

Best Practices for Education and Training of Rural Youth - Lessons from Asia



*Edited by Samuel T. Mancebo, Ph.D,
Frances Muriel L. Tuquero, M.Sc.
and S. Malcolm Hazelman, Ph.D*



Food and Agriculture Organization
of the United Nations Regional Office
for Asia and the Pacific
Bangkok, Thailand



Asia Pacific Association
of Educators in
Agriculture and
Environment

ISBN 971-92542-1-1

Published by the

**Food and Agriculture Organization of the United Nations
Regional Office for Asia and the Pacific, Bangkok, Thailand**

and the

**Asia Pacific Association of Educators in Agriculture and Environment
(APEAEN), Inc.**

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Edited by

Samuel T. Mancebo, Ph.D,
Frances Muriel L. Tuquero, M.Sc.
and S. Malcolm Hazelman, Ph.D

Cover Design and Layout by
Jezreel and FML Tuquero

Editorial Assistant
Janet O. Tura

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PREFACE

Young people are the future of any nation. This is something always mentioned in many forums and gathering and in speeches and writings relating to issues concerning youth. However, the future also depends and relates to the present and from which lessons can be extracted and used to address challenges and opportunities facing young people. The present shows that there is a very large segment of the world's population who are considered young people or youth (as per the UN definition of youth, those between 15 and 25 years old) of which there are over 600 million in the Asia and Pacific region alone. Their characteristics, realities, needs and aspirations are unique and require urgent attention.

The idea to undertake this project arose from FAO's participation of the Asian Productivity Organization (APO) meeting on Education and Training of Rural Youth that was held in Tokyo, Japan on 15 to 22 August 2001. There, the reports of the 19 country delegates that were presented mentioned of "best practices" being implemented in the countries represented at that meeting. The challenge of how to share beyond the delegates of the APO meeting information related to these "best practices" was therefore presented. A proposal was then developed and submitted to FAO that would basically have the following components and strategy:

- Use the resource persons at the APO meeting to guide the selection of "best practices" to be studied (based on those highlighted in the meeting presentations) and also their input relating to the strategy for implementation
- Recruit local consultants to undertake the case studies
- Write up the studies and distribute these as widely as possible.

The above was then implemented and based on the funding available, only three country studies were selected for implementation. The possibility of undertaking others as funding permits is of course to be pursued in the future.

Packaging and distribution of the three studies was later decided upon and APEAEN was selected to undertake this important component of the work.

We are most grateful for the inputs of all who contributed to what is hopefully the beginning of many more similar studies globally so that others may benefit and would not need to reinvent the wheel!



S. MALCOLM HAZELMAN, Ph.D

*Senior Extension, Education and Communication Officer
FAO-RAP*

ACKNOWLEDGEMENT

This research “Best Practices for Education and Training of Rural Youth” was initiated by the Senior Extension, Education and Communications Officer of the United Nations Food and Agriculture Organization Regional Office for Asia and the Pacific (FAO-RAP) as a means to ensure widest sharing of information about “best practices” on youth-related work. The idea was borne from his attendance in a consultation meeting organized by the Asian Productivity Organization (APO) on Education and Training of Rural Youth that was held in Japan in August 2001. The inspiration from those who attended and contributed to that meeting is acknowledged.

The case study on Thailand was conducted by Ms. Rika Fujioka in close collaboration with the Farm Youth Subdivision, Agricultural Administrative Development Division, Department of Agricultural Extension (DOAE) of the Ministry of Agriculture and Cooperatives, which is responsible for assisting the rural youth of the country and the close supervision of Dr. S. Malcolm Hazelman of FAO. The author wishes to express her gratitude to the Farm Youth Subdivision, particularly Supa Surapayanon, Policy and Plan Analyst and Totsaporn Maneerat, former chief of the Subdivision for facilitating the study. Special appreciation is also extended to Pramuan Guwanpuring, Agricultural Officer of the DOAE Damneon Saduak District Office, as well as to the Thanat Samakhee 4-H Club, especially to Kuntong Somrosmontre, the Club’s President, for sharing the valuable information.

Mr. Alberto Maningding, author of the case study on the Philippine rural youth wishes to extend his heartfelt gratitude to the Regional Field Office of the Cordillera Administrative Region through its Regional Executive Director and to Dr. Josephine Aben, the Regional Youth Coordinator of CAR, for facilitating the data gathering; the local government unit of the Municipality of Tabuk, Kalinga through Mayor Camilo Lammawin, Jr., the Municipal Agriculturist Gilbert L. Cawis and the Agricultural Technician Myrna Angngad who warmly facilitated the field visits and interviews of the study. Special thanks are also extended to the Office of the Provincial Agriculturist Felix G. Dalcan and FYDP Coordinator for providing all the information needed for the success of the case study.

Special thanks is also extended to Ms. Robilyn Fernandez, President of the 4-H Tuga Club for providing all the pertinent information on the Club; Ms. Antonieta J. Arceo and Ms. Pamela MG. Mappala for willingly traveling to the northern part of the country for this study; and to Ms. Mila Julian, National FYDP Coordinator, for filling up all the basic information at the start of the study.

Dr. Masayoshi Arisawa, author of the case study on Japan rural youth, wishes to express his deep appreciation to Dr. Shigeo Tajima, Professor Emeritus of Obihiro University of Agriculture and Veterinary Medicine, for his encouragement and assistance in writing the paper; and to the National Rural Youth Education and Development Association (RYEDA) for their support during the conduct of the study.

Finally, the authors of this report wish to thank Dr. S. Malcolm Hazelman, Senior Extension, Education and Communication Officer, Dr. Ester Zulberti, Chief, Education and Communication Service, Sustainable Development Department, FAO, Dr. RB Singh, former Regional Representative and Assistant Director General for FAO/RAP, the Project Advisory Group composed by Dr. Shigeo Tajima, Ms. Cynthia Enriquez, and Dr. Sung Soo Kim, for giving them the chance to be involved in the compilation and production of the final report; and to the Asia Pacific Association of Educators in Agriculture and Environment (APEAEN), Inc. for supporting the project working group and for serving as the recipient organization of the study.

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LIST OF ACRONYMS

AFMA	Agriculture Fisheries Modernization Act (Philippines)
AO	Administrative Order
AT	agricultural technologist
ATI	Agricultural Training Institute
BFAR	Bureau of Fisheries and Aquatic Resources
BPRE	Bureau of Post-Harvest Research and Extension
CAR	Cordillera Administrative Region (Philippines)
CPD	Cooperatives Promotion Department (Ministry of Agriculture and Cooperatives)
DA	Department of Agriculture (Philippines)
DA-CARFU	Department of Agriculture Cordillera Administrative Region Field Unit
DBP	Development Bank of the Philippines
DOAE	Department of Agricultural Extension (Ministry of Agriculture and Cooperatives)
DOH	Department of Health
DTI	Department of Trade and Industry (Philippines)
FAO	Food and Agriculture Organization of the United Nations
FFS	Farmers' Field School
FYDP	Farm Youth Development Program
FYE	Farm Youth Exchange
JAEC	Japan Agricultural Exchange Council
JAECAAP	Japan Agricultural Exchange Council Alumni Association of the Philippines
LGU	Local Government Unit
MAFF	Ministry of Agriculture, Forestry and Fisheries (Japan)
MOAC	Ministry of Agriculture and Cooperatives (Thailand)
MOES	Ministry of Education and Science (Japan)
MSWDO	Ministry of Social Welfare and Development Office
NAFC	National Agriculture and Fishery Council (Philippines)
NGO	Non-government Organization
OSY	Out-of-School Youth
PATP	Philippine Agricultural Training Program
RAP	Regional Office for Asia and the Pacific (FAO)
RIC	Rural Improvement Club
ROI	return on investment
RTG	Royal Thai Government
RYEDA	Rural Youth Education Development Association
SDRE	Extension, Education and Communications Service Sustainable Development Department (FAO)
SUC	State Universities and Colleges
SWS-NYC	Social Weather Station-National Youth Commission (Philippines)
TAO	<i>Tambon</i> (sub-district) Administrative Organization
TESDA	Technical Skills and Development Authority
UNESCO	United Nations Educational, Scientific and Cultural Organization
VLAP	Volunteer Leaders' Association of the Philippines
YFFTPJ	Young Filipino Farmers Training Program in Japan

EXECUTIVE SUMMARY

The Rural Youth

A considerable number of young people continue to live in poverty and are unable to adequately meet their basic needs for education, clothing, shelter and health care. Today, more than ever, the problem on rural youth's lack of access to education and training opportunities has attracted much attention in most governments in Asia and the Pacific Region. Enabling opportunities for the rural youth are being provided to help them cope with the technological changes and the future trends where their involvement would be necessary.

This report is based on three case studies undertaken in Japan, Philippines and Thailand from which "best practices" relating to education and training of youth can be learnt for wider sharing.

Rural youth in Thailand is a dynamic group. Being open to new ideas and practices, the youth have the potential to become productive and contributing citizens in alleviating poverty, rural development and food security. However, like in many countries, a large portion of them suffer from lack of access to basic services and opportunities like education, gainful employment, adequate nutrition, and communication. Non-formal education and community-based training in Thailand is an important means to achieve the Royal Thai Government's objective to implement its 12-year compulsory education and life-long education under the on-going education reform which is based on the philosophy of "Education for All" or equal access to education.

In the Philippines, the youth sector is considered the prime resource for nation building. The country's economic structure still relies very much on traditional agriculture. With the family as the basic production unit, the younger family members had their sizable roles in the production activities. The rural youth in particular provide the necessary agricultural labor force to a great extent and they can make substantive economic contributions to their families and the national economy.

The Rural Youth Organizations

Rural youth development in countries like Thailand, the Philippines and Japan are carried out through mobilization of young farmers' organizations. Thailand in fact has more than 6,600 organized 4-H Clubs, the most successful and the one distinctively considered as model of which is the Thanat Samakhee Club of Ratchaburi province. The Club aims at agricultural career development of members and promotion of community service. Both formal and informal on-the-job trainings on income-generating activities of Thanat sub-district community (e.g. asparagus and baby corn production, food processing and bakery management), constitute an important component of the Club's activities. The positive features of the Club's training approaches which enabled it to respond to the needs of the members and the community have proven to be effective in responding to the needs of the members in the community.

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The Philippines for its part also promote development of rural youth through young farmers' organizations. These organizations voluntarily work together to address the outstanding social and economic problems in their respective communities. The Tuga 4-H Club is one of the more than 4,000 active 4-H Clubs in the country. Its 64 members, 32 percent of which are out-of-school-youth, exemplify the vital role of youth in nation building.

Japan offers several types of agricultural education and training. One type is school education under the Ministry of Education and Sciences which incorporates agriculture education in the curricula of secondary schools, junior colleges and universities. Another is that under the Ministry of Agriculture, Forestry and Fisheries which administers training programs in farmers' colleges and short-term programs organized by the district agriculture extension workers. Still another is the farm youth training programs administered by the Rural Youth Education Development Association (RYEDA), which is a focus of one paper in this book.

Best Practices on Education and Training Approaches

The Thanat Samakhee Club of Thailand contributes to the conduct of community activities, maintains an extensive network with organizations concerned and explores possible assistance from support organizations to expand Club activities. It also pays due attention to environmental conservation practices. It endeavors to expand marketing possibilities of its own products.

The organization's structure, which is participatory in nature, and its rich human resources enhance the members' self-esteem, facilitates mutual learning and knowledge sharing and enables implementation of its need-based training approaches. These approaches include the following: 1) need-based training subjects selected through participatory consultation; 2) the training conducted mainly be a "learning by doing" method and through sharing of knowledge and skills; and 3) on-the-job training through the community's income generating activities, bringing income to the Club funds, members and the community.

The Tuga 4-H Club of the Philippines undertakes various income-generating projects from which they earn positive returns on investment. Its male members venture in various livelihood activities such as rice farming, tilapia culture, duck raising, swine dispersal, among others. Female members meanwhile venture in gardening, ornamentals production, candy processing, swine dispersal, poultry and goat production. This is also the group's way of demonstrating the use of appropriate technologies to farmers in the locality.

Not only does the Club venture in income-generating projects. Its members also sponsor an average of five training programs in a year for its own members, members of others organizations and farmers in the community. Conducted in coordination with the local government units (LGUs), government agencies are tapped to give trainings on basic leadership, aquaculture, agricultural production and other technologies needed in the cited income-generating projects of the Club.

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Part of the expertise of its members was organizing sports activities in the community that are well participated in by other 4-H Clubs in nearby *barangays*¹ and other rural-based organizations. The Club actively participates in community affairs, cleanliness and beautification activities. In fact, the Tuga 4-H Club reaped no less than six awards in only a period of three years (1999-2001), the latest of which is “Gawad Saka Presidential Award for Outstanding Young Farmers/Fisherfolk Organization” in 2001.

On the other hand, the internship program in advanced farms in Japan was considered the best means to provide future farmers and future agricultural leaders with opportunities to learn practical skills necessary for farm management. In the first ten years after the Internship program was commissioned to RYEDA, the number of intern trainees increased sharply. Indeed, the program played an important role in giving practical experiences to farm youth as well as students at various levels on agricultural education. RYEDA also supports the rural youth activities that are being promoted by the 4-H Clubs.

Factors Facilitating the Best Practices

These youth organizations across countries would of course not be as successful without certain facilitating factors. Thailand for its part has been blessed with natural resources, available infrastructure, very supportive community and other civic organizations, and active youth groups. The Club maintains a network with other civic organizations to expand linkages, market the products of its members and disseminate its activities. Its participatory nature of its organizational structure and rich human resources had also greatly enhanced the members’ self esteem, facilitated mutual learning and knowledge sharing and enabled a more effective implementation of the Club’s need-based approaches.

Similarly, among the facilitating factors that contributed to the success of Tuga 4-H Club in the Philippines are the support of the local municipal officials in the area; active involvement of the Municipal Agriculturist and the agricultural technologists; strong linkage with other agencies and the state college in the municipality; support from the provincial and national government through the Department of Agriculture; giving of awards and incentives; sound human resource development activities; and other training opportunities for the rural youth.

Japan is experiencing an increase in number of trainees because of two recent trends observed. One is the increasing number of farm youth who had returned home to rural

¹ *Barangay* is the smallest political unit in the society. It is the basic political unit in the Philippines serving as the primary planning and implementing unit of government policies, plans, programs, projects, and activities in the community, and as a forum wherein the collective views of the people may be expressed, crystallized and considered, and where disputes may be amicably settled (Source: The 1991 Philippine Local Government Code).

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areas from the cities to engage in farming. Another is the more unexpected trend of city youth and adults trying to engage in farming due to accumulated difficulties in living in the city like air and water pollution, problems related to transportation, difficulty in finding an adequate housing, high cost of living, etc. Under these new circumstances, there will certainly be an increased demand for internship training as these people coming from the cities will need practical skills on farming in order to survive in rural areas.

Lessons Learned and Future Prospects

From the experiences and practices of Thailand, the Philippines and Japan, as far as education and training of rural youth is concerned, can be gleaned some lessons learned and certain prospects for the future. These include:

i. Sustainability of the youth organization's success

Sustained success in carrying out effective training activities depends on how “enabling” the support and group dynamics can be fostered. Provision of more avenues for learning and opportunities for rural youth must, as much as possible, be fostered. This may include recruitment of capable leaders and generation of funds through selling of handicrafts, and other products of the organization. Commitment of adult advisers to guide the officers and members of the organization is also critical. Sports and social activities like agricultural skills competition and inter-organizational dialogues will enhance closer relationships and bonding among members of the organization.

ii. Education and training programs must reflect the needs and realities of the rural communities and farm youth.

Training programs that reflect the needs and realities of the farm youth and the community in general will help convince local government officials in the community to support the program, especially in providing manpower for training and education of the youth. Support of LGUs is especially necessary on the part of the Philippine rural youth because implementation of their programs, particularly those in the rural sector, has been devolved to the LGUs.

iii. Coordination and strengthening of linkages

Another important lesson is the need for strengthened coordination and linkages with other agencies and schools and the mobilization of youth volunteer leaders. The capacity-building of local government units, the national and local government representatives and other youth support groups that collaborate with the youth organization in undertaking its various activities must also be ensured.

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Needless to say, there must be coordination between the national government and the local government units. This coordination would mean the institutionalization of a system that would redound to better partnerships and successful implementation of programs.

iv. Capacity building and mobilization of members of the organization

Capacity building and mobilization of members is to empower and ensure that members are capable of carrying out the responsibilities that are delegated to them by their leaders. Proper delegation of duties and responsibilities would not only free the youth organization leader from carrying out all the burdens alone. It would also promote further a sense of ownership and responsibility among all members.

v. Use of effective education and training approaches

The best practices of the cited countries also underscore the importance of using effective training approaches for rural youth. Generating support from the community and other organizations for the implementation of such will not be as difficult if the national and local governments and the community realize the nobility of the task and become convinced about the importance of providing education and training opportunities for farmers and rural youth. Afterall, youth organizations tend to be the first ones that are tapped by the national government and the NGOs for the implementation of their programs and services, as these are the ones that are easily mobilized, because young and energetic as they are, the youth tend to be more active and aggressive compared to other age groups.

As per Japan's experience, internship training programs play an important role as far as agriculture training is concerned for the past 50 years. This has been considered the most effective and practical method for training future farmers and agriculture technicians. This has also been a big help to rural youth who had not gained formal education from more advanced farms and institutions.

Moreover, school administrators must recognize the limitations of formal education in giving the practical and more actual "hands-on" type of training to students. They should try as much as possible to consider revising their existing and more conventional curricula to accommodate and incorporate internship training programs as part of their intra curricular activities. Existing internship programs must be further improved by orienting trainees on the nature and kind of problems they will likely meet once they are in the field.

Finally, the analysis of "best practices" of successful youth organizations underscores the importance of the youth organizations' initiatives in using effective training approaches that would fit to the needs of their members. With the support and cooperation of other organizations, the national and local government units, and the community in general, and with their recognition and commitment to help provide education and training opportunities to rural youth, youth development would be sustained and enhanced across countries.

Best Practices for Education and Training of the Rural Youth in Thailand

The Case of the Thanat Samakhee 4-H Club

by Rika Fujioka

1.0 INTRODUCTION

1.1 *Background - education and training for rural youth in Thailand*

Rural youth in Thailand is a dynamic group of the society. Being open to new ideas and practices, the youth have the potential to become productive and contributing citizens to poverty alleviation, rural development and food security. A large portion of rural youth, however, suffer from lack of access to services and opportunities like education, gainful employment, adequate nutrition, infrastructure and communication. Further, due partly to rapid urbanization, present generations of rural youth in Thailand are exposed to a wide range of risks, such as HIV/AIDS, drug addiction, violence and crime.

One of the most apprehending problems facing rural youth in Thailand is similar to their counterparts in many developing countries--- the limited access to education and training opportunities. This is due to several factors including distance to schools, lack of financial means and time constraints from on-farm and off-farm work. While a large percentage of Thai rural youth have access to primary education, their chances of continuing to higher

level is limited. Nationwide, it is estimated that among approximately 20 million people between the ages of 10 and 30, 11.5 million receive formal education. The remaining 9.6 million have to support themselves and their families, mostly by agriculture¹.

Education and practical training would enable rural youth not only to make informed decisions and acquire skills to cope with various problems under changing life patterns, but also to fully exploit their potential, find employment and earn income². Recognizing the importance of education and training as such, the Royal Thai Government (RTG) has set an objective of achieving twelve-year compulsory education and life-long education under the on-going education reform, which is based on the philosophy of *Education for All* and equal access to education.

Non-formal education and community-based training, which are tailored towards diverse situations and needs of learners on various subjects and offered at different institutions and venues during flexible hours, have been identified as an important means to attain the RTG objective. For rural youth, most of whom have difficulty in attending formal schooling on a regular basis, non-formal education and community-based training would indeed be effective alternatives to formal education.

In fact, to supplement the insufficient coverage of agriculture-related subjects in formal education, various non-formal education and agricultural extension programmes have been employed in equipping young and potential farmers with knowledge and skills for sustainable agriculture and home economics. Grass-roots initiatives have also been undertaken by rural youth to promote opportunities for education and practical train-

Box 1: FAO and Education for Rural Youth

FAO (Food Agricultural Organization of the United Nations) considers education as a prerequisite to building a food-secure world, reducing poverty and conserving and enhancing natural resources³. FAO supports initiatives to give rural youth access to resources that enable them to become active partners in poverty alleviation, with the mission to contribute to efforts to resolve the pressing problems on food security and poverty alleviation. The FAO World Food Day 1999, with the theme of *Youth against Hunger*, focused on young people's efforts in combating hunger worldwide, recognizing and supporting their potential contribution on the subject.

