which is compatible with their various roles and a balanced personal fulfilment. The set of actions for attaining such results deals especially with education and labour and environmental problems, but contains many other aspects of social policy.

32. It should not be forgotten that the change in women's functions in modern society and the overcoming of subordination and discrimination, require a much more active participation from them in community life. As a result, the exercise of participation should therefore be an important component of the preparation of young women.

33. Finally, account should be taken of the special sensitivity of women with regard to the defence of peace and, therefore, the significance which the social participation of young people could have from this point of view.

34. Also in the case of women, some problems take on some special dimensions and features in certain specific social categories, and therefore require specific responses.

3. Young people with irregular behaviour

35. This category includes various types such as delinquents, drug addicts, and young prostitutes, who require specific diagnoses and treatments. All of them may be considered in the policies from two points of view.

36. The first is attention to declared cases, with an orientation towards rehabilitating them. This includes a set of measures such as: appropriate legislation, specialized judges, institutions and places of confinement separate from those of common delinquents, social assistance, and medical attention when necessary.

37. The second, and perhaps more important one, is the study of the social environments and conditions which cause those behaviours, for the purpose of eliminating them. When phenomena such as drug addiction become generalized throughout high or middle social environments such as educational institutions, attention should be given to combating the dealer network. When irregular behaviour increases in marginal groups or in families with problems, priority attention should be given to measures of a therapeutic, but also and very especially preventive nature, for correcting the social conditions creating those behaviours.

/4. Rural

4. Rural youth from middle and low strata

38. These youth make up one of the most traumatic categories. They are characterized by their margination from the national society and the benefits of development, their low standards of living, their greater dependency on traditional standards and their low educational levels, all of which are accentuated when indigenous populations are involved.

39. Opposing tensions are brought to bear on them. Some are created by the conflict between their situation and the aspirations awakened by the diffusion of the cultural images and products of urban society, from which they are not only isolated, but excluded. Others, because of the disparity between marked population growth and the slow growth in the number of jobs in agriculture, which confines some in work on small farms or as migrant farm workers and shifts most of them to the cities, to enter a society for which they are not prepared.

40. In order for this situation to be overcome, two important aspects must be altered. First, there must be a change in rural conditions, not only in relation to modernization of production so that agriculture may play an appropriate role in economic development, but in the creation of a rural society which will make a human and social development possible. To that end, work opportunities must be created for young people under better conditions of efficiency and personal fulfilment, while they are being trained and educated for those changes and for entering the global society in another manner. This obviously involves changes in land-tenancy and social structure, productive techniques, infrastructure and services. Second, there must be a change in the area of education, training and adaptation for the period of transition for those who are to emigrate to the urban environment, particularly if the cultural and linguistic barriers typical of the countries containing indigenous societies are also to be overcome. Education, orientation and assistance should continue during this period and after its completion.

5. Young women in the medium and low rural strata

41. The young women who are to remain in the rural environment will also be called upon to be the subjects and actors in an extremely far-reaching social change, especially if the rural change indicated does occur. This assumes a very specific effort in the educational area and the creation of suitable forms of active participation in the community, in addition to environmental and health services.

42. A specific effort of that nature as regards rural youth is particularly necessary for those who might emigrate to the urban environment, in which literacy in the national language, primary education and a considerable cultural broadening are indispensable for reducing the difficulties of entering that environment.

/6. Urban

6. Urban youth in marginal groups or in situations of critical poverty

43. This category is most visible in the old run-down districts or in the widespread slum quarters which have sprung up in most of the large Latin American cities. But they are in no way limited to those areas. Critical poverty and marginality also accumulate in less visible areas of those cities and reach high proportions among young populations. Although their educational levels are better than those of rural youth, they are nevertheless unequal to those of the rest of the urban population. These young people are also characterized by their chronic situation of unemployment or underemployment in the informal sector, family instability or break-ups, serious environmental problems -housing, water, sanitation- and substantial deficiencies in the area of nutrition, health and social participation.

44. In some cases the young people attempting to adjust to the new environment are migrants. In others, they are the children of migrants whose situations contain mechanisms for the reproduction of marginality and poverty. In still others, they are simply the urban products of lack of schooling, inequality and poverty.

45. In any event, all those insufficiencies -economic, sanitary, cultural- as well as the other obstacles to their full integration into the job market and urban society should be attacked in a co-ordinated way, since they tend to make their situation when young continue into adult age and reproduce that situation in the form of a segmented society, if they are not dealt with effectively.

7. Young urban women in marginal groups or situations of extreme poverty

46. The young women who are in this situation have a more serious lack of education than the men, especially in the primarily indigenous societies and experience much greater difficulties in integrating themselves into the culture and the job market of urban society. Due to those circumstances, they have high unemployment rates and when they are employed, it is in domestic service or marginal activities. A high proportion of them also suffer the effects of the instability of premature unions, early motherhood, the burden of raising children and the bad health and social conditions arising from environmental deficiencies -housing, water, sewage-, and the low quality of the health services and school and pre-school care.