Source: *Extension, Education and Communication Service: Strengthening capacity through knowledge and information for sustainable rural development*

¹ *Farm youth*

² *An analysis on inter-household income inequality in 1998 points out that education is the most crucial factor in inter-household variations in per capita income. (Thailand Social Monitor)*

³ *Targeting the Rural Poor: The Role of Education and Training*

ing. As an avenue of such activities responding to the local conditions and the needs of rural youth, *4-H clubs*⁴ provide farm youth with a platform for information sharing, discussion and mutual learning.

1.2 The Research

The purpose of this research is to examine the “best practices” of a farm youth group (4-H club) in Thailand on community-based education and training approaches. The research describes the case of the Thanat Samakhee 4-H Club in Thanat sub-district, Damnoen Saduak district of Ratchaburi province (central Thailand), which has been recognized nationwide as a very active and “successful” 4-H club. The selection of this 4-H club as one having the “best practices for education and training of rural youth” was made in consultation with the Youth Work Sub-division, Agricultural Management Development Division, Department of Agricultural Extension in the Ministry of Agriculture and Cooperatives, which is responsible for providing support to farm youth in Thailand. Since the activities of the Thanat Samakhee Club are training-oriented, rather than education, this study will focus mainly on the Club’s training approaches.

The information for this case study was obtained from primary and secondary sources collected at the central and local levels of the country. Based on the literature review, field level interviews were conducted to examine the actual activities of the Thanat Samakhee Club. Due to limited relevant written materials, and to reflect the current situations of rural youth in Thailand, this study is based largely on the field-level survey.

It is hoped that the research findings will serve as a useful reference to those involved in support activities for rural youth, rural youth organizations, as well as all those in the region interested in the topic.

2. RURAL YOUTH IN THAILAND

2.1 Agricultural extension for farm youth

⁴ The *4-H Club*, which originated in the United States towards the beginning of the twentieth century, is an organization of farm youth with the worldwide network, supported generally by the Department of Agricultural Extension (or equivalent) of each country. Any municipality or a smaller administration unit of each country can form a 4-H club. The goal that 4-H club has, which is four-fold development of youth, is represented in the 4-H Club emblem of a four-leaf clover: **H**ead, **H**eart, **H**ands and **H**ealth (*My head to clearer thinking; My heart to greater loyalty; My hands to larger service; and My health for better living; for My Club, My Community and my World*). Today youth programmes similar to 4-H exists in approximately 80 countries and involve about 10 million young people, including five million in the United States. (<http://www.reeusda.gov/4h>)

Agricultural extension for youth in Thailand was initiated in 1952 by the education extension office (under the Ministry of Education) in Chachaen Sao province (central Thailand) and the agricultural land settlement committee of Bang Pakong district (Chachaen Sao province), with the support of FAO and UNESCO (United Nations Educational, Scientific and Cultural Organization) through the Bang Pakong Land Settlement Project. Agricultural training targeted household heads and farm children aging 10 to 20 years old. In 1953, agricultural extension trainings were provided to school youth, particularly on home gardening and animal husbandry, group formation and joint activities.

The first farm youth group was formed in Pornmanukro School in Bang Pakong district under the name of a *farmer unit*, which was later changed to *4-H club unit*⁵. Since this initial project in Chachaen Sao province, the implementation of 4-H club activities spread to the whole country. Table 1 shows the number of 4-H clubs in Thailand.

Table 1: Number of 4-H Clubs in Thailand⁶ (as of December 1990)

Region	No. of clubs	No. of members	No. of advisers	Level			
				Good	Moderate	Need improvement	Failure
Central	451	11,811	900	128	226	92	5
North	1,764	41,823	3,256	262	609	605	288
South	792	14,983	1,253	132	346	244	70
East	449	9,925	910	79	231	81	58
West	408	8,431	1,008	51	144	167	46
Northeast	2,739	56,728	6,438	344	969	1,093	333
Total	6,603	143,701	13,765	996	2,525	2,282	800

Source: DOAE

At present, extension and establishment of 4-H clubs is under the responsibility of Farm Youth Group, Agricultural Management Development Division, Department of Agricultural

⁵ In 1953, the Ministry of Agriculture and Cooperatives decided to use the name *nuaigan kasikhorn*. In 1971 it was changed to *nuaigan kasetakhorn* based on the DOAE name in Thai *klumkarnsongsoemkarnkaset*. However, English translation for both *kasikhorn* and *kasetakhorn* are almost identical (both mean farm youth, namely 4-H clubs).

⁶ The criteria to determine the levels of the clubs are: Good: strong cooperation and unity among club members / cooperation of committee and members in management / existence of revolving fund; Moderate: Rather strong unity among club members / joint work and problem solving by the members; Need improvement: existence of problems in the club, which can be mitigated in some ways. Consequent possibility of members working together again; Failure: lack of on-going club activities.

tural Extension (DOAE) of the Ministry of Agriculture and Cooperatives (MOAC). In order to reflect the agricultural trends of the country⁷, i.e., the growing importance of industrial and commercial aspects, agricultural extension at present aims at strengthening the efficiency and quality of production, processing, farm management and sales marketing. Conservation of natural resources, which provide the production bases for agriculture, is also emphasized.

2.2 Farm youth – definition

In Thailand, farm youth refers to those living in rural areas, receiving either formal or non-formal education and affiliated with agriculture (those from agricultural families, those interested in agriculture, or those who carry out agricultural activities under formal school curriculum). Farm youth in Thailand belongs to either one of the following four categories:

- Elementary / secondary school students in rural areas joining school agricultural activities;
- 4-H members, who aim at acquiring agricultural knowledge and experience, on home economics, natural resource conservation and environment, and who aim to be future family and community leaders;
- *Progressive farmers* which refers to youth who obtained at least a university diploma in agriculture and are interested to be members of a progressive farmer group, in order to obtain knowledge, technology and extension skills on agriculture as a business;
- Farm youth in general⁸.

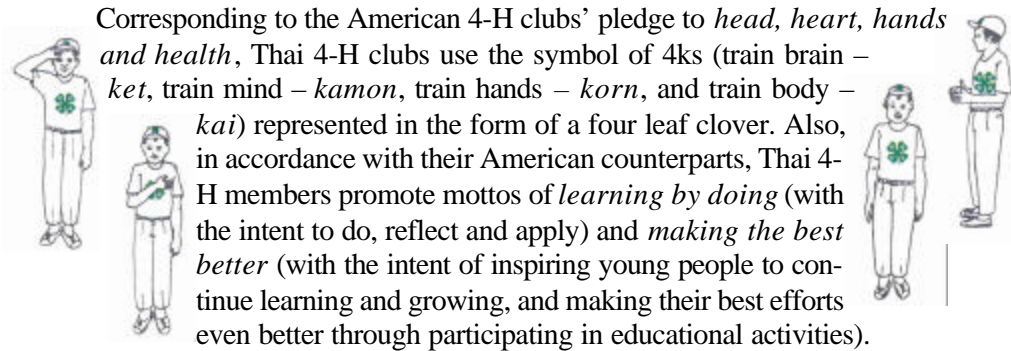
2.3 4-H Clubs in Thailand

In Thailand the notion of 4-H clubs was introduced in February 1953 at Prommanukro

⁷ In Thailand agriculture has been a driving force of the country's development and a major source for reinforcing food security. In year 2000, out of the total population of 62,806,000 persons, 49,250,000 or approximately 78 percent live in rural areas and 30,756,000 persons or approximately 49 percent engage in agriculture. (FAOSTAT - <http://www.fao.org>)

⁸ Referring to "youth," FAO uses a wide range of ages depending on the specific definitions used within a particular country or organization (between 8 to 40 years old). For global programming purposes, FAO defines the priority age range for rural youth development from 10 to 25. (*Empowering youth to become active partners in the fight against hunger*)

School, when training on plant culture and animal husbandry was carried out for young people aged ten to twenty years old. Since then 4-H clubs have served as major thrusts in promoting farm youth education and training. Any rural youth, with a minimum of seven members, can form a 4-H club⁹.



The overall objective of 4-H clubs in Thailand is to prepare farm youth to take up agriculture as a career with efficiency and on a solid standing. In addition to its function as a platform of discussion, information exchange and training among the members, a 4-H club is expected to serve as a focal point in protecting and claiming rights and benefits that individual members, the club as a whole and the community are entitled to. Further, 4-H club members are encouraged to cooperate in developing their capacities and skills and in solving problems facing their communities and the society.

The specific objectives of 4-H clubs include:

- To support youth to be leaders in agriculture as a career;
- To develop leadership among farm youth to be leaders in the community or local institutions;
- To support farm youth to contribute to or participate in community activities such as:
 - Development of agriculture as a community-based vocation with a farm youth club to be a focal point of agricultural training;
 - Creation of commercial work / activities in communities;
 - Conservation of natural resources and environment for agriculture; i.e., soil, watershed, forest, appropriate fertilizer use, etc.;
 - Protection of rights and benefits of community members.

⁹ Currently there are sub-districts without any 4-H clubs, while some sub-districts have more than two 4-H clubs (depending on the activities of the rural youth of each sub-district).

With the aim of knowledge and technology transfer among farm youth, 4-H clubs have conducted training (theory and field practice / experiments), seminars, meetings, audio visual education, study tours and so forth. The subjects include group activities, leadership development, natural resource and environmental conservation, integrated farming, sustainable agriculture, agricultural theory, natural / organic farming, as well as relevant scientific knowledge and technology.

Examples of DOAE projects relating to rural youth development include:

- 4-H club, farm youth and progressive farmer development
 - *4-H club formation*: DOAE supports the formation of 4-H clubs among the rural youth.
 - *Progressive farmer development*: Initiated in 1987, the Progressive farmer development project aims at assisting farm youth who obtained technical / vocational college certificate or university diploma in agriculture. DOAE provides those who are unable to find work with land, loans and technical assistance, to enable them to pursue an agricultural career.
 - *Vocational development in farm youth groups*: Youth groups of more than



Thai 4-H Club members (photo credit DOAE)

15 members can submit proposals, with an aim of promoting sustainable agriculture with environmental considerations, enhancing youth leadership and developing local agricultural institutions. DOAE support will include agricultural production material and equipment.

- *Training at the Farm Youth Extension Center:* DOAE's Farm Youth Extension Center located in Kanchanaburi province (central Thailand) serves as the focal point for promoting agricultural technology and as an information center for farm youth.
- *Training in Japanese farm families:* 10 to 15 Thai farm youths participate annually in an eight-month long exchange programme in Japan, which was initiated in 1993. Organized in collaboration with the Agricultural Exchange Council of Japan, this project aims at providing selected farm youth with on-the-job training in Japan, opportunities to learn about modern agricultural technology and time management.
- *Farm youth committee meetings:* Provincial, regional and national farm youth management committees, with representatives elected from respective levels (e.g. the national level committee consists of representatives of regional committees) meet regularly to exchange ideas and experiences on problems and needs of farm youth.
- *Farm youth seminars:* DOAE organizes youth seminars on various subjects including leadership development and reporting of farm youth on their experiences gained from the Japan exchange programme as aforementioned.
- *Agricultural vocational training in schools project:* In order for school children to learn about agricultural production and planning, local-based agricultural business, group work and leadership, DOAE supports study tours, training and agriculture fairs for school children.

3.0 THE THANAT SAMAKHEE CLUB

3.1 *Profile*¹⁰

¹⁰ See Annex IV for the summary of the Thanat Samakhee Club profile.

History

The Thanat Samakhee Club was first established on May 10, 1973 with 17 members and an advisor, based on the intention of the farm youth of Thanat sub-district to conduct joint activities to promote mutual collaboration. The Club's individual and group members grew, among others, fruit trees, perennial plants and vegetables. Various training activities were conducted, as well as regular meetings and exchanges with farm youth from throughout the country for information sharing, networking and joint training.

In 1982 the Club membership declined, as the founding members already exceeded 35 years old, the age limit for one to be called *youth* (35 years old) and the members began to focus their attention to family related affairs. The Club, therefore, temporarily discontinued activities. In 1995 the farm youth from Thanat sub-district approached the Damnoen Saduak district DOAE to explore the possibility of reestablishing a 4-H club. With the sub-district chief as advisor, a meeting was held and attended by the farm youth and the Damnoen Saduak district DOAE staff. It was agreed that the 4-H Club of Thanat sub-district be reestablished, as a means to develop agricultural careers, to train members to become exemplary future agriculturalists and to be of service to the community¹¹.

One of the problems for reestablishment was lack of funds. In response, the idea of share holding was introduced. It was decided that a new member, though not obligatory, buys ten shares of ten baht each. In 1996 the Club advisor donated land¹² (0.5 *rai*¹³) and 3,600 baht,¹⁴ while the Club generated 2,000 baht from the 20 new members buying 10 shares each. With these inputs, mushroom production was started. Since then, the Club gradually expanded in size and in scope of activities.

Club membership and structure (see Annex II for the club and DOAE support structure)

¹¹ The Club was reestablished due to, rather than a particular event, the youth in the sub-district deciding to carry out joint activities for their and the community's mutual benefits.

¹² The land is located behind the advisor's house and is available for any community and youth activities of Thanat sub-district.

¹³ 1 *rai* equals 0.16 hectares

¹⁴ 1 USD is approximately 40 baht (as of 2001).

- *Membership:* Membership is open to youth from Thanat sub-district, both those already involved and those interested in agriculture. Currently (as of June 2002) there are 23 male and 10 female members, with ages ranging from 10 to 35 years (average of 27 years old). The Club is headed by a president (no fixed term), and supported by the advisors (no fixed term). The average duration of membership is five years. Since its reestablishment in 1995, a total of five persons had withdrawn membership and seven had joined. The main reasons for the members' withdrawal are exceeding the *youth* age of 35 years and moving out of Thanat sub-district.
- *Club committee:* Consisting of seven members including the Club President, the committee meets on a regular basis and takes leadership in planning, implementation and monitoring of Club activities.
- *Advisors:* The Club is supported by an advisory committee (six persons), honorary advisors (three persons), five district agricultural officers and five provincial agricultural officers in charge of the Club, as well as the Farm Youth Sub-division of DOAE.
- *Meetings:* At plenary meetings held monthly, Club members discuss about various issues and recommend possible solutions and improvement to problems not only of their club's, but those of the community. The members also monitor and assess the on-going Club activities.
- *Income generating activities.* The Club members engage in income generating activities of the Thanat sub-district community groups --- the asparagus production group, baby corn producers and women farmers' group.

Objectives

The Thanat Samakhee Club has specific objectives as follows:

- To provide farm youth with opportunities to gain knowledge and skills on agriculture and home economics;
- To develop leadership skills among the members;
- To encourage the members to apply knowledge acquired through group training and practice in their own rice fields and orchards;

- To train the members to utilize their free time;
- To enhance the members' pride and capacity to pursue agricultural careers, in order to generate appropriate income for themselves and their families.

Club office and activity venues

The Thanat Samakhee Club has its office at DOAE's Community Agricultural Services and Technology Transfer Center (ATTC – Agricultural Technology Transfer Center¹⁵), which is located within the sub-district. ATTC also offers training / production / processing facilities, such as an outlet for consolidation and packaging as well as a sales point of the asparagus producers group.

In addition to ATTC, the members also use the outlets established in 2001 by the Thanat sub-district's asparagus production group (which has five 4-H Club members) and that of the baby-corn producers (see Annex I for the location map). Field-level training and experimentation are carried out in these outlets and in individual members' farm. In addition the Club advisor on general management has made available his own land for any community and youth activities.

Club Resources

The Club has established two accounts. The first one is used for general activities. The funds are obtained from the training budget of DOAE, as well as from the project funds awarded to the Club (see Annex III for description of the projects undertaken by the Club). At present (June 2002), there is approximately 20,000 baht in this account.

The second account is generated from the funds granted by the provincial agricultural cooperatives office and *Tambon* (sub-district) Administrative Office (TAO), as well as

¹⁵ DOAE established the Agricultural Technology Transfer Centre (ATTC) in 1999 with the aim of transferring agricultural knowledge and providing one-stop services to local farmers. The principal concept was community-centred farmers' participation in decision making and in formulating and managing their own farm plans. ATTC activities are conducted in collaboration with various partners including the Royal project, departments in MOAC, and local government agencies. In 2001, to reinforce the community approach and in line with the government's decentralization policy, ATTC was renamed as the Community Agricultural Services and Technology Transfer Centre. However, as the functions and the English names are unchanged, both the Agricultural Technology Transfer Centre and the Community Agricultural Services and Technology Transfer Centre are referred to as ATTC throughout this study.

from the sales of the agricultural products (50 percent of sales profits from food processing and bakery products). The funds from the members' purchase of the shares (in lieu of the membership fee) are also saved in this account¹⁶. Approximately 20,000 baht is saved in this account and serves, in the form of revolving funds, as a reserve fund to be used in the event of shortage of resources¹⁷.

Aside from the 4-H Club resources, the asparagus producers group and the baby corn producers group of Thanat sub-district, to which some 4-H Club members belong, reserve one per cent of the sales profits to be used for community purposes. For example, using these profits, two computer sets (worth 30,000 baht and 80,000 baht respectively), were purchased and donated to an open school (a school open to persons of any age) in the sub-district.

3.2 Training activities

To achieve the Club objectives, the members carry out various training activities. All activities are conducted in Thai.

The formal training (organized by support agencies such as DOAE) and informal on-the-job training (individual consultation among the members, the community and anyone interested) of on-farm/off-farm subjects constitute an important component of the Club activities. The positive features of the Club's training approach include:

- The training subjects are selected based on the needs of the members and the community through participatory decision-making;
- The training, both formal and informal, is conducted mainly by a "learning by doing" method. Sharing of knowledge and skills among the participants provide the basis for mutual learning;
- Club members are able to receive on-the-job training through the community's income generating activities, which benefit the Club funds, members and the community.

¹⁶ The shares yield interest according to the income of the Club's accounts, which varies from one year to another. In 2001 per share interest was 7 baht, and in 2000, 2 baht. The interest is distributed to shareholders; i.e., the Club members (Field interview, 03/06/02).

¹⁷ While the Club resources are in principle not available for loans to individual members, case by case informal arrangements could be made.

Club/ community initiatives

*** Asparagus production**

In response to interests expressed by the community members to acquire skills on a prospective agricultural product, the asparagus producers group of Thanat sub-district was established in 1988. Out of 70 members, five also hold 4-H membership. Any individual, including those who do not grow asparagus but are interested in its production¹⁸, can join the group. The experienced members, particularly the group leader, support new and inexperienced members in improving skills on asparagus production and packaging techniques for commercial sales. While the members do not have any common land, they offer their asparagus farm (total of 300 *rai*) for formal and informal training. Since its establishment, 15 persons joined the group, and no member has resigned.

The consolidation, packaging and sales of asparagus are done in an outlet adjacent to ATTC, as well as in another outlet of the group established in 2001¹⁹. The monthly production reaches an average of 800kg. Asparagus is sold at approximately 25 baht/kg (average profit of 7 baht/kg, which goes directly to individual members). As a result of marketing efforts, members signed in 2000 a five-year sales contract (with an annual price negotiation) with a Taiwanese company²⁰.

*** Baby corn production**

The baby corn producers group of Thanat sub-district was established in 1994, due to the community's wish to grow an agricultural product with high market potential. At present, the group consists of 50 members, 20 of whom belong to the 4-H Club. To become a member, the person with intention and capacity to engage in agriculture,

¹⁸ For example, the Club President does not grow asparagus. Yet, he is a group member and is involved in its management.

¹⁹ The community members, including the Club members working for the group receive 100 to 150 baht as daily wage.

²⁰ The company provides five people to the club to assist in packaging, and collects the asparagus daily from the club outlet.

needs to own a land with appropriate water supply and soil quality. In addition, he/she needs to fulfill the conditions necessary for organic farming. The members constantly exchange information on production, packaging and sales of baby corn. Further, the group leader (who also serves the function of accountant at the Thanat Samakhee 4-H Club) utilizes his knowledge and skills acquired from the external training on organic farming to assist the members. The baby corn producers' group members have been increasing approximately ten percent yearly, while no member has resigned from the group so far.

The group established a new outlet in 2001 close to the ATTC, serving as the consolidating and packaging station and sales point²¹. Like the asparagus group, the baby corn group does not own common land. Training is therefore carried out either in the outlet or in the members' baby corn farm (total of 200 *rai*). The group's average production reaches 1,000 kg daily. The secretariat of the baby-corn producers group purchases the total production of the members at the minimum guaranteed price of 2.8 baht per kg (unpeeled baby corn) which can be raised depending on the market prices. Peeled and packaged baby-corn is sold at 13 to 70 baht/kg, yielding one to ten baht of profit per kg. Twenty percent of the production is sent to markets in Bangkok. The remaining 80 percent of the production is sold to foreign markets (Taiwan, Japan, Malaysia and Singapore)²². The group earns about 20 percent of net profit, which is divided annually by the members according to respective production volume.

*** Food processing and production of bakery products**

To increase price value of products, food processing (including aloe juice and yam, combination of sour- sweet and spicy dried mango) and production of bakery products were initiated under the joint investment of the Thanat Samakhee Club and the Thanat sub-district's women farmers group. The Club and the women farmers group members engage in food processing and production of bakery products. TAO and the Cooperative Promotion Department of MOAC, based on the Club's proposals in 1999, provided the processing equipments and outlet (see Annex III).

²¹ Normally three to four members work at the outlet, earning an average of 100 to 150 baht daily.

²² In addition to the direct sales to the Taiwanese company at the outlet, the members send the rest to the Ratchaburi province consolidation center. The products are then shipped to Japan, Malaysia and Singapore, together with products from other districts.

On the average, 300 bottles of aloe juice are produced monthly, sold at eight baht (yielding about 1.25 baht profit) per bottle. The aloe juice is made only by orders and sold within the community or in supermarkets in Ratchaburi. Bakery products are sold mostly in areas where there are village festivals or events. Due to lack of human resources, further expansion of production and marketing is not possible, nor production of such products in large quantities for private companies. The profit gained is shared by the Thanat Samakhee Club and the women farmers' group on 50/50 basis.

External training

In addition to the activities implemented by the Club, the members can participate in various training and study tours organized by external agencies.

** DOAE training*

DOAE training in Thanat sub-district in 2001 include²³:

- Farmers' training on non-poisonous vegetable production project (200 farmers from 8 villages participated in July and August)
- Training and study tour for women farmers' group members (10 farmers participated in July)



Thanat Samakhee members and an advisor explaining to Lao youth soil and water conditions.

²³ Information: Community Agricultural Services and Technology Transfer Centre

- Training and study tour for asparagus producing farmers (10 farmers participated in July)
- Training and study tour on non-poisonous vegetable production (10 persons participated in July/August)
- Training on liquid bio-fertilizer making (50 persons participated in March and April)
- Training on mushroom production (20 persons participated in September/October)
- Training on integrated pest management (50 persons participated in February, April, June, August, October and December)

** Study tours and exchange visits:*

As a “model” successful youth organization, the Thanat Samakhee Club receives numerous visitors in study tours and accommodates home stays of groups both from within Thailand and overseas that are organized mostly by DOAE.

In 2001, the Club hosted approximately 20 study tours and home stays. These included the FAO-supported “Enhancement of farm youth for agricultural career” project implemented by DOAE, under which four members including the President from the Thanat Samakhee Club joined a youth workshop held in July. Under the same project, Lao-Thai youth training courses were conducted in October and December, where the Club assisted in the short-term training of the 11 visiting Lao youth on asparagus production, food processing and bio-fertilizer making. Also in 2001, the Club hosted 15 Japanese and one Venezuelan student for a two-day home stay programme organized by an international exchange organization located at the Thammasat University in Bangkok. The Club also hosted 20 Korean teachers, the visit of whom were organized by DOAE.

In 1999, a Club member participated in the DOAE training on Japanese farm families’ project (see Section 2.3 for details). Upon his return to Thanat sub-district, he shared with the Club members the acquired knowledge, techniques and skills on agriculture and agricultural development. For example, the technique of using a fertilizer sprinkler was disseminated to the Club members, some of whom adopted it in their farms.

In addition to funded training, Club members also participate at their own expenses in external training, study tours or exchange programmes that are not funded by external organizations.

Training materials

As mentioned, training activities of the Thanat Samakhee Club are carried out based mainly on a “learning by doing” method or field experimentations. Accordingly, mutual learning among the Club members through sharing of their first-hand knowledge and skills is encouraged and practiced. In this sense, the Club members consider printed teaching materials as not necessary.

The Club members are willing to acquire new skills and knowledge disseminated by external agencies. In addition to organizing group trainings, DOAE via its sub-district office and ATTC facilities, distributes handouts to the Club members on a regular basis or as required. The contents are mostly related to recent agricultural production techniques, which the 4-H Club members find applicable in their farms.

Box 2: Bio-fertilizer making

Liquid bio-fertilizer making, the skill of which was acquired through DOAE training and mutual learning, has become a regular practice by most of the Thanat Samakhee Club members, regardless of the crops they grow. The liquid bio-fertilizer made by the members is sold at a shop next to the asparagus producer group’s outlet to buyers mostly within the community. Nevertheless, the demand is limited as many farmers at present produce their own bio-fertilizer.

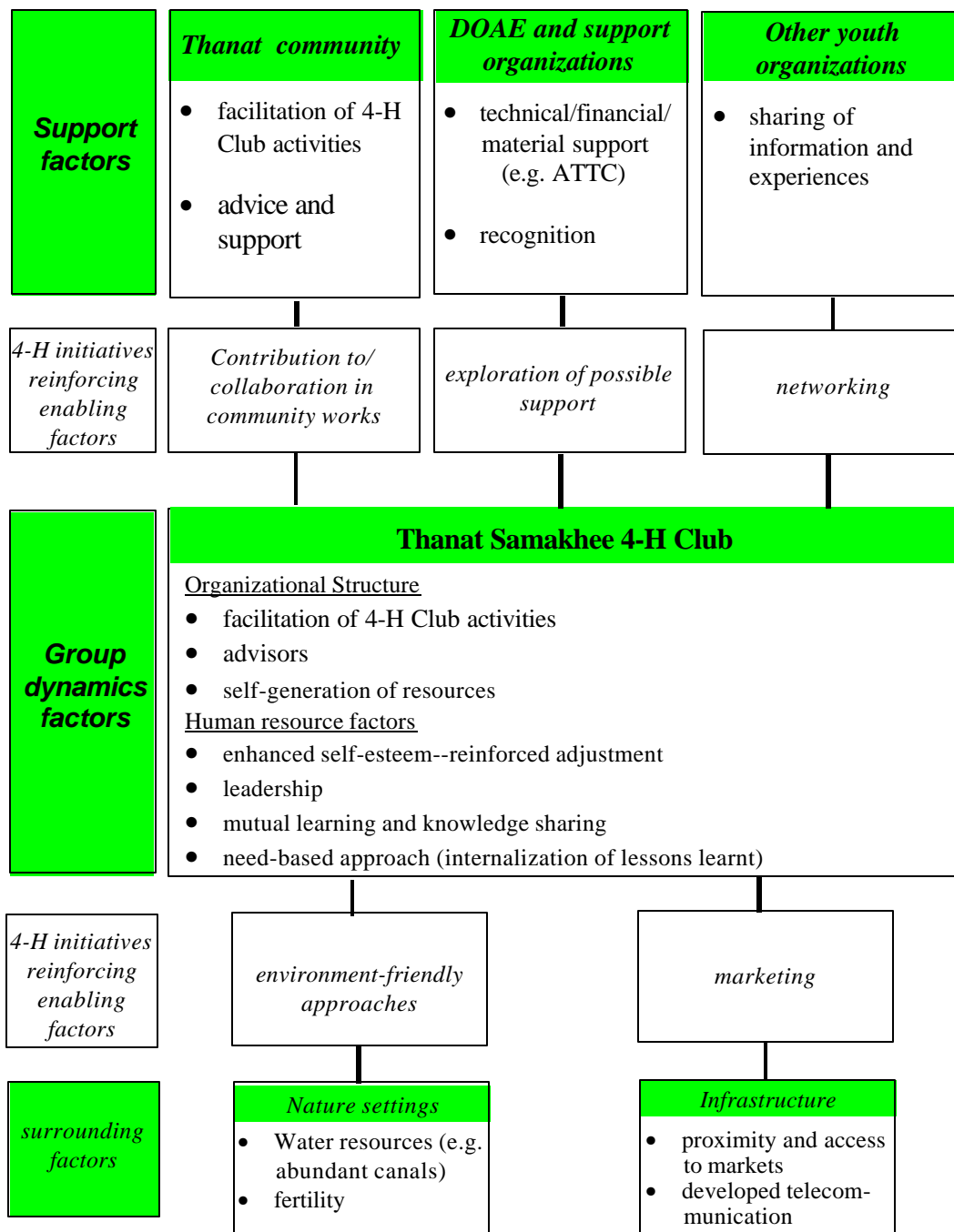
Source: field interviews

4. BEST PRACTICES – ANALYSIS OF “SUCCESS” IN TRAINING APPROACHES

This chapter analyzes the factors contributing to the “success” of the Thanat Samakhee Club on training of rural youth. As was described in chapter three, the “best practices” in the Club’s training approach are summarized as follows:

- The training subjects are selected based on the needs of the members and that of the community through participatory decision-making;
- The training is conducted by a “learning by doing” method. Sharing of knowledge and skills among the participants provide the basis for mutual learning;
- The Club members are able to receive on-the-job training through the community’s income generating activities, which benefit the Club funds, members and the community as a whole.

Matrix 1: Enabling factors of “best practices” in training



Source: matrix compiled by the author based on the information obtained from the field survey

Matrix 1 illustrates the factors enabling these training approaches, which are categorized into support, group dynamics and surrounding factors. While these factors all contribute to the Club's "success," the Club's strength lies in its ability to take initiatives to reinforce already favorable support and surrounding factors (represented in the Matrix as *4-H initiatives reinforcing enabling factors*), contributing to the Club's sustainability and dynamism.

4.1 Support factors

Thanat community

For a youth organization to function effectively, community support is indispensable. The support that the Thanat sub-district community offers to the 4-H Club is an important enabling factor of the Club's "successful" training approaches. The community members facilitate the Club's regular activities, study tours and external visits by providing the venues and volunteering to serve as trainers.

❖ *4-H initiatives reinforcing this enabling factor: **contribution to and collaboration with community works***

Youth group activities can strengthen community values and contribute to the improvement of the communities in various aspects. In case of Thanat sub-district, the 4-H Club members actively participate in community affairs. A unique linkage between the Thanat community and the 4-H Club is the duplication of membership of the asparagus producers group and baby corn producers group, as well as the Club's joint venture on food processing and bakery products production with the women farmers' group (see Annex II). Further, the Club representatives are also members of the village committee and the ATTC management committee. At the same time, the Club opens a platform of discussion not only for the farm youth but also for any community member, to discuss about a wide range of subjects.

The 4-H Club and the community collaborate also on non-agriculture subjects. One such example is the joint funding of an educational scholarship grant (Box 3). Another example is the Club's manpower contribution to community activities. For instance,

Box 3: Education grant to children

Under an initiative of a Club advisor, the Club, in collaboration with the community, has provided an educational scholarship grant for school children since 1996. In 2001, a portion of the amount contributed by the community for the children's day events in mid-January remained unspent. This, plus the donation of the 4-H Club, was used to award 30 grants of 500 baht each for school children mostly at primary school level. This was awarded by drawing lots.

Source: field interviews

when the community decided to hire a private contractor in 2001 to set up a water facility using the TAO's "infrastructure development project" budget, Club members volunteered to do the construction themselves. As a result, 60,000 baht of the total budget remained unspent, and was saved as a revolving fund for the facility maintenance.

Through these collaborative activities, the 4-H Club and the Thanat community reaffirm the sense of cooperation in decision-making, implementation and management of various Club and community activities. The collaboration also facilitates sharing knowledge and supplementing skills concerning on-farm / off-farm activities (including field-level experimentation and formal/informal training).

DOAE and support organizations

With a strong national youth policy and adequate support from the national and local levels, rural youth organizations are able to carry out diverse activities and accomplish their objectives. This would contribute eventually to the national goals of rural development and food security. As demonstrated by the Thanat Samakhee Club, technical, financial and material support from national and local governments is instrumental in conducting trainings, meeting the needs of rural youth. While the national government formulates various programmes in support of rural youth (see Section 2.3 for details), local government authorities assume responsibility in local-level implementation. They are a bridge of communication between the communities and the national government.

In addition, the recognition of the Club's excellent work by DOAE and other support organizations has inspired Club members to strive for the best and become a "model" among successful youth organizations. To acknowledge the Club's accomplishments, the "Best farm youth organization of Thailand" award was granted to the Club in 2001.

❖ 4-H initiatives reinforcing this enabling factor: exploration of possible support

The Thanat Samakhee Club, building upon its favorable relationship with various government agencies including DOAE, Cooperative Promotion Department and National Youth Bureau, actively explores possibility of additional support (see Annex III: Projects undertaken by the Thanat Samakhee Club). The Club has been in close contact especially with DOAE. At the Club's reestablishment in 1995, the youth from Thanat sub-district sought advice from the Damnoen Saduak DOAE office. Since then, This DOAE office has been supporting the Club in various forms, including

organization and conduct of group trainings, individual visits to farms and households, provision of funds and grants as well as advise to the members as needed²⁴.

The Club utilizes the ATTC as office and training venues. For the Club, ATTC is a spacious and accessible venue for training and off-farm activities, a centre of up-to-date information from DOAE, and a communication point with the DOAE officers. As the Club President points out, ATTC “provides a platform of consultation among the members, the community and the DOAE officers on a wide range of subject, including the training needs of the youth and the community”²⁵. For example, at one of the meetings in 2001, the youth requested DOAE training on asparagus pest control, which was later implemented.

Box 4: Website on 4-H clubs in Thailand

The planned website on 4-H clubs in Thailand will comprise information useful not only for 4-H club members (such as the descriptions of 4-H club activities), but also for community members in general. In addition, the website will establish links with related sites such as relevant government agencies and general search engines. Currently four 4-H clubs in four provinces are compiling information on their unique activities; i.e. fish raising by a 4-H club in Lampang (northern Thailand), conservation of hill tribe culture and heritage by a club in Chumporn (south); food processing and computer skill training at a temple by a club in Chainat (central) and group formation and commercial products by the Thanat Samakhee Club.

While most rural youth in the country have limited access to information technology, the members of the Thanat Samakhee Club are allowed to use the computer at TAO. To equip the youth from Thanat sub-district with computer skills, training sessions are planned to be held at the sub-district level or at a temple (taking the Chainat case as an example). The Thanat Samakhee Club plans to purchase its own computer by the end of 2002²⁶.

Source: field interviews

²⁴ Damnoen Saduak DOAE officer in charge of Thanat sub-district, Mr Pramuan, has been nominated as one of the best civil servants of Thailand in 2000.

²⁵ Field interview, 03/06/02

²⁶ It is interesting to note that the Thanat Samakhee Club has given priority to donate computers to an open school, rather than equipping itself first (refer to Resources under Section 2.4).

For DOAE, ATTC serves as a focal point of support to the Club and the community. ATTC facilitates their extension activities in terms of contacting farm youth members as a group, rather than individually, particularly since the limited budget and personnel has been a major obstacle of agricultural extension nationwide. Active utilization of ATTC, the purpose of which is to serve the community, is in line with DOAE policies.

Maintaining an office space (and also a sales point) at ATTC, which is affiliated with the Ministry of Agriculture and Cooperatives, helps the Club market and promote its products because the clients, particularly those who are not familiar with 4-H clubs or the Thanat Samakhee Club, tend to trust the products better.

Other youth organizations

In order to materialize the participation of a wide range of young people with effective programming, it would be important to build local, national and international networks. In Thailand efforts in this direction have been made by governmental and non-governmental organizations as well as by youth organizations.

❖ ***4-H initiatives reinforcing this enabling factor: exploration of possible support: networking***

The Thanat Samakhee Club, as a successful and model youth organization in Thailand, has hosted numerous visits of youth groups, while the Club members have also joined study tours of other youth groups. The Club has thus developed and maintained extensive networks with various organizations. The exchange of ideas and experiences through these networks has helped enrich the knowledge and the skills of the Club members, who have become motivated to expand their activities.

In 2001 the Club joined a FAO-supported project on the *Enhancement of Farm Youth Network for Agricultural Careers*. The project consisted of a youth seminar held at the DOAE office in Bangkok, study visits, Lao-Thai youth training for participating Thai 4-H clubs and exchange visits with Korean youth. Under the project, the Thanat Samakhee Club sponsored Lao youth's (five persons in October and six persons in December) four-day training sessions on asparagus production and

packaging, baby-corn packaging, aloe juice processing and liquid bio-fertilizer making. Initiated under this project, the Club has developed a website on 4-H clubs in Thailand with the assistance of students majoring information science at the Thammasat University (located in Bangkok). The website stimulates information exchange among rural youth, while at the same time enhancing their access to training opportunities.

4.2 *Group dynamics factors*

Effective organizational structure

Effective training is made possible only by active participation of the members. In the case of the Thanat Samakhee Club, the Club organizational structure is one of the factors stimulating the members' participation.

Regular meetings

The Thanat Samakhee Club's plenary meetings held on a monthly basis provide a platform of participatory decision-making, monitoring and evaluation concerning the Club's activities. The purposes are to share ideas, monitor the progress and assess outcomes of their activities and seek agreement concerning the Club's future plans. The meetings also examine the participation of the members. Those members, whose participation in Club activities is considered insufficient, could be advised to surrender their Club membership.

Advisors

The Club members also benefit much from the advisors. For the members, the advisors are not only accessible sources of information and advice, but also serve as "bridge" between them and the community. For instance, the advisor's initiative to reestablish the Club had led and become instrumental to the Club's development (see Section 3.1). Also, as is exemplified by the education grant (Box 3), the advisors find ways and means to further reinforce collaboration with the community. Mr. Kuntong comments, "On some issues, I have to repeatedly ask for the community's cooperation, but when



Club President demonstrating grading of asparagus.

Mr. Suchin (the Club’s advisor on general management) speaks, the community listens to him right away²⁷.”

Self-generation of resources

Another key element contributing to the “success” of the Thanat Samakhee Club is its ability to generate funds on a sustainable basis. The two bank accounts of the Club are used according to planned projects and activities. Income has been constantly generated through project funds from external support organizations, as well as profits from the sales of the food processing and bakery products. This sustains the Club and allows it to expand its activities (see Annex III). The income benefits not only the Club, but also the individual members, as they receive, for example, interests on Club shares they hold. Meanwhile, the Thanat sub-district’s asparagus producers group and the baby corn producers group manage their own finances. One percent of the profits of the sales of asparagus and baby corn are used jointly by the 4-H Club to contribute to community activities (see *Club Resources* under Section 2.4).

²⁷ Field interview, 03/06/02

Human resource factors

Of all the “enabling factors,” human resources of the Thanat Samakhee Club constitute the most critical element in materializing “best practices” of training approaches. The commitment, knowledge and skills of the Club members, as well as their ability to build upon the lessons learnt contribute largely to the “success” of the Club.

Enhanced self-esteem: commitment of the members

The overall objective of 4-H clubs in Thailand is “to support farm youth to take up agricultural careers with efficiency and on a solid standing.” Accordingly, the Thanat Samakhee Club aims at stimulating the members’ to take pride in agricultural careers, and enabling them to continue agriculture as a sustainable source of income for themselves and their families. This objective seems to have been achieved. As one Damnoen Saduak DOAE officer observed, “All the members of the Thanat Samakhee Club, with faith in agriculture, are determined to take up agricultural career and make efforts to be model farmers²⁸.” Consequently, the Club has become well known throughout the country as a “model” of a dynamic youth organization.

In addition, being able to plan, manage and monitor their own activities, to benefit not only them, but also to their families and community, the Club members boost their morale and self-esteem. A member explained: “I knew this (agriculture) was what I wanted to do and the right thing to do when I sold my product for the first time²⁹.”

Leadership

Under effective leadership, a group can take appropriate directions and make practical decisions responding to the needs of its members and the community. This has been the case of the Thanat Samakhee Club since its reestablishment in 1995. Its presidents played an essential role in maintaining and fostering group dynamics. The founder of the Club, who had become the first president, took strong initiatives in the process of forming and reviving the activities of the Club. Since his resignation in 1996 due to increasing time constraints³⁰, another person has assumed the role and is serving as

²⁸ Field interview, 03/06/02

²⁹ Field interview, 03/06/02

³⁰ The first president now assumes the role of accountant of the Thanat Samakhee Club, and the head of the Thanat baby corn producers group.

president up to now. The new president's maturity, responsibility, and willingness to commit his time and energy to the Club activities, and his skills in marketing are widely recognized as a major contributing factor to the "success" of the Club. Particularly in terms of training, his technical expertise is also an asset to the Club³¹.

Mutual learning and knowledge sharing

Willingness to share information and technology among each other, with other groups and organizations represents the dynamic nature of a youth organization. This is particularly the case for the Thanat Samakhee Club. The mutual learning and sharing maintains the Club to be an attractive platform for its members.