47. It follows from the above that young women in these conditions should be the focal point for vigorous policies for achieving their full integration into the culture and the labour market, the elimination of environmental defects, and the provision of specific services towards improving personal and family conditions in all their dimensions, thus breaking one of the circuits which figure in the reproduction of poverty and marginality.

48. Also in this field, specific forms of participation must be created to help overcome *margination* and fit policies to real needs and solutions.

/8. Young

8. Young people from low urban strata in general

49. Although these young people are not affected by such a complex set of problems as they were in prior years, their conditions do subject them during this period of life to very high rates of unemployment and employment instability and to poorly-remunerated types of occupations. This phenomenon is especially marked among wage earners.

50. The same conditions obstruct their future progress in the labour market and the social area to a large extent and thus help maintain extremely stratified societies.

51. One of those conditions is insufficient schooling, associated with premature entry into the labour market. A high proportion of these young people do not even manage to complete primary school and therefore never manage to escape from illiteracy of lapse back into illiteracy after a short period of time; a situation that will condition their entire lives.

52. In order to reduce social inequality and economic segmentation and improve opportunities for these young people, it is absolutely necessary to establish policies which will prolong their educational cycle, not only efficiently covering primary education, but also advancing towards the universalization of general or technical secondary education. These policies should ensure effective free education, together with family support measures and the elimination of the social conditions producing low school attendance and desertion.

53. These actions are obviously insufficient if they do not solve the structural problems which condition low income and do not implement appropriate social policies, especially in the area of health, culture, recreation and housing for young couples.

54. In these and other fields, it is absolutely necessary to foster the active participation of these young people at the district level and the creation of cultural, athletic and social spaces for their development.

9. Young women from low urban strata

55. Particular emphasis should be placed on actions towards bringing the educational level of young women from these strata up to that of the young men, as a means of combating discrimination against women in the workplace and in private life. In order to offset discrimination against women in this milieu, it is especially important to stimulate different forms of participation.

56. High priority should also be given to actions in the field of health, education and social welfare oriented towards responsible motherhood, and towards avoiding the health and social consequences for mothers and children of pregnancies at a very early age, too closely-spaced, under poor health conditions or outside of an appropriate physical and family context.

/10. Young

10. Young people from middle and low strata

a) Secondary-school students from middle and low strata

57. If they are to live and work by participating in the new societies, inserted into the modern world and able to utilize the potentials it offers for a balanced and shared social development, young people must acquire a broad cultural base which will allow them to participate fully in society, serving as a foundation for a professional formation that is not rigid but flexible. They have a right to this and to have equal opportunity of access to higher levels.

58. But young people from these strata suffer from economic and family problems. Policies must be implemented at several levels in order to support them and their families in their effort and make this cultural level universal.

59. If their education is not to consist of a simple reception of knowledge but is to be an active school preparing them for subsequent decision-making in a rapidly changing society, that education, even at the secondary level, should involve high-level scientific contents, a knowledge of national and Latin American social structures and finally, many forms of participation.

b) University students from middle and low strata

60. The young people in these strata could have their aspirations to a university education frustrated by the impossibility of meeting its direct and indirect costs, because of the economic dependency of their families, and, in many cases -particularly in that of young couples- because of their own family burdens and the conflicts between the roles they must perform in work, family and study. If prior education is not to continue to be highly selective and help strengthen and reproduce social stratification, broad support policies must be implemented which may involve, in addition to free education, scholarships, work-study programmes and other similar measures.

61. They also need vocational guidance in order to choose freely from among the specializations responding to social needs and offering them achievement opportunities.

62. But in addition, it should not be forgotten that the universities are communities through which society not only cultivates and transmits knowledge -science, arts and technology- but which also provide society with an opportunity for systematic self-reflection, and that university teachers and students are called on to be actors in social life from positions of influence and responsibility. That means that the universities should be open to life in the country and in the region, and that the active participation by university students should not only cover the academic field, but must become projected to social issues in general.

c) Young people from middle and low strata who have entered or in the process of entering the active population

63. One of the critical periods of life is the transition from the educational system to full incorporation into the active population.

64. As already stated, this sometimes prolonged period is characterized by high rates of unemployment and instability of work, a phenomenon which has become much more acute under the conditions of the Latin American economies.

65. One of the lines of action for reducing the size of this problem is the organization of employment services, which may be supplemented with training programmes in specific areas, and, in general, with measures for accelerating the employment of young people in activities suited to their preparation.

66. Another of the lines of action is support to the forming and operation of businesses -in the cottage industry, trade or service area- run by young people whether individually or as co-operatives. Particular support should be given to forms such as co-operatives, which emphasize solidarity and participation. This support may involve adequate loans, administrative and financial services and technological assistance.

C. PROPOSAL FOR A REGIONAL STRATEGY ON YOUTH

67. The International Youth Year will undoubtedly involve a great impact on public opinion which will particularly reach the actors and potential action- and policy-designers. There will certainly be an increase of initiatives. A great variety of policies with positive elements, oriented towards the proposed general objectives of participation, development and peace, can be easily imagined. The majority will undoubtedly have a temporary impact or leave a slight trace in the current generation of young people.

68. Others may have a permanent effect and become incorporated into daily life in the countries. The latter are the ones which may actually change the situation of youth. Youth is like a rushing stream whose turbulences continue, linked to the conditions which create them, but whose waters are constantly passing. It will have been of little use to have acted only on the water which runs by. Temporary action should be oriented towards obtaining some permanent changes during that period, preferably ones that are fertile and capable of continuing to generate new changes in the desired direction; if possible, changes which will immediately alter the causes of young people's suffering and frustration, many of which are projected onto society as a whole.

69. On the basis of this approach, how shall the proposed actions be selected from among the innumerable proposals possible? and, especially, how shall those actions be linked together so as to achieve permanent results? The mere asking of these questions shows that any plan of action depends upon a regional strategy and regional strategies on youth, which in turn are part of large global strategies for economic and social development.

70. The function of the draft Plan of Action which appears below and which was elaborated on the basis of the preceding analysis, is therefore to provide criteria for selecting, arranging and ordering the actions contained in the Plan.

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71. This function will be realized in two stages. The first will define, in priority order, the set of permanent changes -economic, social, cultural and political- which it is hoped will be achieved when the Plan's period of duration has been completed, or towards the achievement of which it is at least hoped to channel the course of events. The second will define, based on the above, the set of substantive or instrumental actions which will be developed during the three stages of the Plan.

72. The draft thus elaborated and which appears below is a regional strategy. It is no doubt somewhat ambiguous, since although an attempt is being made to formulate a regional strategy in a general plan, the Plan must cover different circumstances and should therefore be formulated differently according to those circumstances. But national strategies, like national actions, are exclusive to each country. A regional strategy can be formulated only for the most general circumstances in the countries of the region, in order to orient actions by regional bodies, obtain some mutual commitments by consensus and serve as background for the formulation of national strategies and plans.

1. Some important development objectives relating especially to youth

73. Among the most important social development objectives, some are especially significant in orienting policies for youth. They may be expressed as four propositions, with their respective implications for youth:

1. To achieve societies in which the fruits of development are equitably shared. To that end, to overcome the segmentation which, within each country, radically separates social groups -according to geographical areas, social strata, degrees of urbanization or other dividing lines- with regard to their possibilities of access to the fruits of development and to the satisfaction of needs. Since youth represents the part of society most open to change, it should foreshadow the future social and cultural forms.

2. To achieve societies that are highly dynamic in their rates of expansion, innovation and attainment of better living styles, which are able to satisfy the growing aspirations of the increasingly numerous generations of young people who will be entering the Latin American societies. To achieve this goal, the young generations must be trained so that they may attain the level required by the current state of scientific and technological development and by the complexity of social life, but at the same time the creative potential of youth must be fully utilized by giving young people the opportunity to assume responsibilities.

3. To achieve societies in which personal and social development is not measured only by the receipt of an equal portion of the product of the collective effort; but in which people may fulfill themselves in freedom and with full creative and intelligent participation in all aspects of social life, including decision-making. Such an exercise of participation must necessarily begin with youth.

/4. To

4. To achieve societies which will make maximum use, in their development, of the possibilities of co-operation between nations and of regional integration, which will fight to keep the peace and will avoid the wasting of resources involved in preparation for war. A development of the continent based on integration and peace assumes the elimination of injustices and oppressions which are among the causes of many war-related incidents, but also assumes the creation of a new awareness of values, a process in which youth is an essential element.

2. Social integration processes necessary for attaining the development objectives relating to youth

74. In order to obtain those objectives, social policies, especially policies for youth, must help channel four types of social integration processes:

1. The integration of disadvantaged groups of the population into the national societies. As we have seen, the divisions separating those groups occur in several directions in Latin American societies. All of them jeopardize social development. Schematically we may indicate the need to integrate the following: a) rural populations into the national society; b) disadvantaged ethnic groups, especially populations with their own language and culture, chiefly indigenous; this task is one of the most urgent ones; c) underdeveloped regions; d) marginal urban groups or those in a situation of critical poverty. All these processes involve numerous and co-ordinated policies in aspects of production, employment and income; education and culture; environmental conditions, infrastructures and services. The distance between the low and high strata must also be reduced considerably in all its dimensions, economic, social and cultural.

2. Facilitating and lessening the trauma of young people's integration into social life. This process is particularly and unavoidably traumatic when it is connected with overcoming the barriers which separate the groups mentioned above. Its success therefore depends, in many cases, on the Latin American societies' overcoming that segmentation. A good example is found in the trends towards marginality observed among migrant youth insufficiently prepared for incorporation into the urban society and job market, or in the high unemployment rates associated with low educational levels. However, many other causes -educational, economic and social- hinder their integration. The rigid institutional systems, closed to participation, deserved particular mention. Full integration implies opportunities for the participation of young people, as a path to self-fulfilment and contribution to a true development.

3. To foster the non-discriminatory integration of women intoa social life which respects their special needs. This process, the subjects and actors of which are young women, is hampered even more than that of young people in general, when segmentation exists. But it also has its specific obstacles and requires combined policies in the educational, labour, assistential and institutional areas.