The farm youth from the Thanat Samakhee Club have gained knowledge on agriculture and pest control, appropriate fertilizer use, and others. Their skills and knowledge, being based on local conditions and needs, serve as practical information during formal and informal trainings conducted for the 4-H Club and the community members. Further, the members are motivated to acquire new knowledge and skills from other members. They therefore actively participate in agricultural training, study tours and field experimentation conducted by external organizations, particularly the DOAE. A member commented: "I am delighted when other people come and ask me about agriculture techniques³²."

Need based activities: internalization of lessons learnt

The effectivity of training approaches also depends on the flexibility of the Thanat Samakhee Club to be able to modify the subjects and contents to fit them with the changing situations and needs of its members. In this sense, the Club has been offering activities which correspond adequately to the members' needs and interests. This has been made possible through the active exchange of opinions among the members, with a strong sense of ownership on the Club activities.

The criteria for choosing future Club activities include the members' interests, marketability and potential profits gained. The members constantly monitor and evaluate the usefulness of the activities undertaken. Also, once the objectives of a specific activity are achieved, or a market potential appears stagnant, they decide to seek other activities beneficial and profitable to the members.

This can be described as an internalization process whereby the lessons learnt from past experiences are applied into present and future activities. This has been considered one

³¹ Mr. Kuntong obtained a university degree in pharmaceutical science from one of the renowned universities in Bangkok.

³² Field interview, 03/06/02

factor that helps the Thanat Samakhee Club grow and develop into a “successful” youth organization. The internalization of the lessons learnt is facilitated by the fact that the Club manages the whole process of agricultural activities (production, processing, packaging, sales, marketing, distribution, resource mobilization and account keeping). Members are thus able to utilize their existing knowledge in an integrated manner, learn new skills and reflect their ideas in decision-making, implementation, monitoring and evaluation in order to improve the Club and eventually the community.

4.2 Surrounding factors

The “best practices” in terms of training approaches used by the Thanat Samakhee Club are also attributed to the favorable natural surroundings and physical infrastructure, described as follows:

Favorable natural conditions

The north eastern part of Thailand has harsh farm conditions (lack of water, land infertility, disasters, unstable productivity, and so forth). As a consequence, rural populations need to engage in off-farm migrant work in large cities, making it impossible for 4-H club members to actively participate in group activities.

One of the main problems that farmers generally face in Thailand, especially during the dry season (November to March, except for the southern part of the country where there is precipitation throughout the year), is limited water sources. For the Thanat Samakhee Club and other sub-district in the Damnoen Saduak district, they can commit their time only to 4-H Club activities if there are favorable farming conditions like rich natural resources and sufficient water supply appropriate for irrigation. The Damnoen Saduak district has abundant sources of water from natural canals running alongside the farms and orchards, and does not need to depend on rainfall. These agricultural farms are ideal venues for field experimentation and training (see Annex I for the location map).

❖ *4-H initiatives reinforcing this enabling factor: **environment-friendly approaches***

³³ In line with the Eight and Ninth National Economic and Social Development Plan (1997 to 2001 and 2002 to 2006) and the MOAC policies, environmental concerns including natural resource conservation has been identified as a priority in agricultural extension. The National Economic and Social Development Plan, a five-year plan serving as the guideline for national development of Thailand, is formulated by the National Economic and Social Development Board.

While benefiting from such favorable natural conditions, the Thanat Samakhee Club members pay due attention to environmental conservation³³. Over the years, the farmers in the area have experienced the deterioration of soil quality due to intensive use of chemical insecticides and fertilizers. As a result, there is a general tendency among farmers today to use natural or organic fertilizers. The Club members also learned about bio-fertilizer making, recognizing that environmentally friendly farming would bring long-term benefits, such as maintaining soil fertility and water quality, possibility of recycling agricultural material that would otherwise go to waste, and saving on activity funds by not purchasing chemical fertilizer.

In addition to liquid bio-fertilizer making, the Club is planning to use 5,000 baht taken from the annual budget of the National Youth Bureau to conduct training on medicinal herbs, for human health and protection against crop diseases as well as minimization of chemical fertilizer use. The Club President and advisors who are knowledgeable on the subject will serve as trainers.

Infrastructure

The Damnoen Saduak district, being located about 100 kilometers from Bangkok (see Annex I for the location map), is well provided with basic infrastructure such as road access and tele-communications. This facilitates the Thanat Samakhee Club's access to a wide range of up-to-date information concerning agricultural production and marketing.

❖ 4-H initiatives reinforcing this enabling factor: *marketing*

Well-provided infrastructure enables the Club to obtain information on the requirements of the domestic and foreign markets, including specification and quality requirements. The Thanat Samakhee Club also takes full advantage of its proximity to markets such as the large cities in Ratchaburi province and Bangkok. The Club members provide products that meet market demands in terms of quality (e.g. organic products) and packaging specifications. In addition, the Club developed well thought-out marketing strategies such as direct sales to a foreign company, as is demonstrated by the examples of the asparagus producers group and baby corn producers group (see Section 3.2).

The ability to identify products with marketing potentials is a critical factor of the Club's "success." Marketing skills also contribute to the sustainability of the Club resources, while boosting the members' morale and pride in their ability to carry out agricultural activities profitable to them, their families and the community. Recognizing the importance of enhanced knowledge and skills on marketing as well as agricultural

business management, the Club members express their keen interest to receive training on relevant subjects.

5. CHALLENGES AND RECOMMENDATIONS

The “best practices” for training of rural youth of the Thanat Samakhee 4-H Club are attributed to interrelated enabling factors. The analysis of how these factors contribute to the “success” of the Club showed that while the *surrounding factors* are mostly unalterable, efforts could be made by the Club members, the community as well as the local and national government authorities, to improve *support factors* and *group dynamics factors*. It was also demonstrated that the real strength of the Club lies in its ability to take initiatives to reinforce already favorable factors.

In the long run, the sustainability of the Club’s “success” in carrying out effective training activities depends on how “enabling” the support and group dynamics factors could remain. This chapter will describe challenges relating to the support and group dynamics factors, leading to recommendations for enhanced training opportunities for rural youth in Thailand.

5.1 Support factors

The Royal Thai Government (RTG), through a wide range of programmes and projects, has effected improvement of rural youth’s access to formal / non-formal education and training. As was cited by the persons interviewed for the study, and as shown by the policies of the government and relevant ministries, the RTG needs to accelerate its efforts. In addition to providing more opportunities to rural youth, the topics for education and training programmes should be selected such that they are reflective of the realities of the rural communities and the needs of the farm youth. In this connection, various issues should be considered.

First, the scope and coverage of education and training subjects should include the areas of major concern for the farm youth nationwide (the spread of crop pests, the hazardous materials in crop production due to chemical insecticides and fertilizers, lack of market for agricultural products, unstable market prices and inadequate knowledge regarding agricultural business management)³⁴. The subjects should also correspond to the emerging interests of rural youth; i.e., knowledge on modern agricultural technology, organic farming, business management and marketing (including information on market standards on

³⁴ Field interview, 18/06/02

³⁵ Field interview, 18/06/02

packaging, specifications, etc.) and leadership development³⁵. As the Thanat Samakhee Club President points out, these subjects would “add to the knowledge and skills related to agricultural production which the Club members already have, and contribute to their pursuit of agricultural career³⁶”.

Secondly, capacity-building of local governments should be reinforced, which in fact is in line with the on-going RTG decentralization policy. Local governments play a vital role in the field implementation of the programmes planned by the national government, as well as in feeding back the needs of rural youth and the community into the government decision-making process on the youth policies and programmes. In order to facilitate the functions of the local governments as such, it would be essential to seek possibilities of utilizing existing local institutions. For example, enhancement of ATTC, which is emphasized in the current work plan of DOAE, would stimulate the discussion and exchange of information among rural youth, the community and the DOAE officers. At the same time, it would be important to pay attention to the working conditions of the local officers and field staff. For example, agricultural extensions in Damnoen Saduak district, except for the planned training individual consultation and visits to the community, have been often conducted in the evenings, avoiding the overlap with the farming hours in the daytime. For the DOAE officers, however, this would lead to extension of work hours, and could not be sustained in the long run. This should be taken into consideration when planning extension schedule, in order for the DOAE officers to function effectively.

Thirdly, it would be vital to fortify partnerships among national / local government agencies and support organizations as well as youth organizations. As was exemplified by the case of the Thanat Samakhee Club, close collaboration between a youth group and support organizations enable the former to actively and clearly express their needs, from which the latter would design need-based training activities. It would equally be important to further enhance networking among the organizations concerned. For youth organizations in Thailand and abroad, workshops, study tours and exchange programmes, provide opportunities to exchange information and experiences. In addition, the planned website on 4-H clubs in Thailand (See Box 4) would be a useful tool not only for networking and information sharing, containing the profiles of 4-H clubs or youth organizations, but also for other subjects useful for communities. The relevant government agencies could supplement this initiative by providing information on services available, including study tours and exchange programmes catered to farm youth. In the meantime, most of rural youth in Thailand do not have access to computers. In response, national / local governments and support organizations could facilitate their access to computers (for instance, by setting

³⁶ Field interview, 26/12/01

up a computer for public use in municipal offices or libraries) and to the extent possible, assist them in familiarizing with computer skills.

Finally, awareness building should be enhanced. All stakeholders must understand that rural youth have a potential to become productive and contributing citizens for poverty alleviation, rural development and food security of the country. The rural youth network as aforementioned could be utilized as the youth group's way of demonstrating that their potential would be developed through mutual learning and income generation activities. As shown by the case of the Thanat Samakhee Club, the willingness of youth organizations to promote their activities and, share their experiences would make people nationwide understand that a rural youth organization can indeed contribute to the development of the community in various ways. Indeed, if managed effectively, a rural youth organization can contribute to enhanced knowledge and skills on agriculture, home economics and leadership not only for the rural youth but also for the community.

5.2 *Group dynamics factors*

Two issues appear to be critical in maintaining the Thanat Samakhee Club's group dynamics³⁷. The first problem is the decline in the participation of the members attending regular meetings. At present, of the total 33 members, 20 persons on the average participate. This may have a negative impact on participatory decision making and evaluation of the Club, which is indispensable in materializing needs-based training approaches through internalization of the lessons learnt.

The second problem is related to leadership. The current President recently lives in a different province. While he still visits the Thanat Samakhee Club and looks after Club activities on a regular basis, the Club will eventually need to identify a new president who resides in Thanat sub-district and can work fulltime for the Club. At the moment, no member seems to be prepared to assume the responsibility. This may result to declining cooperation among members and less effective implementation of Club activities.

To address these problems, sharing of responsibilities on Club management, which are currently concentrated heavily on the President, could be considered. It would alleviate "burdens" borne by the President alone. It would also engender a sense of ownership

³⁷ Field interviews

among the members over the Club activities, stimulating their participation in decision-making, implementation and evaluation.

6.0 FUTURE PROSPECTS

The “success” of the Thanat Samakhee 4-H Club, which is considered a “model” youth organization in Thailand, is attributed largely to its ability to initiate, implement and evaluate viable and sustainable community-based training approaches. The analysis of the “best practices” of the Thanat Samakhee Club underscores the importance of concerted efforts among the stakeholders in using effective training approaches to rural youth. With the national and local governments as well as the people throughout the country recognizing the importance of collaboration in support to rural youth, the initiatives in favor of rural youth development in Thailand would be sustained and enhanced. In the future, the lessons learnt by this “model” youth organization, including how it tackles the challenges it faces, would be valuable not only for the Club itself, but also for youth organizations throughout the country.

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Website

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4-H in the USA: National 4-H Headquarters (<http://www.national4-hheadquarters.gov>)

4-H club (<http://www.4-h.org>)

Persons interviewed

Farm Youth Sub-division, Agricultural Administrative Development Division
Department of Agricultural Extension, Ministry of Agriculture and Cooperatives

Totsaporn Maneerat former Division Chief

Supa Surapayanon Policy and Plan Analyst

DOAE Damnoen Saduak Office

Pramuan Guanpuring Agricultural Officer

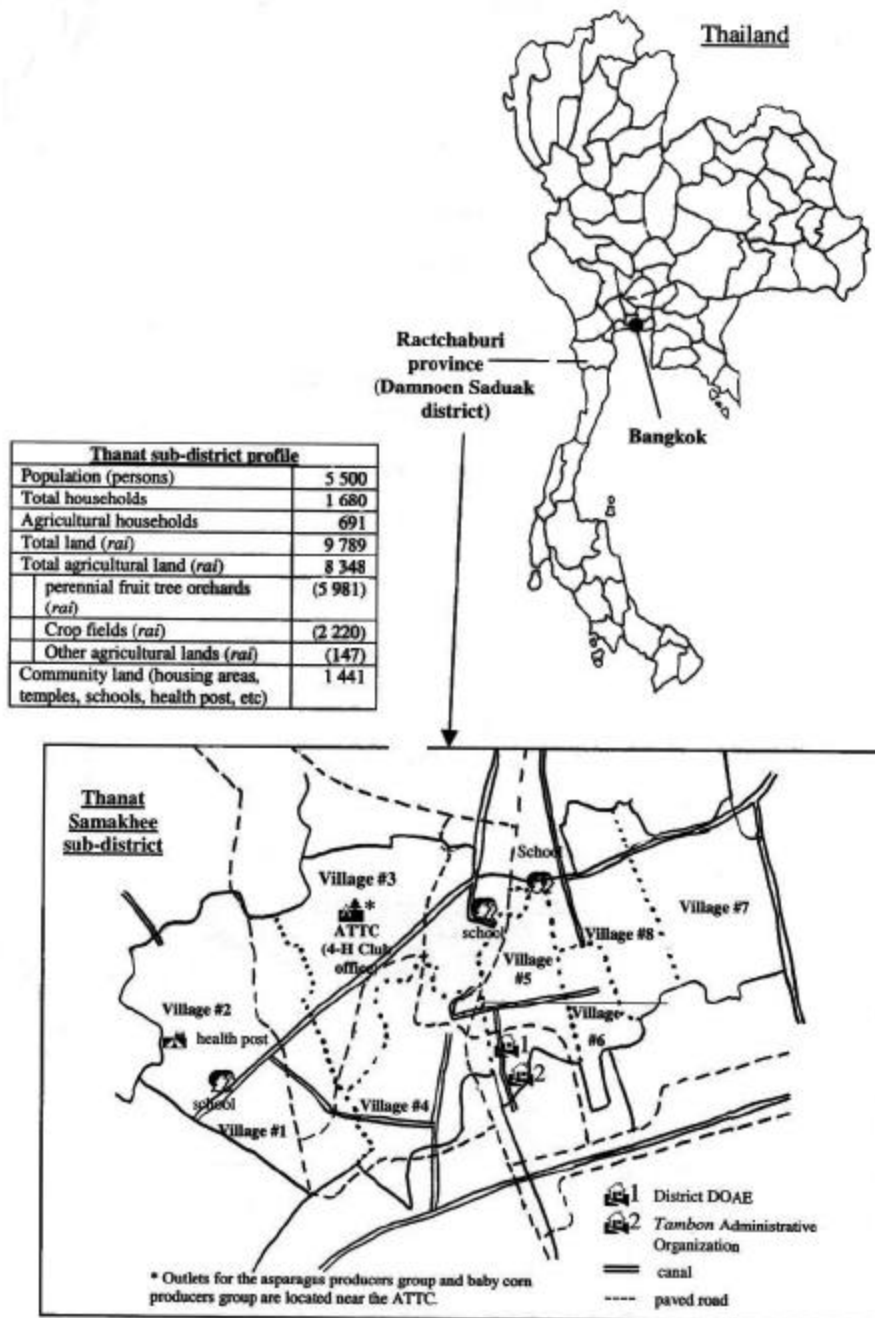
Thanat Samakhee 4-H Club

Kuntong Somrosmontre President

Suchin Charoensuk Advisor, General Management

Jaran Charoensap Accountant

ANNEX I: LOCATION MAP



Source: Information: Community Agricultural Services and Technology Transfer Centre and field survey

**ANNEX II: THANAT SAMAKHEE CLUB
AND DOAE SUPPORT STRUCTURE**

SUPPORT

MINISTRY OF AGRICULTURE AND COOPRATIVES
DEPARTMENT OF AGRICULTURAL EXTENSION
Agricultural Administrative Development Division
Farm Youth Sub-division

RATCHABURI PROVINCE
Provincial DOAE officers (5 persons)

DAMNOEN SADUAK DISTRICT
District DOAE officers (4 persons)

THANAT SUB-DISTRICT

Thanat Samakhee 4-H Club advisors (6 persons)
Thanat Samakhee 4-H Club honorary advisors (3 persons)
Community members

Thanat sub-district
asparagus producers group
(70 members)

Thanat sub-district
baby corn producers group
(50 members)

(of which
five members from 4-
H)

(of which
20 members from 4-
H)

Thanat Samakhee 4-H Club

4-H Club Committee
President
Vice president
Secretary
Accountant
Public relations
Committee member (2 persons)

(Any 4-H members
as time allows)

**ANNEX III: PROJECTS UNDERTAKEN
BY THE THANAT SAMAKHEE CLUB**

- 1996 • Damnoen Saduak DOAE office provided 3,000 baht to the Thanat Samakhee Club to buy the Club sign board and prepare information material.
- 1997 • The Club submitted a proposal for “vegetable production project funds” of DOAE and received 10,000 baht. This amount was used for mushroom and vegetable production, the sales profits of which were added to the Club account for further activities.
- Large scale flooding caused loss of all production bases, except for 1,000 to 2,000 baht of the Club funds.
 - With the remaining funds, the members continued mushroom production. In the meantime, merchants started to buy asparagus from farmers of Thanat sub-district, providing motivation among the farm youth to produce asparagus.
- 1997 • The Club received an award of 10,000 baht from the “environmental conservation by youth project” of DOAE. The Club produced a large volume of natural compost which was sold to members, the profit of which was added to the Club account.
- The Club decided to use one of the two mushroom houses for training of its members on poultry raising. Having acquired necessary skills in the following four to five months, the members decided to raise poultry individually, rather than as a Club activity.
- 1999 • Under the initiative of a Club advisor, the Club submitted a proposal to TAO for the “vocational development project” and obtained 80,000 baht worth of a drying machine for food processing.
- The Club submitted a proposal to the Cooperatives Promotion Department (CPD)¹ of MOAC, and received 120,000 baht, with which the Club members established an outlet for food processing.
- 2000 • The Club received 10,000 baht from the CPD training budget, and conducted training on accounting. Also, 50 farmers (farm youth, women and other farmers)

¹ It was facilitated by a Club member who was also a member of an agricultural cooperative.

from Thanat sub-district visited Kanchanaburi province (central Thailand) for a study tour.

- The Club obtained 10,000 baht from the National Youth Bureau (under the Office of the Prime Minister). The funds were to be directed for vocational group development or group business and commercial sales of the group products. The Club used the funds for (1) processing of guava, mango, aloe and sugar cane; (2) sales of these products at commercial outlets and fairs²; and (3) promotion of the Club through newspapers and television broadcasting; and (4) exhibition of their products at fairs and special events.

2001 • The Club received 5,000 baht from the National Youth Bureau, which was used for 50 farmers from Thanat sub-district to visit a King's Project in Petchaburi province (central Thailand).

² The Club representatives exhibited the products at fairs in Bangkok (in 2000 at Thai-Japan Sports Stadium, in 2001 at the Royal Park, and in 2002 at an exhibition center). In the most recent exhibition, the Club earned approximately 20,000 baht.