4. To foster the process of integrating the national societies into a Latin American society of co-operation and peace. It should be borne in mind in achieving this purpose that integration limited to the economic sphere is impossible and lacking in sense. Any real integration which is to mean peaceful co-existence,

/must appear

must appear simultaneously in the political sphere and must be based on a very rich and complex process of social and cultural integration. Young people should begin now to be prepared for this process, from which new ties and a new Latin American awareness should arise, and they should participate in it.

3. Mechanisms required by actions for the development of youth

75. Diagnoses on the issue of youth should be formulated in all the countries. These diagnoses should determine the main problems affecting young people as a whole and also those comprising the most significant social actor-policy object categories. The diagnoses should also determine the causes of the problems, both structural and conjunctural, and the changes which it will be necessary to introduce in order to solve them. These diagnoses assume both systematic research and discussion in which the whole country, and particularly young people, should participate.

76. All of the countries should establish combined policies for youth, suited to the problems which need to be solved. Changing the situation of young people requires implementing policies which will act simultaneously in many different aspects. For example, professional training without creation of jobs, rural modernization without improving land distribution and tenancy, or urbanization without educational and health policies, could aggravate the problems instead of solving them.

77. Although the combination of actions should be different and is subject to different priorities in each country and for each actor-object category, some types of action should perform an important role in the set of youth policies in the majority of the countries.

78. Within the set of policies which may be applied to solve the problems of youth, the following may be mentioned:

1. At the economic level

a) Agrarian reform policies. Action at this level usually has top priority in the set of policies for rural youth. The incorporation of young people into agricultural activity should be carried out in appropriate-sized productive units, which are rationally organized and have the necessary support.

b) Support for the creation of productive units in cottage industry, trade or services for young people entering the non-agricultural active population. Special backing should be given to those enterprises, such as co-operatives, which involve forms of democratic participation and shared motivation which go beyond concern for profit. These actions have high priority for middle and low urban strata and especially for young people who have acquired specific training.

c) Policies of job creation through the implementation of measures of economic activation, orientation towards appropriate technologies, etc. These policies have highest priority in the countries with high unemployment. Although

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the supply of sufficient rationally productive and remunerative jobs is not in itself sufficient to eliminate youth unemployment, it is one of the conditions for achieving that goal.

2. At the level of social policies in general

a) Organization of the job market and creation of employment services for orienting young people towards obtaining their first job and providing them when necessary with the required professional training, support for changing jobs, etc. These actions are essential in the cities for the benefit of young people from middle and low strata, in order to reduce the high unemployment which is an important cause of friction in this group, and its human cost which is accentuated by the inexperience and the gap between job requirements and the product of formal education.

b) Protective labour policies for wage earners. These are indispensable in both the urban and rural environments. In the former, in order to avoid exploitation of young people -which may be observed in poor working conditions and low wages- and which is usually justified on the basis of their lack of knowledge and experience. In the latter, they must demand not only fair remuneration, but adequate living conditions, nutrition and opportunities to form a family and practice recreational and cultural activities. One of the most important forms of protecting wage earners is the trade-union, and it should therefore be defended and encouraged.

c) Health policies. Opportunity of access to basic health services for the purpose of prevention and care deserves highest priority in rural areas and in marginal urban sectors, and high priority in the low and middle sectors. It should have even higher priority for young women, especially pregnant women and young mothers, in the sectors mentioned above.

d) Social security policies. These are very important in relation to unemployment insurance, vacations, sick and maternity leave, and family allocations which allow the mother to remain at home when her presence is indispensable. Because of unemployment, instability and the informal nature of their work, irregular contracts or lack of seniority, young people often do not even have the benefits enjoyed by workers in general.

e) Policies on housing, infrastructure, services and other environmental conditions. These policies should especially cover those young people who have married or are planning to marry. Their low income, instability of work, and lack of savings usually makes the problem of housing a particularly serious one for them, and they are often forced to choose between living with relatives, which creates numerous problems and may threaten the stability of the union, and living independently in housing that is precarious, unhealthy and lacking all services. The access of young couples to acceptable housing and an appropriate urban environment should be given high priority in marginal and low urban sectors.

f) Policies on family life and social orientation. These actions are needed by young people, and especially young women, from marginal sectors and sectors of critical poverty, both urban and rural, although they also have broad significance

/outside of

outside of these sectors. One aspect is orientation concerning their labour and social rights; another is orientation in the area of responsible fatherhood and motherhood; and a third is encouragement of group action. These forms of action should be given particularly high priority in the case of young people who exhibit irregular behaviour -delinquents, drug addicts, juvenile prostitutes- so that they may be reintegrated into society.

3. At the specific level of education and culture

a) Policy of effective universalization of primary education. The persistence of population groups which do not have access to it or do not complete it, and the serious consequences of that fact in the labour, income-distribution and social fields, make this policy essential. As already stated, it is the most important for indigenous, rural and marginal urban populations, especially for young women. In all these cases actions should involve not only extending the services, but improving their quality and content, in addition to a wide range of economic and social incentives.

c) Policies leading to the universalization of secondary education, including different forms of professional training, but with a high general education content. This policy is becoming an increasingly important requirement of modern life. The lack of such a policy, in urban sectors, leads to discrimination in the job market and income. In the rural environment, it would be an instrument of modernization and integration into the national society. It assumes effectively free education and supports and incentives of various types.

d) Policies making access to higher education more democratic. Opportunities for access to universities and the completion of higher studies should be opened to aspiration and merit rather than be reserved for certain social levels. Achieving this assumes that there will be free higher education and/or a broad scholarship system, work-study programmes and other means of assistance.

e) Policies for maintaining a high quality of education. The basic objective in this case should be to prevent achievement in extending and democratizing education from being hindered by a decrease in its quality, as often happens. Second, a gradual adaptation of the content of education to the growing demands of development should be fostered. Among those requirements are those arising from the development of biological, physical, chemical sciences and mathematics, and their growing applications to production and life in society which -as in the case of data-processing, computer systems and biochemistry- are revolutionizing industry and society. A substantial improvement in the scientific content of education is absolutely necessary for Latin America not to be supplanted in the current stage of development.

f) Policies of incentives to other activities, run by or directed towards young people, in the scientific, technological or artistic areas. This is a very diversified field which includes informal education, activities directed towards the rank and file and those involving the social communications media.

/4. At

4. At the level of participation of young people

a) Strong encouragement should be given to the active participation of young people in all levels of social life, in order for the policies oriented towards the young generation to attain their established objectives. This active participation by youth should be encouraged as a means of education, a way to personal fulfilment and a way for society to receive its renovating contribution, without which the dynamic of the proposed changes could not be attained.

b) Young people should be involved in the formulation of the diagnosis on youth and in the formulation and establishment of the policies concerning them.

c) Organized participation by young people in the workplace and other areas of activity should be encouraged. This is of particularly high priority where rural, indigenous and marginal urgan groups, and especially women, are concerned. Support and encouragement for low urban sectors is also essential. Among the fields of participation which should be stimulated are: i) locally-based sports activities according to place of residence, study or work; ii) trade-union activities, with a special orientation towards the issue of young workers; iii) social and cultural activities in the same areas; iv) participation by trade-union and non-trade-union secondary school students, in educational and social topics; v) participation by university students who are members of trade-unions or other groups, in the orientation of the universities themselves, in cultural extension activities and the consideration of the country's social problems in general; vi) participation by young people in political parties, journalism and other areas of the national debate.

79. In order to achieve the goals indicated in the paragraphs above, all countries should have a high-level administrative unit capable of elaborating a diagnosis and proposing a set of policies for youth. This unit should have the capacity to collect contributions and co-ordinate the action of the specialized agencies in the different types of action making up that set of policies. There are several possible solutions: special ministries on the subject; units within larger ministries; interministerial commissions; sectors within national planning and co-ordination offices. In many countries, however, initiatives and their implementation are still fragmentary and disconnected.

80. Government units in charge of formulating policies for youth should involve in their task a wide range of representatives of non-governmental institutions specializing in youth problems, but especially, representatives of young people and organizations directed towards and composed by young people. When relevant to the policies established, governments should lend concrete support to youth organizations and channel resources through them, for the achievement of the objectives proposed. Legal norms should be established to institute this participation.

81. The International Youth Year and its preparatory and follow-up stages should be used to establish policies for youth and the instruments necessary for formulating and implementing them in all countries. At the same time, substantial progress towards the declared objectives should be achieved. The International Youth Year will involve a considerable impact in sensitizing the general public.

/In addition,

In addition, the preparatory stage will make it possible to mobilize incentives and provide material for thought, exchange of information and debate. This effort should not be wasted in unco-ordinated and short-lived actions.

III. PROPOSED ACTIONS

A. GENERAL ASPECTS

82. The programme of action given below is composed of a group of proposals derived from the previously defined strategy. The proposals are categorized according to the levels at which they would be carried out: national, regional and international. It has been assumed that in most cases the substantive action would take place at the national level. Ultimately, it is the countries which are the policy actors and which can take the corresponding decisions. Consequently, the actions proposed for the regional and international levels are seen as a support for national action and for exchanges and co-operation among countries. As already noted in section C of chapter II, the proposed actions at the national level are only intended to point the way and were not designed for any particular country. They provide suggestions which will have to be reformulated for each situation. Nevertheless, some degree of consensus with regard to actions at the national level would allow horizontal co-operation as well as regional and international support to be better organized. In the three cases, groups of actions are proposed for each one of the three stages.

83. The first, a preparatory stage, which will be developed in 1983-1984, is conceived of as a period of sensitization and preparation for decision-making. The first goal in this stage is for the population, those in charge of formulating the policies and the young people themselves to become aware of the problems relating to youth. This awareness must be supported by a good diagnostic study of the situation and should give rise to a comprehensive debate on the problems, their causes, and the alternative solutions which involves very broad participation by the young people themselves. This phase should culminate in the drafting and proposal of substantive measures designed to establish on-going policies.

84. The second stage, which will take place in 1985, corresponds to the International Youth Year. It is conceived of as having a great sensitizing impact which would provide a setting for decision-making and policy implementation.

85. The third stage, covering the years 1986 to 1995, is conceived of as a stage for the application of the policies as well as their evaluation and reformulation. This stage would be supported by an exchange among countries which allows mutual benefit to be derived from these experiences and by some sensitization activities.