Source: Chronological chart compiled by the author based on the information obtained from the field survey

Annex IV. Information Sheet on the Thanat Samakhee Club

Name	Thanat Samakhee 4-H Club
Contact office(s)	Damnoen Saduak district DOAE office; or 4-H Club office (at the Thanat Samakhee ATTC)
Training venues	<ul style="list-style-type: none"> ▪ ATTC ▪ Outlets (belonging to the asparagus group / baby corn group / food processing and bakery group) ▪ <u>Members' individual farms</u>
Contact address	Damnoen Saduak district DOAE office Ampoe Damnoen Saduak, Ratchaburi province, Thailand (tel) 66-322-54391 <u>4-H Club office</u> 265 Moo 3, Thanat sub-district, Damnoen Saduak district, Ratchaburi province, Thailand (tel) 66-322-53640
Website	To be available shortly
Objectives	<ul style="list-style-type: none"> ▪ Provide farm youth with chances to gain knowledge and skills on agriculture and home economics; ▪ Develop leadership skills among the members; ▪ Encourage the members to apply knowledge acquired through group training and practice in their own rice fields and orchards; ▪ Train the members to make use of their free time; ▪ Enhance the members' pride and capacity to pursue agricultural career, in order to generate appropriate income for themselves and their families.
Legal status	Voluntary organization of vocational extension, supported by the DOAE at local and national levels.
Target groups	Youth of 10 to 35 years old residing in Thanat sub-district (average of 27 years old as of June 2002)
Members	33 (23 male / 10 female) as of June 2002
Language used in activities	Thai
Brief history	Establishment – 1973 Discontinuation of activities – 1982 Reestablishment – 1995 <u>Thailand best farm youth organization granted – 2000</u>
Organizational structure	See Annex II
Programme and major activities	<ul style="list-style-type: none"> ▪ Monthly plenary meetings ▪ Training (agricultural production, processing, etc.) ▪ Study tours (exchange visits) ▪ Asparagus production / Baby corn production (participation in Thanat sub-district groups) ▪ Food processing and bakery (joint investment with the Thanat women farmers' group) ▪ Education grant to children ▪ Collaboration in community works (road construction, community meetings and festivals, etc.)
“Success” factors (best practices)	<ul style="list-style-type: none"> ▪ Support factors: community / DOAE and support organizations / other youth groups – reinforced by the 4-H Club's initiatives in contribution to and collaboration in the community works, networking and exploration of possible support. ▪ Group dynamics factors: organizational structure (plenary meetings, advisors and self-generation of resources) / human resource factors (enhanced self-esteem, leadership, mutual learning and knowledge sharing, need-based approach enabling internalization of lessons learnt) ▪ Surrounding factors: natural settings and infrastructure – reinforced by the Club's initiatives in environmental friendly approaches and marketing
Participation	Through meetings and joint activities
Administration, monitoring,	Through monthly plenary meetings and frequent meetings of the Thanat Samakhee 4-H Club Committee.

Best Practices for Education and Training of the Rural Youth in the Philippines

The Case of the Tuga 4-H Club

by Alberto B. Maningding

1.0 INTRODUCTION

1.1 *Rural Youth in the Philippines*

The vital ingredient in a country's development lies in its human resources. Many underdeveloped countries were held back not so much by the shortage of funds but mainly due to lack of productivity skills and knowledge. Hence, a paradigm shift has been experienced from economic to humanistic. Development was then no longer defined as economic growth measured by the gross national product, but with a deeper meaning, that is, 'the improvement of the quality of life of an individual' (Flor and Ongkiko, 1998).

Like in any other country, the youth sector in the Philippines is a prime resource for nation building. The country's economic structure, which still relies very much on traditional agriculture and where the family was a basic production unit, the younger family members have their major roles in the agricultural production activities. The rural youth in particular

provided for the necessary agricultural labor force to a great extent. They make substantive economic contributions to their family and the national economy as well.

Likewise, enabling opportunities for the rural youth have to be provided to help them cope with technological changes and the future trends wherein their direct involvement would be necessary.

It is in this context that the Philippine Department of Agriculture through the Agricultural Training Institute promotes rural youth development through young farmers' organizations that would serve as the social preparation phase of these youth as they replace the aging farmers in the country. These organizations likewise represent the rural youth, who voluntarily worked together to use their time and efforts wisely and productively with the ultimate purpose of addressing the outstanding social and economic problems in their respective communities.

One type of rural youth organization is the 4-H Club, where youth are trained for the four-fold development of the *head, heart, hands* and *health*. The 4-H Club offers unlimited opportunities more particularly to the out-of-school youth in the rural areas, to contribute meaningfully towards the attainment of peace, stability and progress in the country.

The membership in the 4-H Club is open and voluntary, accepting youth from 12 to 30 years old. The Club emphasizes community-based projects in agriculture and homemaking that are income-generating and educational. Thus, it is an avenue for farm family development.

The Tuga 4-H Club is one of the more than 4,000 active 4-H Clubs in the country. Because of its outstanding performance and contributions to the community and to the agriculture and fishery sector as a whole, it was conferred with the *Gawad Saka* Presidential Award for the Outstanding Young Farmer/Fisherfolk Organization in 2001.

The Club was organized in 1996, and it has now a total asset of P500, 000 (US\$ 10,000). Its 64 members bound by a common objective and cooperation exemplify the vital role of the youth in nation building. Through the ideals of the 4-H movement, they promote their physical, moral, spiritual, intellectual, and social well-being through their active involvement in public and civic activities within the bounds of their inherent and acquired talents, skills and experiences in modern farming.

Their successful agricultural, fishery and agri-business projects demonstrate productivity and profitability as a means to achieve food self-sufficiency of the rural farm family. The club ventured in various livelihood activities such as rice production, tilapia culture, duck raising, swine dispersal, candy processing, among others. For human resources development, the Club sponsors and conducts training and sports competitions for its members.

Considered as one of the successful 4-H Clubs in the country, the Tuga 4-H Club was chosen as the focus of this study from which the best practices for education and training among the rural youth in the Philippines can be gleaned.

Lessons learnt from the experience of the Tuga 4-H Club can be deduced specifically from the best practices on education and training which other 4-H Clubs and other rural youth organizations in general could emulate and replicate in their areas.

As a whole, this study examined the factors, conditions and variables responsible for the success of Tuga 4-H Club specifically with regards to education and training of rural youth in the Philippines.

1.2 *The role of the youth in nation-building*

Republic Act No. 8044, otherwise known as the Youth in Nation Building Act, defined youth as the critical period in a person's growth and development from the onset of adolescence towards the peak of mature, self-reliant and responsible adulthood comprising the considerable sector of the population from the age of 15 to 30 years.

The critical stage of the youth has also been of universal concern. Based on the UN-ESCAP review on the situation of the youth in Asia and Pacific, the youth was a unique group in society due to the many aspects of vulnerability they faced while passing through a major stage in their lives. However, it stated that, "in addition to recognition of the vulnerability associated with the transitional nature of the identity of youth, it is equally important to recognize the youth as a positive force, as a human resource with enormous potentials for contributing to development."

The Philippine government acknowledged the critical role of the youth in nation building as declared in the Constitution. Likewise, it promotes and protects their physical, moral, spiritual, intellectual and social well-being. Hence, it should inculcate in the youth patriotism and nationalism; and encourage their involvement in public and civic affairs to tap their maximum potential as future leaders in the country.

The former President, Fidel V. Ramos emphasized in one of his speeches that "*in fulfilling a national vision, youth empowerment is an essential element of the strategy. With 53 percent of all Filipinos below 20 years old and 40 percent under 14 years of age, we have realized that our goal of sustainable development can only be made possible to the extent that we empower the youth as vanguards of our future, heirs of this nation and partners in our quest for development. The reason is obvious and clear – only the youth can provide the kind of historical continuity that development programs of any great magnitude require.*"

Who else will continue the present development programs but the youth themselves? Hence, in the Philippine Medium-Term Youth Development Plan (1999-2004), it was envisioned that Filipino youth were active as they have ceased to be mere spectators to become active participants in the development process. They were innovative as they had the initiative and proactive spirit in addressing the development challenges, not only of their generation but of the future generations as well.

1.3 Youth situation

Based on the 1995 census, Filipino youth numbered 20.7 million comprising almost one-third of the total population. From this population, a considerable number of the young people continue to live in poverty and are unable to adequately meet their basic needs for education, clothing, shelter and health care.

According to a survey by the Social Weather Survey-National Youth Commission (SWS-NYC) in 1997, the total number of unemployed and out-of-school youth comprised 40 percent of the total youth population. Given this percentage, it could be said that the country had an estimated 8,440,000 unproductive youth (based on the 1997 projected data of the National Statistics Office on youth population). Of this 40 percent who were neither working nor studying, seven percent had achieved some elementary education and 25 percent completed primary education, 20 percent had some high school education and 29 percent finished secondary education. Others (4 percent) were with some vocational education, completed vocational education (8 percent), and some college education (10 percent). Only 6 percent had completed college.

Survey data furthermore showed that 65 percent of the total youth population had stopped schooling and were unable to finish or reach college level. Out of this population, 64 percent stated lack of financial stability as the primary cause for not pursuing further education.

1.4 Issues and challenges affecting youth

The paper, “Overview of the Major Factors Affecting the Youth,” identified and summarized briefly some issues and challenges affecting the youth based on the analysis of the age-specific indicators. These factors include the following:

- The youth sector continued to be a vulnerable sector in spite of the inroads achieved. Generally, the youth were the least employable due to having lower qualification and relatively little experience. The youth comprised the majority of the unemployed and the minority of the employed. Relatively, the youth sector was also one of the

sectors easily affected by economic downtrends. As a result, the youth had the highest poverty incidence as compared to the other age groups.

- There was an expected increase in the development burden for the youth due to the expected aging population, i.e., the increase in number and proportion of persons belonging to the 60 and above range. With the increasing dependency, the youth are also expected to face stiffer competition because of the full implementation of the trade liberalization by the year 2020. Therefore, the sector would bear increasing pressure as the country intensified its effort to catch up with the rest of the developed world.
- The youth faced the challenge of declining budget allocation for youth-related activities from the national government. This did not however, mean that the government was giving less priority to the sector. Rather, this might be more indicative of the shift in the national government's governance paradigm, that it would play a more facilitative rather than a direct role in development management, and the local government units and the private sector needed to pick up the slack left by the national government. Hence, the youth sector must establish closer link with the local government units (LGUs) and the private sector.

Moreover, relative to education and training vis-à-vis employment, alternative options for employment and education were lacking. Effective and sustainable approaches were needed to ensure that young people were not deprived of their basic needs and rights.

1.5 Opportunities for the youth

Education had always been considered pivotal in the nation's quest for social and economic progress. Hence, education should be viewed in the light of the economic market and the global environment as a whole.

It has been an imperative that first, quality of education should be at par with global standards. Filipino youth must be provided with quality learning for them to productively respond to the needs and demands of the global market. Second, alternative learning systems should be further developed to increase access for young people. Third, continuing education should be encouraged to continuously equip the youth with new knowledge and expertise in accordance with the demands of the current and emerging global and national trends.

Among the programs implemented by the national government for the youth were the *Sulong-Dunong Para sa Kabataan*; Integrated Human Resource Development Program for the

Youth; Enhancing Quality and Relevance of Education; Broadening the Accessibility of Education; among others.

Based on the 1997 SWS-NYC survey on youth, 28 percent of the Filipino youth were neither studying nor working – untapped resources who could otherwise contribute to national development efforts if properly trained or provided with employment.

To increase the out-of-school youth's (OSY) access to education opportunities and to make education relevant and sensitive to their needs, the following should be undertaken in the medium term (1999-2004):

1. Providing opportunities and support to OSY with the inclination for formal education. Such initiatives must focus on increasing their access to education and on making education relevant and sensitive to their needs.
2. Promoting alternative education opportunities for those with different learning needs and in different circumstances which includes developing alternative learning and delivery schemes by which education can continue without the formal schooling system and encouraging the deliberate use of the workplace as an alternative learning and training venue, among others.

To widen the OSYs access to skills training and to enhance the quality of skills training programs, government efforts in the medium term should focus on the following concerns:

1. Increasing opportunities for skills training by expanding the dual training system; developing training and capability-building schemes tailored specifically for women to encourage enrollment for female OSY; and providing training incentive packages to qualified OSY.
2. Enhancing the capability of government training institutions and strengthening the participation of the private sector and LGUs in technical and vocational education.
3. Developing a labor market information system to serve as a guide for individual career decisions. Training would, therefore be based on the needs of the labor market, ensuring employment after training has been provided.

Increased livelihood opportunities should be provided to the OSYs by:

1. Ensuring the effective implementation of existing regional development plans to increase employment opportunities in rural areas.

2. Developing better agricultural training methods to make agriculture a more viable option to the youth in rural areas.
3. Providing additional/alternative livelihood opportunities to the rural youth, particularly during off-farm periods.
4. Rationalizing and expanding entrepreneurship development programs to enable more OSY to become self-employed.

The Department of Agriculture recognized the importance of education and training among the youth especially those in the rural areas. Agriculture Secretary Leonardo Q. Montemayor once said that, “It is important to mold the young people in the rural areas; they should be trained to become more civic minded, to be of service to others in the community.”¹

The 4-H Club is one of the rural youth organizations in the Philippines where young people are trained to be of service to others in the community.

1.6 History of the 4-H Clubs in the Philippines

The 4-H Club movement began in the early 1900s in the United States. It grew out of the need to train young boys and girls to grow better crops and raise livestock as well as on food preservation.

This idea was strengthened in 1914 with the passage of the Smith Lever Law, which provided directions for cooperative extension work in agriculture and home economics in each state of the United States.

In the Philippines, Maria Y. Orosa, the founder of Home Extension, initiated a youth work program in 1934. Twelve years later, the Agricultural Extension Division of the Bureau of Plant Industry organized the 4-W program, the forerunner of the 4-H Club work in the Philippines. The four *W*'s stood for *Will, Well-being, Work and Wisdom*.

The creation of the Bureau of Agricultural Extension through the Republic Act 680 in 1952 marked the start of the 4-H club work in the Philippines. The United States also granted the use of the copyrighted name and emblem of the 4-H Club to the country, after which the 4-W Clubs assumed the name 4-H Clubs.

¹ Secretary Leonardo Q. Montemayor, *Proceedings, Seminar-Workshop on Institutional Development and Youth Program Implementation for FYDP Coordinators, May 2001*.

Since then, the municipal agriculturists and home demonstrators organized some 827 4-H Clubs among the 13,027 in-school and out-of-school boys and girls aged 10 to 20 all over the country.

From 1978 to 1984, the 4-H Clubs were renamed *Anakbukid* to give a truly Filipino identity of a rural youth development program. In 1985, the name 4-H Club was adopted again as clamored by the field workers of the then Ministry of Agriculture (now Department of Agriculture) and the 4-H club members themselves for security reasons.

The number of 4-H clubs and its members grew and even doubled year after year. To date, there are more than 150,000 rural boys and girls who are marching along the trail on 4-H work to enhance productivity, self-reliance and better citizenry for nation-building.

1.7 *The Farm Youth Development Program*

The 4-H Club movement in the Philippines has just turned 50 years old in May 2002. For 34 years the 4-H Club program was under the direct supervision of the then Bureau of Agricultural Extension of the Department of Agriculture (DA) until the Decentralization Act of 1989.

In 1989 the DA launched the Farm Youth Development Program (FYDP) to become its umbrella program for youth development. Decentralization and devolution was fully implemented, however, the FYDP was not sustained in all Regions and the 4-H Clubs are now considered a non-government organization of farm youths.

In 1996, the Department of Agriculture issued Administrative Order (AO) Number 12 calling for the revitalization of the organization of farmers, fisherfolk, livestock and poultry raisers, the Rural Improvement Club (RIC) and the 4-H Club. Attached in Annex A is a copy of the order.

However, in 2002, Administrative Order Number 9 was released superceding AO Number 12 of 1996, detailing the participation of rural based organizations and which included the 4-H Clubs in the activities of the DA. The Order was guided by the principle of people empowerment espoused by the Philippine Agriculture and Fisheries Modernization Act (AFMA).

In AO Number 9 series of 2002, The Agricultural Training Institute was tasked as National Secretariat and Overall Coordinator in the management and supervision of the revitalization and sustaining activities of rural based organizations. The regional, provincial and municipal levels are also organized as such.

Also outlined in the AO are some of the sustaining activities and support projects to be provided by DA subject to availability of funds which includes training on work-oriented values, leadership, skills development and entrepreneurship, and materials and financial support.

Fund support from the DA is also stipulated in the AO. A copy of the AO is attached as Annex B.

1.8 *Opportunities for youth development under the 4-H Clubs*

The 4-H Clubs represent the avenues by which youth are trained and developed. The *HEAD* to think, plan and reason, to be innovative and creative; the *HEART* to be caring, sharing, committed and civic conscious; the *HANDS* to be useful, skillful and serviceable; and the *HEALTH* to enjoy life and participate actively in nation building.

The following are the opportunities for youth development among 4-H Club members:

- *Economic Development*. 4-H Club work centers on a project, a requirement for 4-H members. Projects can either be individual and/or group undertakings. The 4-H member may choose from any of livestock and poultry, crops, aquaculture, home trades and other club projects to venture in and develop his/her capability.
- *Social Development*. This involves interaction of 4-H members within the organization and the community. This includes citizenship building, leadership, sports and recreation and community service.
- *Cultural Development*. This involves the interaction of 4-H members in carrying out activities necessary to develop and sustain the Club, as well as the exchange of ideas through people to people efforts.
- *Clientele Development*. This includes information dissemination on population concepts in relation to health and nutrition and local exchange involving the youth in activities within and outside the Region to gain experience, knowledge and skills.

Aside from opportunities for training within the country, there are various international training programs available for the rural youth. Among these are:

- *Philippine Agricultural Training Program (PATP)*. The PATP was conceived through the initiative of the National 4-H Council of the Philippines composed of private organizations that support the 4-H movement. The Philippine government recognizes that the first prerequisite for developing agriculture is the need for skilled

farmers thoroughly trained in various phases of a business-oriented farming operation. This training program was thus established to provide such training for selected Filipino young farmers.

The program aims to provide practical knowledge in farm management practices, production and marketing techniques while living with their host family; and to promote cultural awareness and interchange between the trainees and host family.

The trainees are sent to Hawaii with the clear understanding that they are going to live and work on farms for an 18-month on-the-job and in-service training experience. In Hawaii, the Maui Agricultural Council, Inc. with the assistance of the University of Hawaii, College of Tropical Agriculture and Human Resource, will administer the training and educational aspects of the project.

Around 20 to 23 farm youth who are 18-25 years old, high school graduates and 4-H Club members, are selected annually to undergo the training program along vegetable production, food processing and cutflower production. This program is a joint effort of the Maui Agricultural Training Council Inc., and the Agricultural Training Institute through the National 4-H Club of the Philippines.

- *International Farm Youth Exchange (IFYE) Program.* The IFYE program is a two-way exchange visit of the youth and farmers to the Philippines and Taiwan. The program aims to provide practical training on the farm of the other and share experiences gained in agricultural sciences and techniques and to promote mutual understanding, foster friendship and world peace.

The participants should come from the 4-H Club - one youth coordinator from either the Department of Agriculture or from the local government unit, one 4-H Club volunteer leader; IFYE Alumni Association – one 4-H Club volunteer leader; and from the IFYE Taiwan – two progressive leaders. The program is a joint effort of the Philippines – National 4-H Club Council and IFYE Alumni Association and Taiwan, specifically IFYE ROC.

- *Young Filipino Farmers Training Program in Japan (YFFTPJ).* The Young Filipino Farmers Training Program in Japan is an ASEAN commitment of the government of Japan to young farmers in Indonesia, Thailand, Malaysia and the Philippines who have the potential to be key farmer leaders. In the Philippines, this program is sponsored by the Japan Agricultural Exchange Council (JAEC), the Japan Ministry of Agriculture, Forestry and Fisheries (MAFF) and the National Agriculture and Fishery Council (NAFC). The JAEC coordinates with the Japanese farmers with well-managed farm operations to serve as host farmers while NAFC conducts the Pre-departure Orientation Course.

With a grant from the Republic of the Philippines-Japan Increased Food Production Project, YFFTPJ provides assistance for the re-entry projects of the graduates of the training, to upgrade their entrepreneurial skills and empower JAECAAP to eventually implement the program.

The training program aims to provide modern farming experience; acquire technical skills in agriculture, farm machinery and cooperative management; provide opportunities for an exchange of agricultural information of mutual interest among the participants; and help foster understanding and goodwill among Southeast Asian nations.

The participants of this training program are males, 22 to 28 years of age with at least high school education and full-time farmers with at least two years of continuous farming experience.

Annex C presents information on the training and education exchange programs available for the rural youth in the Philippines.

2.0 THE STUDY

Youth participation in the development process involves enabling and empowering them. Empowering them means organizing and building their capabilities, hence the need for education and training, which are then the vital components of the 4-H Club's activities for its members. They are trained and developed to be productive members of the community.

Thus, the need to identify the best practices on education and training of the rural youth based on the experiences of the Tuga 4-H Club, one of the successful 4-H Clubs in the country.

2.1 Objectives

In general, the study hopes to identify the best practices for education and training of the rural youth in the Philippines based on the experience of one of its 4-H Clubs, the Tuga 4-H Club.

Specifically, the objectives of the study are:

1. To describe the organizational set-up, membership, programs and activities of Tuga 4-H Club.
2. To identify the facilitating factors that contributed to the success of Tuga 4-H Club.

3. To pinpoint the gaps in the implementation of programs and activities of the Club.
4. To identify the lessons learnt in implementing education and training programs based on the experience of Tuga 4-H Club.
5. To come up with recommendations for education and training programs for the rural youth of the Philippines.