86. Naturally, such a scheme is not intended to be turned into a rigid group of conditions, detached from the logical sequence of each national process. On the contrary, it should be understood as being flexible. Actually, many substantive policy decisions will be taken before or after 1985. It is merely supposed that 1985 will provide a favourable setting for gaining the participation in the

/decision-making

decision-making process of many who would not usually give an inordinate amount of attention to the problems of youth. In addition, it seems to be a scheme which will allow a more effective organization of co-operation and of regional and international support.

1. Sensitization actions

87. Two concepts are used in the following proposals which call for explanation. The first refers to sensitization actions. This concept covers a large variety of actions whose purpose is to induce awareness and to stimulate the formation of opinions and the definition of attitudes, whether among the population as a whole or, more specifically, among circles of young people or of those who are in a position to define and implement the policies. Three types of action can be distinguished: those which disseminate information and stimulate debate on youth problems; those which do the same thing with regard to proposals and experiences relating to actions and policies intended to resolve these problems; and those which consist in organizing demonstration activities.

88. Naturally, the content of the sensitization actions will be derived in each case from the diagnostic study and the corresponding strategies; however, they should include the three themes of the International Youth Year: Participation, Development, Peace.

89. In order not to overload the proposal and thereby obscure its meaning, we have chosen not to list the great variety of possible sensitization actions for each case. Some more detailed considerations in this regard, along with a list of various types of actions, are given in annex 1.

2. Substantive decisions

90. Substantive decisions are understood to be those which relate to the establishment of on-going policies: the creation of a legal framework (laws and decrees, statutes), the creation of institutions, the definition of their spheres of action, the allocation of overall resources, etc. They may be directed towards achieving some of the objectives, as in the case of legal norms which provide for participation by youth in various educational, sports, and political institutions, or as in the case of the adoption of educational programmes on peace or of privately organized youth movements for peace. Others may be directed towards meeting several objectives at once, as is usually the case with educational policy as well as integrated economic and social policies dealing with urban marginated people or the reform of agrarian structures.

B. ACTIONS AT THE NATIONAL LEVEL

91. These actions, as has already been noted, will be developed in three stages: a preparatory stage in 1983-1984; a second stage, which will be conducted in 1985; and a third which will cover the period 1986-1995.

/92. First

92. First stage: preparatory. In this stage it is proposed that:

1. A functional unit for the International Youth Year should be created which links the agencies involved in the planning and implementation of youth policies at the governmental level, but which also incorporates the participation of non-governmental youth agencies or those which specialize in the field of youth.
2. The co-ordination of non-governmental youth organizations and others which specialize in the field should be organized for the purpose of co-operating with the governmental unit.
3. Assistance should be given for the establishment of youth agencies in those fields where they do not exist to ensure the participation of the various youth groups in the preparations for the International Youth Year.
4. A well-documented national diagnositc study should be prepared on the youth issue which presents thinking on the subject that has involved the broad participation of young people themselves.
5. A national strategy relating to youth should be prepared in the same manner.
6. A national plan of action with regard to the International Youth Year should be drafted which includes actions at the governmental and non-governmental levels.
7. National contributions, to include national experiences, to the 1983 regional conference should be prepared.
8. A meeting, seminar or forum, in which there is broad youth participation should be held to discuss the diagnostic study and to hear observations and proposals.
9. Participation in inter-country exchanges, and particularly in the regional conference, should be undertaken.
10. Plans and proposals for the institution of policies and the implementation of actions directed towards youth development should be drafted.
11. Solidarity activity should be fostered which involve student youth with rural youth and those from disadvantaged urban sectors. One of the results should be to contribute to a growing awareness among student youths of the problems of the latter groups and to the incorporation of these young people into the mobilization or to the creation of their own specific forms of organization and youth expression.
12. A series of sensitization actions should be carried out in 1984 which are particularly directed towards providing a stimulus for the preparation of the instruments needed to carry out the actions planned for 1985 and for the institution of substantive policy measures: proposed laws, drafting of decrees, estimation of budgetary resources, organization of private institutions, and preparation by the competent agencies of the plans of action in their particular fields. (See annex 1.)
13. Assistance should be given to the various institutions in the preparation of such instruments.

93. Second stage: 1985. In this stage it is proposed that:

1. Each country should carry out a series of far-reaching sensitization actions combining activities of the various types mentioned in annex 1

/which, in

which, in conjunction with actions at the regional and international level, will have a significant impact on youth problems and policy needs in order to create a favourable climate for decision-making and policy implementation.

2. A comprehensive public debate on the proposed measures should be encouraged.
3. Activities which serve to demonstrate the measures, when their nature permits, should be organized.
4. Technical assistance should be provided and youth participation should be ensured in the decision-making process and in the implementation of the decisions.
5. Substantive decisions should be adopted for the institution of on-going policies: approval of laws and decrees, establishment of institutions, supply of resources and implementation of these policies. The policies should include measures aimed at resolving all the major problems identified in the corresponding diagnostic studies and should form an organic response to those problems, in accordance with the strategies established.