2.2 *Research Methodology*

The study was conducted through the case study approach. Literature and documents including reports and financial documents of the Tuga 4-H Club were reviewed and analyzed.

Since Barangay Tuga in Tabuk, Kalinga is under the jurisdiction of the Cordillera Administrative Region (CAR), the Department of Agriculture CAR Field Unit facilitated and coordinated the interview with the officers of Tuga 4-H Club, the Municipal Farm Youth Development Program (FYDP) Coordinator of Tabuk, Provincial FYDP Coordinator of Kalinga, Municipal Agriculturist of Tabuk and the Municipal Mayor of Tabuk. While in the area, field visits on the various projects of the Club were also conducted.

The data was qualitatively analyzed based on the objectives of the study so that the best practices for education and training of the rural youth in the Philippines based on the experience of one of its 4-H Clubs, the Tuga 4-H Club in Tabuk, Kalinga, are identified.

3. 0 THE TUGA 4-H CLUB

Based in Tuga, Tabuk, Kalinga of the Cordillera Administrative Region (CAR) in the northern part of the Philippines, the Tuga 4-H Club was organized in November 1996 with 18 active members. The membership doubly increased in five years time that it reached a total of 64 in year 2001, about 32 percent of which were out-of-school youths and the rest were either high school or college students, with ages ranging from 13 to 29 years old. More than half of the Club's total membership (56 percent) were male who ventured in various livelihood projects such as piggery or swine production, duck production, goat production, poultry, gardening, and rice farming. The rest of the members, the 28 female 4-H'ers ventured in gardening, ornamentals, candy processing, swine production, rabbit production, poultry and goat production as well.

The Club was registered in the Local Government Unit of the municipality of Tabuk a month after it was organized. It was also registered in the Security Exchange Commission for national recognition.

3.1 Purpose and objectives of the Tuga 4-H Club

Following its slogan “learning by doing” and its motto “make the best better”, the Tuga 4-H Club aimed to establish income-generating projects in agriculture and fishery as a means of livelihood for its members. This was also their way to demonstrate the use of appropriate technologies not only to its members but to farmers in the locality as well.

The Club further aimed to develop the commitment of its members to help their families in alleviating poverty and in maintaining their *barangay*² a favorable place to live in.

To keep its members productive and to discourage them from drug addiction, the Club aimed to promote physical, moral, spiritual, intellectual and social well being of each member through training, sports, and civic activities. Likewise, they actively participated in other activities of their *barangay* for this purpose.

3.2 Organizational Structure

Like any other organization, the Tuga 4-H Club had its own set of officers who managed the activities of the Club, headed by a president, who was then assisted by two vice presidents — one in-charge of internal affairs of the Club and the other for its external affairs (Figure 1).

For its regular operations, the Club had its own secretary, auditor, treasurer, press relations officer, and business managers. Also, for the implementation of its projects and other activities, the Club had three coordinators for sports, projects, and socio-cultural activities.

In all their undertakings, these officers consulted with their advisers who were the youth volunteer leader, the municipal agriculturist and the agricultural technologists from the Local Government Unit of the Municipality of Tabuk.

3.3 Major Programs and Activities of the Club

Income Generating Projects

² *Barangay* is the smallest political unit in the society. It is the basic political unit in the Philippines serving as the primary planning and implementing unit of government policies, plans, programs, projects, and activities in the community, and as a forum wherein the collective views of the people may be expressed, crystallized and considered, and where disputes may be amicably settled (Source: The 1991 Philippine Local Government Code).

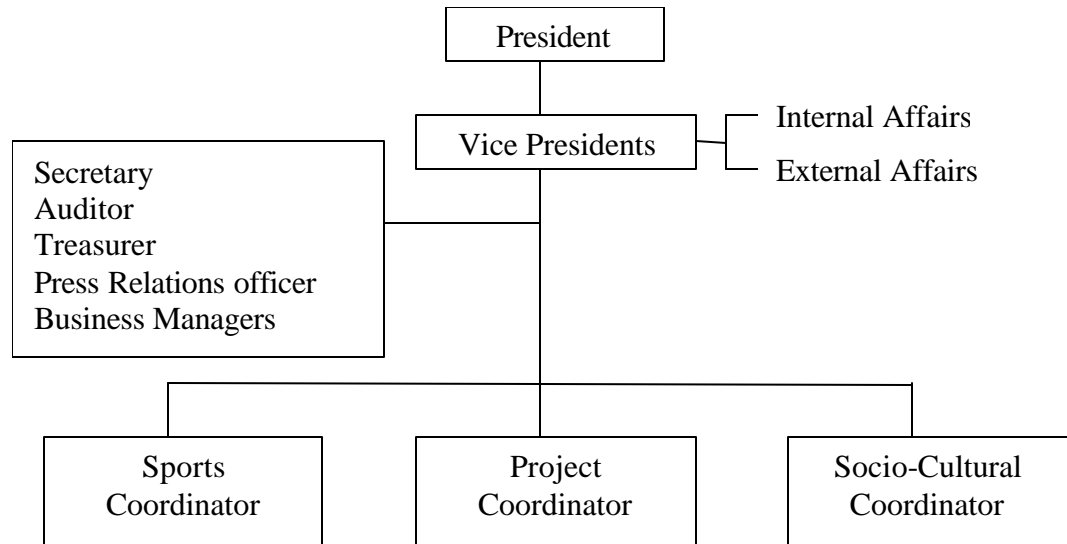


Figure 1. Organizational Structure of the Tuga 4-H Club.

At first, the members ventured into selling used bottles and stick brooms. In 1997, the Club was benefited with 10 piglets from the Barangay Livestock Breeding Loan Program of the Department of Agriculture (DA). It adopted a fund-generating scheme out of this dispersal project, wherein a member-recipient provided to the Club three piglets. Two piglets were re-dispersed to other members and the other one was sold, the sale of which was added to the general fund of the Club. Through this endeavor, the families of the member-recipients were provided a livelihood project and the Club was able to generate P26,735 (US\$ 535), enough to finance other projects.



The members of the 4-H Club polishing a fish pond.

The Club rehabilitated an abandoned fishpond in 1998 and obtained free fingerlings from the Bureau of Fisheries and Aquatic Resources in CAR. With the guidance of an agricultural technologist (AT) and the knowledge they obtained from the training on tilapia culture, basic and appropriate technologies were applied. Extra fingerlings were removed and given free to other fish farmers. Some were also released in the rivers and streams in the barangay. After a year of operation, the Club gained a net income of P7,650 (US\$ 153) with a return on investment (ROI) of 178 percent. In 2000, they earned P4,600 (US\$ 92), that meant a 211 percent ROI. Before the year ended, the Club ceased to maintain the pond due to lack of irrigation and constructed a 540-square meter pond in another site. From there, the Club generated an income of P5,600 (US\$ 112), with an ROI of 127 percent. This endeavor became one of the essential contributions of the Club with the effort of the Government to rehabilitate the inland waters in the area.

From then on, the Club leased a half-hectare rice field for two cropping seasons in 1999. With a hands-on training on modern rice production technologies, the members applied their knowledge on the planting of registered seeds and on limited use of insecticides as recommended by their AT. This resulted in a net income of P23, 370 (US\$467) that meant 103 percent ROI. On that same year, the Club availed of a hand tractor from the farm equipment loan program of the DA. The out-of-school members operated the equipment and received 30 percent of the rental fee for their wages. In five cropping



The Club members planting the crops.



The Club started a duck production project with an initial stock of four drakes, eight female breeders, 23 male and female breeds.

seasons, the Club generated a total income of P77, 540 (US\$ 1,551), from which the Club paid its amortization for the loan and the balance used, for project expansion.

Moreover, the Club had ventured in processing candies and snacks, which were sold during some occasions and trade fairs in the *barangay*. In 1999, the Club generated P1,420 (US\$ 28) income with an ROI of 157 percent, P1,350 (US\$ 27) in 2000 with an ROI of 108 percent and in 2001, the Club earned P975 (US\$ 20) net income with an ROI of 115 percent. Aside from earning income, the members of the Club demonstrated easy-to-prepare recipes and an income-generating project with minimal investment that could be adopted by the housewives in the area.

The Club had also put up a nursery for crops where they produced forest-tree and vegetable seedlings, which they distributed free to farmers. Likewise, the Club was able to obtain financial assistance from the DA to construct a multi-purpose drying pavement and a mini-warehouse in the *barangay*.

Furthermore, in 1998, the Club was able to earn more without incurring some costs in some activities they participated in. For instance, in bingo socials, they earned P3,125 (US\$ 62.50); sales from broomsticks amounted to P675 (US\$ 13.50); from caroling, P3,250 (US\$ 65); and from the members' annual dues for two consecutive years, P975. This totaled to P8,025 (US\$ 160.50) added to the income of the Club. Based on Philippine standards, these net amounts or profits are considered a high income during that period.

In 2000, the Club was awarded the outstanding young farmers' organization in CAR and received a cash incentive of P100,000 (US\$ 2,000), which they used to venture in other

projects such as putting up of a variety store, duck production, and purchasing of sewing machines for its planned tailoring and dressmaking project.

In August of the same year, the Club started a duck production project with an initial stock of four drakes, eight female breeders, 23 male and female breeds. A member was tasked to take care of the flocks, while the other members were scheduled to collect golden snails, the snails from rice fields used as supplemental feed for the flock. During its first year of operation, some 50 heads were sold (some were ducklings and some at an average weight of two kilograms per head and at P70 or US\$ 1.4 per kilo). The total net income reached P2,120 (US\$ 42).

In 2001, the Club garnered the *Gawad Saka* Presidential Award for the Outstanding Young Farmer/Fisherfolk Organization where they received a cash incentive of P250,000 (US\$ 5,000). They plan to use the funds to expand their livelihood activities.

At present, the Tuga 4-H Club has a total of seven income-generating projects. As a whole the Club's total assets amount to P500,000 (US\$ 10,000).

3.4 Training and Development

Not only did the Club venture in income-generating projects, it also conducted several training programs for its members, as well as for RIC members, farmers from the community and other 4-H Clubs in nearby communities.

As part of its human resource development program, the Club sponsored and conducted various training programs in coordination with the LGU of Tabuk. Other agencies were also tapped to conduct the training programs. These included the Technical Skills and Development Authority (TESDA), Agricultural Training Institute (ATI), Bureau of Post-Harvest Research and Extension (BPRE), Bureau of Fisheries and Aquatic Resources (BFAR), Department of Trade and Industry and the state college and universities (SUCs) in the Region. These were on basic leadership, poultry and swine technology, rice, corn and vegetable technology, tilapia culture and *kuhol kropek* (golden snail) processing.

Various government agencies likewise sponsored the members of the Tuga 4-H Club to attend other training courses to increase their knowledge and for the trainees to share their knowledge and skills they had obtained to the rest of the club members. These courses tackled the following topics:

- Agricultural production and management of 4-H Clubs
- Leadership skills
- Tailoring and dressmaking

- Aquaculture and fish cage
- Operation and maintenance of moisture meter
- Wood finishing technology
- Simple bookkeeping

Since most of the male members were farmers, they were able to attend four-month season long Integrated Pest Management Farmers' Field School (FFS) on inbred and hybrid rice production. Eventually these were the ones who became adopters of the technology espoused in the FFS.

Likewise, some of the officers of the Club were able to participate at educational field trips, locally known as *lakbay-aral* within the Region, particularly at Benguet State University.

Furthermore, these members were also given the chance to participate in the annual municipal, provincial and national conventions of the 4-H Clubs which were always in collaboration with the youth volunteer leaders through the Volunteer Leaders' Association of the Philippines (VLAP).

As an evidence of their organizational abilities, the members of the Club were able to organize sports activities. These were participated in by other 4-H Clubs from nearby *barangays* and other rural-based organizations such as the rural improvement club and farmers' organization. The Club actively participated in community affairs, cleanliness and beautification activities.

The municipality of Tabuk has 41 *barangays*, all of which had their own 4-H Clubs, but only 22 were considered active clubs. With the help of the Tuga 4-H Club, many Clubs were reactivated when it initiated and sponsored the first 4-H municipal sports league in Tabuk.

3.5 Awards and recognition

These exemplary accomplishments and contributions of the Tuga 4-H Club in local agriculture gave them the following awards:

- Plaque of recognition from the Municipal LGU of Tabuk for initiating the first 4-H Sports League (1999)
- Most active *barangay* organization in Tuga, Tabuk municipality (1999-2000)
- Outstanding young farmers' organization in Tabuk, Kalinga (1999-2000)
- Outstanding young farmers' organization in the province of Kalinga (2000)
- Outstanding young farmers' organization in CAR (2000)
- *Gawad Saka* Presidential Award for Outstanding Young Farmers/Fisherfolk Organization (2001)

The LGUs believed that this was due to their ability to lead the members on how to be productive as they were able to implement their projects and activities successfully.

Furthermore, these achievements had always encouraged the Tuga 4-H Club to touch the lives of more people, including the nearby communities in their area, their potential partners in development.

4.0 FACILITATING FACTORS CONTRIBUTING TO THE SUCCESS OF TUGA 4-H CLUB

The success of Tuga 4-H Club can be attributed to some factors. Among these are:

- *The support of the Local Government Unit of Tabuk, Kalinga*

Tabuk, Kalinga is fortunate to have a municipal local government executive, Mayor Camilo T. Lammawin Jr., who prioritizes agriculture in his development agenda. By being an active youth volunteer leader for the 4-H movement even before his term as Municipal Mayor, he recognizes the vital role of the youth in the development of the municipality.

As outlined in his re-entry plan, “The ‘*Matagoan*’ as an Integrated Approach to Sustainable Development,” he aims to empower the women sector by their active participation on proper waste management program; re-evangelize and develop public awareness especially the women and youth on sanitation, environmental protection and development; and redirect or refocus youth activities to more productive and healthy ways of living.

The youth (in-school, out-of-school and the 4-H members to be specific), are one of the target beneficiaries of the sustainable development program. One of the activities of the program is the conduct of skills and productivity training specifically along computer education, livestock and poultry production, electronics repair, micro-entrepreneurship, composting/organic fertilizer; diesel mechanic; leadership training; and other skills training conducted on a monthly basis. Annex D includes a copy of the re-entry plan.

Part of the plan is the operationalization of the Youth Center as a training facility. At present trainings for youth is conducted in the *barangays*. What Municipal Mayor Lammawin plans is for the Youth Center to become the hub of training activities and be equipped with facilities and equipment needed especially for computer education and other livelihood training programs. He wants the youth to be busy and productive to keep them out of vices such as drug addiction.

Currently, the municipality is also establishing its food production center. This is solely for hands-on training for farmers and for youth interested in agriculture. There will be monthly trainings which include fish hatchery, swine production, goat production, among others. The trainings offered at the food production center will be operational by 2003 with the Office of the Municipal Agriculturist overseeing the operations of the Center.

With all these training programs for youth, the Mayor is also working on tie-up with the Development Bank of the Philippines (DBP) to finance or provide micro-lending to the livelihood activities of those who attended the training. The training will be required before DBP will process and approve their loans. The bank will monitor the standard of the training programs conducted.

The municipality also conducts an annual food fair annually during its foundation day.³ This is one avenue where the products of the youth especially the 4-H Clubs within the municipality are displayed and marketed. The fair is also one way of opening the market for the products of the youth and the farmers in general.

Likewise, the municipality offers a local scholarship program for youth who want to continue their formal education. The program is for indigent but deserving students. One requirement is for them to study in colleges within Tabuk. This program had only started in 2002. At present the municipality is supporting 40 college-level scholars.

• *Active involvement of the Office of the Municipal Agriculturist*

The municipality of Tabuk is basically an agricultural area. It is considered as the rice granary of the Cordillera Region because of its 11,406 hectares of irrigated riceland. The Municipal Agriculturist and his pool of agricultural technologists have their hands full in terms of implementing programs in their municipality. The Farm Youth Development Program is only one of the many activities they are involved with.

The Municipal FYDP Coordinator is the focal person in the municipal level of the FYDP. She is responsible for monitoring the activities under the program and for coordinating and overseeing all the activities of the 4-H Clubs at the municipal level.

³ *The Municipality of Tabuk celebrates its annual town fiesta during its foundation day wherein a food fair is held to showcase products made by the youth and the farmers.*

The agricultural technologists (AT) are area-based. One AT covers two to three *barangays* or around 200 to 250 hectares. They monitor and visit their areas weekly. This already includes monitoring of the 4-H Clubs and their projects.

The Municipal Agriculturist conducts quarterly meeting and reporting of all the ATs. During the meeting, issues and problems are raised as well as possible solutions are discussed by the group.

- *Strong linkage with other agencies and state college in the municipality*

The training programs for the youth in the municipality are being supported by the Technical Skills and Development Authority (TESDA) and the Kalinga Apayao State College. The Department of Trade and Industry (DTI) also provides support specifically for micro-enterprise training programs.

The Municipal Social Welfare and Development Office and the Department of Health are also tapped to provide their training services for the youth. Trainings usually tackle nutrition-related topics.

- *Support from Provincial Government and the Department of Agriculture*

The Provincial Government of Kalinga actively supports the FYDP program of the municipality. They instituted a mechanism of coordination with the municipal government of Tabuk, by having an FYDP Coordinator in the province. The Provincial FYDP Coordinator also monitors the FYDP Program in the municipalities, and provides support in the training programs of the 4-H Clubs. The Provincial FYDP Coordinator together with her counterpart in the municipality also visits the projects of the 4-H Clubs.

Through its regional field unit in CAR, the DA is actively involved in the activities of the youth. One focal person for the FYDP, the Regional FYDP Coordinator is tasked to coordinate, monitor and evaluate all the activities relating to farm youth in the Region.

Tuga 4-H Club is a recipient of various agricultural projects from the Department of Agriculture Cordillera Administrative Region Field Unit (DA-CARFU). This includes the swine dispersal program. The 4-H Clubs including Tuga 4-H Club are encouraged by their ATs to submit project proposals to DA-CARFU. The Regional Office evaluates these proposals and provides the interventions that might be needed.

- *Awards and incentives*

The awards given to Tuga 4-H Club motivated the members to strive harder, to think of more innovations and more livelihood projects for the Club and the members in general. The Club received an incentive of P100, 000 (US\$ 2,000) from the DA-CARFU for being a Regional awardee for Outstanding Young Farmers' Organization in the Region in 2000.

Likewise, members are proud for topping all the other Regions in the country. The Club bagged the *Gawad Saka* Presidential Award for Outstanding Young Farmer/Fisherfolk Organization in 2001 and received a cash incentive of P250,000 (US\$ 5,000).

Aside from the pride of being a regional and national awardee, the incentives they received widened their opportunities to venture into other livelihood projects which could improve the financial standing of the Club and more importantly, to benefit its members.

Being a national awardee, the club is being looked up to by other 4-H Clubs and youth organizations in the municipality. It is usually tapped for educational field visits, locally known as '*lakbay aral*' by other youth organizations in the province of Kalinga. During these visits by other organizations, the Club and its members show off their projects and share their experiences.

- *Sound human resource development activities*

The income generating activities of Tuga 4-H Club is successful because of a solid human resource development program. Before venturing on a livelihood activity, the Club first train its members. For instance, in the swine dispersal project, the members are required first to attend training on swine production.

The Club also sponsors one-day seminars on value orientation, drug addiction, nutrition, and anti-gambling where they invite resource speakers from the municipality and the local state college.

The Club sponsors an average of five trainings per year. Some of these trainings are on swine production, poultry, vegetable production, tilapia culture, and *kuhol kropek* processing, among others. They usually conduct one-day lecture demonstrations on food processing seminars where women and mothers in the barangay are invited.

The officers, particularly the President of the Club, are the ones usually invited to participate at workshops, seminars, conventions and trainings within the province or the region. After attending these activities, the President or the one who participated, shares with Club members the learning insights he/she had gained. This is usually being done during their monthly meetings.

Being an active player in agricultural development in the municipality, some of the members are invited to participate in educational field visits or *lakbay aral* together with farmers. However, invitations are only limited to those from within the province and the Region.

It is a requirement for the new Club officers to attend the leadership trainings conducted by the AT and/or the Municipal FYDP Coordinator. New members are likewise required to attend pre-membership seminars for them to be oriented on their role as members of the 4-H Club.

- *Other training opportunities*

The previous President of Tuga 4-H Club was chosen to participate in the Philippine Agricultural Training Program in Maui, Hawaii. This 18-month training program is funded by the Maui Agricultural Training Council Inc., the Philippines' Agricultural Training Institute of the DA through the National 4-H Council of the Philippines. The young farmers are expected to gain knowledge in farm management practices, production and marketing techniques while they live with their host family. This is also one venue for cultural exchange between the trainee and the host family.