94. Third stage: 1986-1995. For this period it is proposed that:

1. Within the first few years, complementary decisions should be adopted which will enable the policies to be put into full operation if it has not been possible to do so in 1985.
2. The policies should be put into operation.
3. The results should be evaluated and a dynamic and permanent system should be established for the formulation of proposals for adjustment.
4. Exchanges with other countries should be carried out, particularly as regards the evaluation of experiences.
5. Periodic sensitization activities should be developed for the purpose of maintaining policy support and of having the necessary impact to promote application of the policies in new spheres.
6. State action dealing with youth should be directed through the functional unit which will be created in the preparatory stage. This unit should serve as the base for stable and on-going action and should have an adequate institutional framework for the achievement of its objectives. Within this unit, considerable responsibility should be assigend to the ministries or agencies which are currently in charge of actions directed toward youth, such as the ministries of education, health and labour.

C. ACTIONS AT THE REGIONAL LEVEL

95. First stage: preparatory. The actions projected for this period would be:

1. Preparation of the regional diagnostic study.
2. Preparation of the regional plan of action.
3. Promotion of the preparatory activities at the national level.
4. Holding a regional meeting of non-governmental agencies.

/5. Holding

5. Holding the regional conference of governmental agencies, which would deal with the following topics:
   a) Consideration of the diagnostic study
   b) Approval of the regional plan of action
   c) Formulation of proposals and requests for resources which would be submitted to the consideration of the General Assembly.
6. Submission of the conclusions to the General Assembly and to the competent agencies of the United Nations.
7. Development of preliminary sensitization activities at the regional level.
8. Conducting a comparative study in Latin America which includes the opinions, attitudes, expectations for the future, living conditions, educational accomplishments and shortcomings, type of occupational insertion, cultural expressions, etc., of the various youth groups.
9. Creation within ECLA of a branch or centre of technical support for the countries in conducting the diagnostic studies as well as in the design and implementation of policies for youth; the elaboration of proposals for action; the preparation of comparative analyses and the evaluation of policies designed to give support to the countries.
10. Carrying out regional seminars at the technical level on specific topics such as: the social conditions of specific categories and groups of young people, employment and youth, education and training, expectations and plans for the future, the young woman, the legal situation of young people, etc.
11. Entrusting ECLA with the responsibility for preparing and giving courses on youth problems, programmes and policies.
12. Organization of inter-country exchanges, particularly with regard to experiencies and knowledge relating to the issue.
13. Organization of inter-country horizontal co-operation within the area of technical assistance, both at a governmental and non-governmental level.
14. Entrusting ECLA with the responsibility of signing conventions with donor countries and promoting the formation of a fund of voluntary contributions for the development of the regional activities planned.
15. Transmitting this Regional Plan of Action and its recommendations to ECLA for consideration and approval at its twentieth session.

96. Second stage: 1985. This stage would include:

1. Holding another regional conference in 1985 to study execution at the regional level of the World Plan of Action, which will be submitted for approval to the General Assembly at its thirty-ninth session, and transmitting its conclusions to the appropriate forum.
2. Carrying out a series of meaningful sensitization actions at the regional level.
3. Providing technical support to the countries for the adoption of substantive decisions.

/97. Third

97. Third stage: 1986-1995. Plan for this period are:

1. Follow-up action and evaluation.
2. Organization of exchanges of experiences.
3. Some actions to maintain sensitization.

D. ACTIONS AT THE INTERNATIONAL LEVEL

98. At the international level, the following actions are planned for the relevant stages, in addition to those already programmed or in progress.

99. First stage: preparatory. The following items would correspond to this stage:

1. Preparation of a worldwide diagnostic study on youth, making use of the contents of the regional diagnostic studies.
2. Preparation of a plan of action which takes the proposals and regional plans of action into consideration.
3. Carrying out a programme of sensitization actions.
4. Creation of a documentation and information services centre on youth problems, experiences and policies which ensures the exchange and dissemination of information during the period through the use of publications, films, videotapes and audiovisual presentations.
5. Holding technical seminars on specific aspects of the youth problems, and particularly on the relevant policies, with special emphasis on policies relating to disadvantaged groups of young people.
6. Promotion of international co-operation between developed and developing countries as well as among developing countries themselves by means of technical and financial support for the organization of demonstration experiences.
7. Proposing to the General Assembly of the United Nations through the appropriate channels that it should allocate additional resources during the 1984-1985 biennium so that ECLA may conduct the programmes and activities included in this Regional Plan of Action.

100. Second stage: 1985. The following actions are proposed for this stage:

1. Carrying out a high-impact sensitization effort.
2. Holding a world conference during the final months of the year which would receive and discuss the contributions of the regional conferences.
3. Conducting a number of meetings and events in the preceding months on various topics which would involve various actors involved with young people's modes of expression.

101. Third stage: 1986-1995. For this stage the following items are planned:

1. Follow-up actions and evaluation.
2. Organization of exchanges regarding experiences.
3. Some actions designed to maintain sensitization.