5.0 CHALLENGES IN IMPLEMENTING CLUB PROGRAMS AND ACTIVITIES

- *Availability of funds*

The availability of funds is usually a problem faced at municipality level. Municipal officials want to do more especially in uplifting and keeping the youth busy, however, funds are necessary to implement these programs. This is usually a problem especially if counterpart funds are being asked.

- *Rural to urban migration of the youth*

The youth of the *barangay* prefer to migrate to urban centers. It seems that agriculture, especially farming, is not their interest. If this continues, there will be fewer farmers in the future and no one will replace the aging farmers in the countryside.

- *Limited opportunities for non-officers of the Club*

During conventions, only the President of the Club gets invited to attend. Generally, other officers of the Club only attend training programs conducted by the municipality, the province

and the region or those conducted or offered by other agencies. Knowledge acquired from educational and study visits are also very limited as these are usually conducted within the municipality, the province and the region. Officers and members therefore have yet to be exposed to other successful 4-H Clubs in other regions of the country.

Previously, the Department of Agriculture had implemented a national recognition and achievement week for the 4-H Club. However, in the past few years, this was no longer being done due to funding limitations. The recognition and achievement celebrations are now being conducted at the regional, provincial and municipal levels but only when funding is available. At such events, the 4-Hers, mostly rural youths, demonstrate their skills and talents in different areas such as in rice production, swine raising, grafting, essential oil and mango juice concentrate processing, and at poster making contests, the youths from all regions in the country compete and vie for top awards.

This was one opportunity for the youth to show off their skills and talents, but unfortunately because of funding requirements, this was not sustained. Instead, a national convention for 4-H volunteer leaders, FYDP Coordinators and 4-H Club Presidents is being conducted annually.

6.0 LESSONS LEARNED

Lessons can be gleaned based on the experience of Tuga 4-H Club in implementing education and training programs for the rural youth in the Philippines. The lessons include the following:

- *Organization and mobilization of the rural youth*

The rural youth, especially those out of school youths, should be organized and mobilized. In this sense, they would be able to contribute more in development and nation-building. For instance, in the case of Tuga 4-H Club, when the members were organized, they have maximized their time and developed their skills and talents. They were able to venture in livelihood activities and in various socio-economic endeavors.

The young farmer/fisherfolk organization should be appreciated not only in terms of their capacity to improve farm production and generate incomes, but more specifically in their special role in stabilizing the marginalized, socially deprived youth and the rural communities. Their being organized at a young age has been an important preparatory step towards the establishment of more competitive farming communities in the future.

Likewise, there are more opportunities for training and education among rural youth if they are organized. They themselves could sponsor and conduct training programs because as an organization, they have the resources and they could mobilize resources for these education and training programs.

- ***Strong support from the Local Government Unit (LGU)***

Since implementation of youth programs like the FYDP is now devolved to the LGUs, the local government executives must be convinced to allocate some more funds and to prioritize programs for the youth. The Mayors and other officials of the municipality must believe in the capacity of the youth so they will be convinced about the viability of the program. This is where rural youth organizations play a vital role because they can lobby with the Municipal Council (or what is locally known as the *Sangguniang Bayan*) and with the Mayors to allocate funds especially for the training and educational programs.

The support of the Mayor and other municipal officials is one factor that facilitated the success of the Tuga 4-H Club. The municipality has a good training and education program for the youth to maximize their full potential, to keep them busy and keep them away from drug addiction. When funds are low, the Mayor and other officials look for ways to mobilize the resources of the municipality, and tap agencies and the state college in the area.

Without the LGUs' support, the Office of the Municipal Agriculturist would not be able to implement the FYDP, the program for the farming rural youth.

- ***Coordination between LGUs and National Government***

There is a need for coordination between the LGUs, the DA Regional Field Units and the DA through the Agricultural Training Institute in implementing programs and provision of support services for the rural youth. This is needed especially when dealing with resources. There must be an agenda and subsidy for youth development programs and this could be done with the help of the LGUs.

- ***Establish and strengthen linkages with other agencies and educational institutions***

There are various agencies both within the government and the private sector, including schools, colleges and universities that can be tapped as potential partners in implementing programs for the youth, particularly for education and training. They could share whatever resources they have, not only funds.

The Tuga 4-H Club with the support of the Mayor and the Office of the Municipal Agriculturist was able to mobilize the resources of their municipality. They have developed strong linkages with various agencies such as TESDA, DTI, MSWDO, DOH, and the local state college, among others.

· *Mobilize youth volunteer leaders to help the youth*

Partnership with other organizations and other concerned individuals should likewise be established and strengthened. The 4-H Club of the Philippines have partners who are civic-spirited and who provide support to the 4-H movement. Some of these are former 4-H Club members who are now successful in their chosen careers. Among these organizations are the 4-H Coordinating Council, the Volunteer Leaders Association of the Philippines, the Philippine Agricultural Training Program Alumni Association, the International Farm Youth Exchange Alumni Association and the Japan Agricultural Exchange Council Alumni Association of the Philippines (JAECAAP).

These organizations assist in the formulation of policies and programs related to 4-H activities. They also provide funding for holding national 4-H events. They provide awards to outstanding 4-H Clubs and assist in advancing the leadership and influence of the 4-H program for rural youth development.

· *Expand the avenues for learning and other opportunities for the rural youth*

More training and non-formal education programs should be made available to the rural youth and youth organizations. These training and education programs should be need-based and should entice them to venture in livelihood activities and stay in the countryside. Likewise, these training programs should make agriculture a more viable option to the youth to stay in the rural areas.

Likewise, study tours, educational field visits, local exchange programs, within and among the regions in the country, should be available to the rural youth so they could be exposed to other successful 4-H Clubs in the country. This would facilitate exchange and sharing of ideas and techniques as well as technologies applied and would widen their horizon and give them ideas and insights so that they could venture in other socio-economic activities.

The international training programs available to the rural youth should also be sustained. The Club members would be motivated to do the best they can in their livelihood projects as well as in the activities of the Club because they look forward to being chosen as potential participants for these international training programs. They know that selection is very

competitive since there are criteria that should be met, hence, the motivation to make the best.

Likewise, short courses, lecture-demonstrations on micro-enterprise projects, hands-on training, leadership courses, and values orientation, among others should be continuously provided for youth in rural areas. Aside from being able to make use of their time wisely and productively, this will develop them to become persons who can contribute and participate in the development of the community.

· *Sustain provision of awards and incentives*

Provision of awards and incentives to deserving rural youths and youth organizations should be sustained. Competitions appeal to youth. It motivates them to maximize their full potentials as active players in nation-building. It drives them to think of more innovations and more livelihood projects for the organization and its members.

7.0 SUMMARY AND CONCLUSIONS

The rural youth in the Philippines have various opportunities for training and education available to them. The Department of Agriculture, through the ATI, promotes rural youth development through the Farm Youth Development Program where young farmer's organizations like the 4-H Clubs are mobilized.

The 4-H Club is an organization of primarily out of school rural youth, involved in education and training programs and income-generating projects for the four-fold development of the *Head, Heart, Hands* and *Health*.

The Tuga 4-H Club in Tabuk, Kalinga of the Cordillera Administrative Region, is one of the successful 4-H Clubs in the country. It garnered the *Gawad Saka* Presidential Award for Outstanding Young Farmer/Fisherfolk Organization in 2001.

To identify the best practices for education and training of the rural youth in the Philippines, the experiences of Tuga 4-H Club were considered. Literature reviews, focused interviews, field visits of projects and review of Club documents were conducted and these formed part of the data gathered. The data was analyzed vis-avis the problems and objectives of this study.

The Tuga 4-H Club had 64 members in 2002, 32 percent of whom are out of school youth and the rest were either high school or college students, ranging in age between 13 to 29

years old. More than half of the Club's total membership (56 percent) were males. The Club ventured into various livelihood activities such as piggery or swine production, duck production, goat production, poultry, gardening and rice farming. The rest of the members, 28 female 4-H'ers (44 percent) ventured in gardening, ornamentals, candy processing, swine production, poultry and goat production.

The Club has various income-generating projects from which they received an average 108 percent return on investment. Among these projects are rice production, fishery/tilapia production in fishponds, duck production, food processing, swine dispersal, among others.

The Club also received various awards, foremost of which was the *Gawad Saka* Presidential Award for Young Farmer/Fisherfolk Organization.

From the various livelihood activities and from the cash incentives, the total asset of the Club at present is P500,000 (US\$10,000).

Not only did the Club ventured in income-generating projects, it also conducted several training programs for its members, as well as for the Rural Improvement Club (a women's organization) members and farmers in the community. These were implemented with other 4-H Clubs at nearby communities.

As part of its human resource development program, the Club sponsored and conducted various training programs in coordination with the LGU of Tabuk, an average of five trainings annually. Other agencies such as TESDA, ATI, BPRE, BFAR, DTI, and the state universities and colleges are also tapped to conduct the training programs. Subjects covered included basic leadership, poultry and swine technology, rice, corn and vegetable technology, tilapia culture and *kuhol kropek* processing.

Various government agencies likewise sponsored the members of the Tuga 4-H Club for their attendance to other training courses to increase their knowledge and re-echo their learnings with the rest of the members. These courses tackled the following topics:

- Agricultural production and management of 4-H Clubs
- Leadership skills
- Tailoring and dressmaking
- Aquaculture and fish cage
- Operation and maintenance of moisture meter
- Wood finishing technology
- Simple bookkeeping

Since most of the male members are farmers, they qualified to participate in a four-month Integrated Pest Management Farmers' Field School on inbred and hybrid rice production. It resulted in them adopting the technologies espoused in the FFS program

Likewise, some of the officers of the Club were able to participate in educational field trips, locally known as *lakbay-aral* just within the region, particularly at Benguet State University.

Furthermore, these members were also given the chance to participate in the annual municipal, provincial and national conventions of the 4-H Clubs which were always conducted in collaboration with the youth volunteer leaders through the Volunteer Leaders' Association of the Philippines (VLAP).

Among the facilitating factors contributing to the success of Tuga 4-H Club are the support of the local government unit of Tabuk, Kalinga particularly its Municipal Mayor and other municipal officials; active involvement of the Municipal agriculturist and the agricultural technologists; strong linkage with other agencies and state college in the municipality; support from the provincial government and the national government through the Department of Agriculture; giving of awards and incentives; sound human resource development activities; and other opportunities for training the rural youth.

The gaps identified in implementing programs and activities for the youth are the non-availability of funds, rural to urban migration of youth, and limited training opportunities for non-officers of the Club.

The lessons that were gleaned from the experience of Tuga 4-H Club in implementing education and training programs for the rural youth in the country include the following: the need to organize and mobilize the rural youth; the need for strong support from local government units; the need for coordination between LGUs and the national government; the need to establish and strengthen linkages with other agencies and educational institutions; the need to mobilize youth volunteer leaders to help the youth; the provision of more avenues for learning and opportunities for the rural youth; and the need to sustain the provision of awards and incentives.

Education and training opportunities for rural youth in the Philippines rely on the support of the local government unit, since implementation of the youth programs particularly those in the agriculture sector, has been devolved to the LGUs. LGUS must therefore mobilize its resources to educate and train the youth. Linkages with various agencies within the LGUs, educational institutions, and other non-government organizations (NGOs) should also be established and strengthened. The national government for its part will have to support the

LGUs. The coordination of both would mean the institutionalization of a system that would redound to better partnerships and successful implementation of programs.

Mobilizing the youth is one way of empowering them. They themselves can implement and sponsor training and education programs for their members. Youth organizations are also the first ones tapped by LGUs and NGOs for the implementation of their programs and services since youth groups can be easily mobilized and they can maximize funds provided to them.

8.0 IMPLICATIONS AND RECOMMENDATIONS

Continuing education and training programs should be encouraged among the rural youth to continuously equip them with new knowledge and expertise in accordance to the demands of the local, national and global market. These education and training programs should be need-based and should increase livelihood and self-employment opportunities for the rural youth.

As long as the community, the local government, its various agencies, be it government and non-government organizations and the people within the community, particularly those in power, recognize the vital role of the youth in development and nation-building, education and training programs will be successfully implemented. Only then can it be assured that the rural youth in the Philippines has a wide array of opportunities for education and training. Only then can they productively respond to the needs and demands of the locality.

For further study, the extent of implementation of youth programs in local government units in the country might be considered. A national study on how many of the LGUs have programs for the youth, the implementation of such programs, resources for the youth, and budget allocated for youth programs, among others, is imperative.

Likewise, since this study is only focused on one successful rural youth organization, other successful organizations, especially those who had been national winners of the *Gawad Saka* Most Outstanding Young Farmer/Fisherfolk Organization in the past, should also be studied as they too might offer good experiences and valuable insights to share on education and training of rural youth.

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Annex A



Republic of the Philippines
DEPARTMENT OF AGRICULTURE
Office of the Secretary
Elliptical Road, Diliman, Quezon City

24 July 1996

Administrative Order

N o. 12

Series of 1996

SUBJECT: REVITALIZATION OF THE ORGANIZATION OF FARMERS, FISHERFOLKS, LIVESTOCK AND POULTY RAISERS, RIC AND THE 4-H CLUB

In order to maximize the participation of farmers, fisherfolks, livestock and poultry raisers, RIC and 4-H club members in the implementation of the Medium Term Agricultural Development Program and Social Reform Agenda of the government, all bureaus and regional offices of the Department of Agriculture, are hereby directed to initiate and extend assistance, as may be needed, in the revitalization of existing organizations of farmers, fisherfolks, livestock and poultry raisers, the RIC and the 4-H Club, and in the formation of new organizations in Barangays in coordination with LGUs and NGOs concerned. Such assistance shall include the registration of the new organizations in the appropriate registering agencies of the government; planning and identification of livelihood projects; and formation of cooperatives to facilitate linkage with credit institutions, CDF, and other sources of assistance.

The Directors of ATI, BFAR, BAI and a representative from the Regional Field Units, in coordination with the National Presidents of the federation of farmers, fisherfolks, livestock and poultry raisers, RIC and 4-H Club shall prepare guidelines for the immediate implementation of this order.

This Order shall take effect immediately.

(Sgd.) **SALVADOR H. ESCUDERO**



Republic of the Philippines

DEPARTMENT OF AGRICULTURE

Office of the Secretary

Elliptical Road, Diliman, Quezon City

Annex B

ADMINISTRATIVE ORDER No. 9
Series of 2002

SUBJECT: PARTICIPATION OF RURAL-BASED
ORGANIZATIONS IN DA ACTIVITIES & SUPPORT
THEREOF

In order to provide more impetus to revitalize and sustain the organization of farmers, fisherfolk, livestock and poultry raisers, RIC, 4-H Club members and their activities to make them functional and productive partners of the Department of Agriculture (DA), this Administrative Order is hereby issued.

I. Guiding Principles

Following the principle of people empowerment espoused by the Agriculture and Fisheries Modernization Act (AFMA) to ensure the development of the agriculture and fisheries sectors in alleviating rural poverty and the role of the private sector in extension as a subsystem of the National Extension System for Agriculture and Fisheries, the DA shall encourage the participation of farmers and fisherfolk cooperatives and associations, and others in the private sector in training and other complementary extension services especially in community organizing, use of participatory approaches, popularization of training materials, regenerative agricultural technologies, agribusiness and management skills.

II. Objective

These guidelines shall serve to guide officials and employees of the DA in handling the participation of farmers, fisherfolk, livestock and poultry raisers, RIC, 4-H Club members and devolved agriculturists as the Department's partners in realizing the objectives of the AFMA and following the guiding principles above.

III. Participation

- a) Farmers - embraces the ramification of RA 7607 definition of small farmers as, "natural persons depending on farming as their primary source of income and on the sale, barter or exchange of agricultural products".
Includes culflower growers, nursery operators, commercial tree planters, seed producers and small agricultural producers as tenants sharecroppers, peasants, small owner- cultivator or any self-employed individual who, by himself or with his family, provides the primary labor requirements of his business enterprise or one who earns at least 50% of his gross income from the payment, proceeds or income of the labor he provides.
- b) Fisherfolk - as defined by the IRR of EO 240, refers to persons directly or personally and physically engaged in the taking and/or culture of fish and processing of fishery and/or aquatic resources.
- c) Livestock and Poultry Raisers - farmers engaged in livestock and poultry raising
- d) Farmers/Fisherfolk Association - is a group of farmers, fisherfolk, livestock and poultry raisers
- e) Rural Improvement Club - is an association of rural women primarily aimed at tile upliftment of the farmer and fisherfolk families through farm home resources management, leadership in the community, women's empowerment and entrepreneurship.
- f) 4-H Club - is a duly registered non-government organization of farm youths preferably out- of-school youth whose ages range from 12-30 years old engaged in agricultural projects aimed at developing self-reliance, entrepreneurship and leadership. It includes qualified members of the alumni associations, i.e. PATP, JAEC and IFYE.

Although not rural-based organizations, this AO shall also apply to the following organizations:

- a. PAPCA - is the duly recognized association of Provincial and City Agriculturists.
- b. DAP - the duly recognized association of Municipal Agriculturists/ Agricultural Technicians.

IV. Organization & Composition

- a. The Revitalization Committee created under AO 12 is effectively abolished with tile issuance of this AO.
- b. The Agricultural Training Institute (ATI) shall serve as the National Secretariat and Over- all Coordinator in the management and supervision of the revitalization and sustaining activities of rural-based organizations. The ATI Director shall be assisted by tile designated ATI National Coordinator for Farmers'/Fisherfolk Associations, RIC and 4-H Club, PAPCA/DAP. As Head of the Secretariat, the ATI Director is authorized to call the DA-RFU Coordinators and National Presidents of the clubs/associations in Section III hereof for consultative meetings. The National Secretariat shall also maintain a databank of the activities and accomplishment of the clubs/associations in coordination with the DA- RFU coordinators.
- c. The DA-RFUs shall serve as the Regional Secretariat to be headed by the Regional Executive Director who shall be assisted by the designated Regional Coordinators for Farmers' /fisherfolk Associations, RIC, 4-H Club and PAPCA/DAP.
- d. A Provincial and Municipal Coordinator shall be designated by the respective Governor or Mayor. They shall assist in planning, identification, implementation and sustainability of livelihood and other socio-economic projects, formation of cooperatives and facilitating linkages with credit institutions, congressional funds and other sources of assistance.

It is preferred that designated Coordinators at all levels have the educational background and/or appropriate training aligned to the association's/club's orientation. Replacements for the position of Coordinator should preferably have same educational background and/or training as indicated above.

V. Sustaining Activities and Support Projects

To strengthen and sustain the activities of these groups to achieve family and community development in the rural areas, the DA shall provide them with the following interventions, subject to the availability of DA resources:

1. Training on work-oriented values, leadership, skills development and entrepreneurship
2. Material and financial support to attend the following:
 - a. Consultative meetings of officers, leaders and implementors
 - b. Farm Family Forum/Achievement Days at the national, regional, provincial and municipal levels
 - c. DA-initiated and approved livelihood and other socio-economic projects
 - d. On-the-job trainings and observation tours
 - e. Inter-agency programs (i.e. Kabataan 2002, BIDANI and Population Education)

VI. Fund Support

- a. To facilitate immediate implementation of this Administrative Order, funding shall be provided as a line item in the DA budget starting CY 2002 to be allotted quarterly to the Regional Field Units, provided that annual allocation shall be:
 - Divided proportionately among the regions depending on the number of provinces under each region, with the region which has a greater number of provinces getting a bigger share; and
 - Provided that the RFU with the greatest number of provinces shall not receive more than Pesos: Three Million (P3.0 million) for this purpose per year.

The budget shall be used specifically to pay for traveling expenses, seminar/training expenses and other expenses for consultation/meetings of association/club officers, leaders and their duly designated representatives, subject to accounting and auditing rules and regulations.

- b. Funding support for the implementation of livelihood projects shall be sourced through the initiative of the association/club.

VII. Coordination with Local Government Units

To facilitate coordination with Local Government Units, existing Memoranda of Agreement between and among the Department of Agriculture, Department of Interior and Local Government, Presidents of Governors and Mayors Leagues of the Philippines shall apply in the implementation of this Administrative Order.

VIII. Applicability of Associations/Clubs Constitution and By-Laws

The Constitution and By-Laws of all associations/clubs shall continue to guide the conduct of activities of these respective associations/clubs.

IX. Effectivity

These implementing guidelines shall take effect immediately upon approval hereof and shall remain in full force and effect unless revoked.

A.O. No. 12 dated July 12, 1996, its implementing guidelines and other issuances inconsistent herewith are hereby revoked.