Annex 1

Sensitization actions

1. As noted in the text, it is intended that, through these public actions, the population will gain an awareness of the subject of youth and a favourable setting will be created for the adoption of substantive policy decisions. The target groups may be the public in general or certain specific circles which have a particular bearing on the adoption of these decisions, beginning with youth itself. In order to achieve the desired goal, these actions may consist of the dissemination of information about specific facts, such as the problems affecting young people or which young people may help to solve, the conditions which create them, problem-solving experiences and as yet untested proposals. They may also be actions designed to promote the formation of opinions and the definition of attitudes as well as the dissemination of opinions and attitudes on various topics; and the organization of debates to discuss proposals and to critique attitudes. Lastly, they may consist of substantive actions designed to resolve problems or implement relevant solutions which, however, because of the limited means with which they are conducted, because they are on a small scale, because they affect a limited geographical area, or because they employ irregularly available resources which do not allow the experiment to be continued over time, are not in proportion to the magnitude of the problems yet are valuable for demonstration purposes. Thus these are activities which are undertaken for the purpose of being made known publicly and presuppose such dissemination. Their end purpose is to call for or invite the creation of conditions which will allow the experiment to be put into general use on other scales, thereby demonstrating their potential productiveness.

2. The content of the sensitization actions should be in keeping with the strategy established in each case. They should make known the actual conditions revealed by the diagnostic studies, give rise to a mature debate on these studies and lay the groundwork for the adoption of policies by awakening the consciousness of the population and of those who define such policies in the legislative or executive, public or private sphere.

3. Nevertheless, although the type and content of the sensitization actions should be designed for each case in accordance with the strategy of each country and region, some elements should always be present. Some of these elements are those corresponding to the three major objectives of the International Youth Year:

1) Participation. The sensitization actions should make the reasons behind the need for youth participation understood, both from the point of view of the young people themselves -active preparation for their roles in society, the need to break down the margination of under-privileged groups- and from the point of view of what society can expect from this participation, not only as regards the development and application of new policies for young people, but also as regards encouraging changes in society itself which will lead to new development models. Along the same lines, they should provide information about the many forms of active participation by young people which have been seen in their own or other countries, and make known to the public the benefits of the international exchange which they promote. It is necessary to create an awareness of the need to adopt

decisions which will foster participation in the various spheres and levels and which will serve as a framework for it. In this regard, it may be particularly easy and productive to organize demonstration activities which are widely disseminated and debated.

2) Development. It is particularly important to have a public debate about the conditions which obstruct true development and, particularly, those which hinder the self-realization of young people and their full integration into society, as well as about the close ties linking such self-realization and integration with the dynamic and innovative transformation of society as a whole towards new styles of development. It is essential to create an awareness about the structural changes and the modifications which must be made in policies in order to achieve these goals, especially when major changes are involved which cannot be brought about without very strong public support. Many examples of sensitization actions in this field can be taken from the respective diagnostic studies on such topics as: youth and migration; marginal urban youth; the human and social costs of educational, sanitation or environmental deficiencies; the conditions created by economic and labour segmentation; etc.

3) Peace. An intelligently-chosen group of sensitization actions can create a keen awareness in new generations, and through them, in Latin American societies about the problem of peace. Emphasis can be placed not only on the risks of a nuclear massacre -an issue upon which Latin Americans have a less direct influence- but also upon the relationship between the arms race and the limitations on development efforts and on attempts to eradicate poverty and oppression. The complex linkage between the two phenomena as it relates to the use of existing resources as well as to social and ideological objectives can be shown. It is also possible to show how inadequate human and social development seriously endangers peace. Lastly, it is possible and necessary to forge an integrationist outlook in Latin America and, within this framework, to reinforce the values of harmonious co-existence in the region.

4. Some types of sensitization actions are given below which can be combined in successive phases during the first stage in order to lay the groundwork for decision-making; during the second stage, in 1985, these efforts can be concentrated on producing a significant impact which will support the adoption of such decisions; later on, in the third stage, they can serve as complementary activities to ensure that the policies continue to be operative, and that they are evaluated and adjusted. These actions are:

1) Forums, seminars or meetings of groups of young people, of specialists in youth problems and of those responsible for policy definition. These may be undertaken both at the local and the national level.

2) Special courses which involve the active participation of students within the framework of formal education.

3) Orientation and training courses conducted by governmental and non-governmental organizations.

4) Special publications on youth topics.

5) Film festivals.

6) Theatre festivals.

7) Music festivals, especially those including songs and dances by young composers or performers.

8) Photo or audiovisual exhibitions, either in a fixed location or travelling shows.

9) Sports events.

10) Publications by young authors. Essay contests for young people which deal with youth problems, as well as contests involving other forms of literary expression.

11) Publicity for exemplary actions by young people benefiting the community, particularly voluntary work.

12) The organization of demonstration activities which highlight young people's capacity for creation and participation in social, political, scientific, artistic and cultural spheres. Of particular importance in this area is the organization of solidarity actions or movements linking student youths to rural youths and those belonging to disadvantaged urban sectors. This would have the twofold purpose of creating an awareness among student youths and of incorporating the latter groups into the youth mobilization.

13) A national youth festival or a national young people's day, combining a number of the above actions.

14) An intensive programme to mobilize mass media by providing them with materials and information regarding young people and obtaining their co-operation in the preparation and publicizing of the above activities.