(sgd.) LEONARDO Q. MONTEMAYOR
Secretary

April 15,2002

Different International Training Programs for the Youth

Annex C

PROJECT/ PROGRAM TITLE	DONOR AGENCY	TYPE OF ASSISTANCE	PROJECT OBJECTIVES	PROJECT COMPONENTS	TARGET BENEFICIARIES
1. Philippine Agricultural Training Program (Island of Maui, Hawaii)	Maui Agricultural Training Council, Inc., Agricultural Training Institute thru the National 4-H Club of the Philippines	Funding source: self-liquidating On-the-Job training for 12 to 18 months	1.To provide practical knowledge in farm management practices, production & marketing techniques while living with a host family. 2. To promote cultural awareness & interchange between the trainees & host family	1. Vegetable Production 2. Food processing 3. Cutflower Production	<ul style="list-style-type: none"> •No. of trainees: 20-23/batch •Farm youth, age 18-25, at least HS graduate, bonafide 4-H Club member
2. International Farm Youth Exchange Program (Taiwan)	Philippines: National 4-H Club Council IFYE Alumni Assn. Taiwan: IFYE ROC	2-way exchange visit to the Philippines and Taiwan	1. To provide practical training on the farm of the other and share experiences gained in agricultural sciences and techniques. 2. To promote mutual understanding, foster friendship and world peace.		<ul style="list-style-type: none"> •4-H Club: 1 youth coordinator (DA or LGU) and 1 4-H Club volunteer leader •IFYE Alumni Assn.: 1 4-H Club Volunteer leader •IFYE ROC: 2 progressive farmers
3. Japan Agricultural Farm Youth Exchange Program – Young Filipino Farmers Training Program in Japan.	Japan Agricultural Exchange Council (JAEC) Japan Ministry of Agriculture, Fisheries and Forestry (MAFF) National Agriculture and Fishery Council (NAFC)		1.To provide for a modern farming experience 2.To acquire technical skills in agriculture, farm machinery and cooperative management 3.To provide opportunities for an exchange of agricultural information of mutual interest among the participants 4.To help foster understanding and goodwill among Southeast Asian nations.	JAEC coordinates with Japanese farmers with well-managed farm operations to serve as host farmers while the NAFC conduct the pre-departure orientation course.	<ul style="list-style-type: none"> • Male, single, age 20-28 with at least HS education • Presently unemployed, a full-time farmer with at least 2 years of continuous farming experience <p align="center"><i>ASEAN Commitment of the Government of Japan to young farmers who have potentials as key farmer leaders. The participating countries are Indonesia, Thailand, Malaysia and Philippines.</i></p>
4. Ship for Southeast Asian Youth Program	Prime Minister's Office of Japan	2-month cruise-cultural exchange program	To promote friendship, goodwill and mutual understanding among the youths of the participating countries.		Filipino, age 18-30, active member of any youth organization, knowledgeable of the current issues of the Philippines, Japan and ASEAN countries.

Annex D

The “Matagoan” as an Integrated Approach to Sustainable Development”

A Re-entry Plan for the Municipality of Tabuk

By **Hon. Camilo T. Lammawin, Jr.**

Municipal Mayor

I. RATIONALE

Tabuk as the premier town of Kalinga is a fast urbanizing first class municipality, which has a land area of 64,170 hectares and a population of 78,633 with an annual growth rate of 4.09%. The vast agricultural lands has enticed a lot of people from the different tribes of the Cordilleras, people from the different regions in the country as well as the sub-tribes of Kalinga from the different municipalities of the province to reside in the area and engaged themselves in agricultural livelihood.

The cultural influx to the municipality posed as one of the major threats in the peace and order condition of the locality. Tribal conflicts resulting to random killings have been considered as a setback to its development as this is a taboo to investors and businessmen coming to Tabuk. This problem has even affected the youth disrupting their education. There is also an alarming incidence of juvenile delinquency coupled with illegal drug abuse. Crime rate has escalated and the passiveness or inaction of police personnel in responding to these criminal incidences had dimmed the hopes of the effective enforcement of local and national laws.

The growing populace naturally generates enormous solid wastes most especially in the urban barangays. Transport groups, public market, including schools and hospitals are the main tributary sectors to the solid waster problem and the burden of collecting and disposing garbage is solely shouldered by the local government.

Irresponsible cutting of trees had also gone widespread over the municipality that is evidently destroying the watershed areas drastically reducing the water supply needed in the irrigation of the vast rice fields in the locality.

Tabuk has been declared as the “MATAGOAN” or the zone of life by the Kalinga Bodong congress as a bedrock of all development efforts to save the rich endowments and resources of the municipality and the province as well. The matagoan concept is inspired by the principles of the “BODONG” (Kalinga Peace Pact) tradition, which emphasizes the institutionalization of the culture of peace characterized by the peaceful co-existence between and among the different cultural groups residing in the locality.

At present, there is a growing consensus among the different sectors of the population of Tabuk for a strong advocacy to push for the concept of “MATAGOAN” as an indigenous approach to synergize all development efforts in Tabuk and at the same time, unifying the various sectors and cultural groups with diverse cultural orientations towards accepting the socio-cultural and economic development concern of the municipality. Promoting peace and order as the cursor of development and improving the environmental condition for sustainable development would ensure a low crime incidence rate and clean community that would make the “MATAGOAN” a better place to live in.

II. GOALS

Generally, the plan shall be directed towards the establishment of a clean, peaceful and orderly community resulting to the accelerated growth of economic opportunities.

Specifically, it shall aim to:

1. Empower the women sector on their active participation of proper waste management.
2. Re-evangelize and develop public awareness especially the women and youth on sanitation, environmental protection and development.
3. Redirect/refocus youth activities to more productive and healthy ways of living.

III. OBJECTIVES

1. To organize and strengthen various support sectors
2. To conduct relevant information campaign and seminars to support groups
3. To document and formalize mutual support by forging joint Memorandum of Understanding with concerned private groups
4. To organize and conduct employable skills training in coordination with appropriate agencies
5. To provide higher education opportunities through scholarship programs
6. To enhance desired cultural practices
7. To sustain sports activities
8. To adopt “Tree Parks” starting at the intermediate levels
9. To encourage concerned constituents on composting and green revolution
10. To urge all sectors to regularly clean the community
11. To enjoin wholehearted support of both concerned government and private sectors
12. To embark on appropriate infra support projects.

IV. TARGET BENEFICIARIES

The project would have the urban barangay as pilot areas namely: barangays Bulanao, Appas, San Juan, Magsaysay, Dagupan Centro, Dagupan West, Casigayan, Laya East and Agbannawag and eventually expanding to the rural barangays after its six (6) months of implementation.

The major beneficiaries and stakeholders would be the following:

1. YOUTH
 - a. Grade School Pupils (Intermediate)
 - b. High School Students
 - c. Out-of-School Youths
 - d. 4-H Club Members
2. WOMEN
 - a. Rural Improvement Club
 - b. Barangay Women's Club

3. TRIBAL LEADERS

All members of the different tribes and Kalinga sub-tribes residing in Tabuk.

V. PROJECT DURATION AND SCHEDULE OF ACTIVITIES

The project will have a six and half (6 1/2) months of initial implementation and would be sustained as a continuous program of the municipality government by strengthening the youth and women sectors and empowering them to work together with the community in the achievement of a just and humane society without prejudice to the indigenous and traditional values for a progressive and peaceful community.

ACTIVITIES:

1. Organization/ Strengthening/ Coordination of Beneficiaries
 1. Women
 2. Out-of-School Youth
 - c. Youth Sports Clubs
 3. Parents-Teachers Community Association
 4. Transport Group
 5. Vendors Association
2. Conduct of Information Education Campaigns and Orientation Seminars
 1. Pope Forum
 2. Youth Peace Summit
 3. IEC on Illegal Drugs – Women

1. OSY
 2. Schools (Intermediate)
 3. High Schools
 4. Advocacy on Solid Waste Management
3. Conduct of Skills and Productivity Trainings/ Scholarship
 1. Skills Training on Youth
 1. Computer Education
 2. Livestock and Poultry Production
 3. Electronics Repair
 4. Micro Entrepreneurship
 5. Composting/ Organic Fertilizer
 6. Diesel Mechanic
 7. Leadership Training
 8. Other Skills Training (monthly)
 2. Scholarship Program
 - Local College Education
 3. Skills Training on Women
 - Food Processing
 - Loom Weaving
 - Waste Recycling
 - Other Livelihood Trainings (every 2 months)
 4. Promotion of “DORMAT” (warming) among Bodongs (PEACE PACT)
 - Matagoan Festival
 5. Sports Activities (quarterly)
 1. Marathon
 2. Cycling
 3. Chess
 4. Lawn Tennis
 5. Basketball
 6. Establishment of Mini-Forests
 1. Composting
 2. Vegetable Production
 7. Establishment of Organic Farms
 1. Seedling Production (Grade School Pupils-Intermediate)
 2. Tree Planting
 8. Community cleaning

SCHEDULE OF ACTIVITIES

	JUNE				JULY				AUG				SEPT				OCT				NOV				DEC			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Org./Coordination of Beneficiaries																												
a. Woman			■	■																								
b. Out-of-School Youth				■																								
c. Youth Sports Club					■																							
d. Parents-Teachers Community Assn.			■	■																								
e. Transport Group							■																					
f. Vendors' Assn.								■																				
Conduct of Information Education Campaigns & Orientation Seminars																												
a. Pope Forum								■																				
b. Youth Peace Summit									■																			
c. IEC on Illegal Drugs										■	■	■	■	■	■													
d. IEC on Environmental Awareness & Devt.									■	■	■	■	■	■	■	■												
e. Advocacy on Solid Waste Mgt.			■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
Conduct of Skills and Productivity Trainings/Scholarship																												
a. Youth							■			■			■			■			■			■			■			
b. Scholarship	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	
c. Women								■						■											■			

SCHEDULE OF ACTIVITIES (cntd...)

	JUNE				JULY				AUG				SEPT				OCT				NOV				DEC							
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4				
Promotion of “DORNAT” (warming) among Bodongs – Matagoan Festival		■	■																													
Sports Activities																																
a. Marathon		■																														
b. Cycling										■	■																					
c. Chess													■	■	■	■																
d. Lawn Tennis																					■	■										
e. Basketball																									■	■	■	■				
Establishment of Mini-Forests																																
a. Seedling Production					■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■												
b. Tree Planting																					■	■	■	■								
Establishment of Organic Farms																																
a. Composting										■	■	■	■	■	■	■																
b. Vegetable Prod.																	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
Community Cleaning																																
a. Schools/Municipal Officials employ				■				■				■				■				■				■				■				■
b. Transport Groups		■				■				■				■				■				■				■				■		
c. Public Markets	■				■				■				■				■				■				■				■			

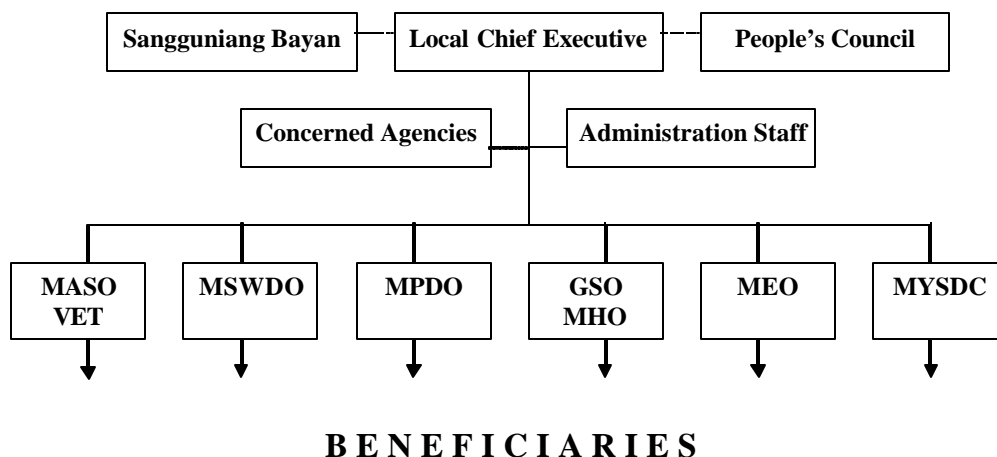
VI. DISTRIBUTION OF PROJECT RESPONSIBILITIES

The Local Chief Executive through the different offices of the Municipal Government shall initiate the implementation of the project in strong coordination with the following agencies and concerned groups:

1. The Municipal Planning and Development Office shall coordinate with the Office of the Presidential Adviser on Peace Process for funding, Kalinga Bodong Congress for tribal coordination, Philippine National Police as resource speakers for the implementation of POPE forum and other inter-tribal conferences for the promotion of peace and order in the community and forging better relationship among the different tribes and sub-tribes within the municipality.
2. The General Services Office, Municipal Health Office, Municipal Planning and Development Office, Municipal Engineering Office, Municipal Social Welfare and Development Office, and the Municipal Agriculture Services Office shall implement the solid waste management and reforestation activities through the active participation and coordination of the Department of Agriculture composting and organic farming, Community Environment and Natural Resources Office on Solid Waste Management activities and resource speakers on the establishment of Mini-Forests, the Department of Education and Private school shall also be coordinated in the seedling production , tree planting and community cleaning activities.
3. The Municipal Social Welfare and Development Office and Municipal Youth and Sports Development Council shall take charge in the implementation of sports activities with the National Sports Commission support on sports and athletic information and other available assistance it could give. The Department of Health should assist the Local Government unit in terms of health lectures and physical and medical chekups on participants in my sports activity.
4. The Municipal Planning and Development Office and Municipal Social Welfare Development Office shall lead in tapping the Department of Science and Technology, Department of Trade and Industry, Technical Education and Skills Development Authority for the skills and productivity training for the youth and women sectors of the municipality.
5. The Municipal Agricultural Services and Veterinary Officer shall primarily be responsible in urging households to practice backyard composting and organic farming where appropriate. Likewise, they must also encourage the constituency to engage in vegetable farming a backyard gardening, piggery, poultry and the like as income augmentation scheme but must closely supervise them.

6. The Rotary Club, Free and Accepted Masons, Religious Groups, NGOs, and pas shall be tapped for resource support whether it be material, financial or manpower resources.

VII. ORGANIZATION STRUCTURE



VII. BUDGET PROPOSAL AND SOURCES OF PROJECT FUNDS ACTIVITY

PROJECT COST

1. Organization/Coordination of Beneficiaries	- P10,000.00
2. Conduct of IEC and Orientation Seminars	- 200,000.00
3. Conduct of Skills and Productivity Trainings	- 350,000.00
4. Promotion of "DORNAT" among Bodongs	- 100,000.00
5. Sports Tournaments	- 300,000.00
6. Establishments of Mini-Forest	- 10,000.00
7. Establishment of Organic Farms	- 20,000.00
8. Community Cleaning	- 10,000.00

TOTAL PROJECT COST: P1,000,000.00

SOURCES OF FUND:

1. LGU	- P420,000.00
2. OPAPP	- 128,000.00
3. KASC	- 52,000.00
4. TESDA	- 30,000.00
5. Donations	- 350,000.00

TOTAL: P1,000,000.00

VIII. FACTORS THAT MAY DRASTICALLY AFFECT PROJECT IMPLEMENTATION

1. Political indifference among people
2. Passive attitude of the community
3. Non-cooperation of tribal leaders
4. Inadequate funds

IX. MEASURES TO BE UNDERTAKEN TO MINIMIZE OR ERADICATE OBSTACLES

1. Tapping the grassroots and imbibing sincerity that the program is for the good of people and not for the politician.
2. Massive and intensive Information Education Campaign among sectors.
3. Orientation and leadership trainings for tribal leaders
4. Initiate funds source from the private sector

Annex E

Location of Tuga, Tabuk, Kalinga in the Philippines



Best Practices for Education and Training for the Rural Youth in Japan

A Case of an Internship Training Program

by Masayoshi Arisawa

1.0 INTRODUCTION AND BACKGROUND

The Japanese socioeconomic system has been established and has improved since World War II. For instance, people's pursuit and craving for material wealth is now facing a turning point in the new century. With increasing public awareness in limited global resources, environmental problems and possible food crises, the Japanese people are now beginning to reassess their values and life styles, and have developed better values.

Agriculture is an industry-producing food using the natural ecosystem, and specific forms of operation are largely influenced by geographic conditions. Farming systems and technologies applied also vary considerably in different countries and regions depending on the economic conditions of the area. The major characteristics of agriculture and rural life in Japan can be summed up into three points as follows:

1.1 Location and land available for cultivation

Japan is located in the Asian monsoon zone. Rice crop farming has been operated nationwide as a key planting system suitable for its hot and rainy summer season. Some regions in the Pacific Coast with a dry winter and low rainfall operate a double cropping system by using winter wheat.

Mountainous areas cover about 61 percent of total land area. Under these circumstances, available flat land for agricultural cultivation is limited to only 14 percent and cultivated land under management per farm household is 1.6 hectare on the average.

1.2 Communities and cultures

Minimal farming operations and difficulties in controlling water use at the individual farm level require a centralized control in the use of water for the farming communities. Community rules established to ensure smooth operations had considerably fostered the spirit of mutual aid, a value which has been passed from one generation to another and has become part of the traditional rural culture. Rural areas, which are not only the locus of agricultural production, but also areas where people live, are losing vitality due to the aging of local residents and decreasing population. This has made maintenance of regional communities difficult, especially those that are based in rural locations.

On the other hand, expectations for an increased rural population and increase in the number of people engaged in agriculture are expected to rise. In recent years, there has been a steady increase in the number of people recognizing the value and role played by agriculture and rural areas in ensuring a safe and secure life for all.

1.3 Trends in diversified households and the workforce

Agriculture in Japan has been supported not only by independent farmers, but also by various types of workforces depending on regional conditions. Given this fact, it is necessary to recognize the contributions of these workforces, such as the management entities of approved farm units, community farming, agricultural service establishments, and quasi-public entities, and establish a mechanism to facilitate good relationships with these operators. The present situation of farm households is such that it has decreased from year to year. It totaled 4,100,000 farm households in 1985 but decreased to 3,216,000 farm households in 1999, representing a decline of 22.2 percent.

Women play important roles in farming and housekeeping, and in recent years, more women have become involved in regional decision-making processes. This, however, had remained low, although remarkable increases in the number of female agricultural committee members were observed.

The number of aged farmers (65 years old and above) is increasing and this has affected the structure of agricultural production. Aged male farmers comprised 41 percent and aged female farmers comprise 35 percent of the total labor force, and most of them are now retiring from farming. Thus, in recent years, it has become important to attract and maintain highly motivated young farmers who will engage in agricultural production for the next generation as replacement farmers.

2.0 THE STUDY

2.1 Objectives

The objectives of this study is to examine the means and techniques of training farm successors who desire to engage in agriculture in the future, particularly that of the Internship Programs Training in Japan.

2.2 Research methodology of the study

Research methodologies employed in this study included the reexamination, investigation and a review of related literature on the following topics:

- a. Background and present situation of agricultural education and training programs in Japan;
- b. Origin and basic concept of the internship program;
- c. Governmental action and concept relating to the program;
- d. Activities and achievements of the Rural Youth Education Development Association (RYEDA); and
- e. Findings and recommendations

3.0 AGRICULTURAL EDUCATION AND TRAINING IN JAPAN

There are four types of agricultural education and training existing in Japan. First, is the agricultural school education under the Ministry of Education and Sciences (MOES) which incorporates agricultural education courses in the curricula of senior secondary schools, 2-year junior colleges, and 4-year universities?

The second is farmers' training programs under the Ministry of Agriculture, Forestry and Fisheries (MAFF) which administers training programs in 2-year farmers' colleges (with almost one existing in each prefecture), and short-term training programs organized by district agriculture extension centers.

The third is the farm youth training programs promoted by the Rural Youth Education Development Association (RYEDA) under the sponsorship of MAFF. The RYEDA supports rural youth study group activities originated from nationwide 4-H club activities and the Internship Training Program (Apprenticeship Training) with the related Master Farmers System.

The Master Farmers System was initiated first by the Nagano Prefecture government followed by the prefectures and local authorities at almost the same time with that of the internship programs. Under the system, the prefectures or other local authorities used to establish, in the first place, criteria for selecting the appropriate farmers who are qualified to train future farmers. If the farmers pass the criteria, they are appointed as Master Farmers. Then, the names and aptitude of the Master Farmers are registered and publicized, so that they may be available to train and supervise future farmers participating in the internship programs.

The fourth is the International Farm Youth Exchange Programs funded by the Japan Agricultural Exchange Council (JAEC) under the sponsorship of the MAFF.

4.0 ORIGIN AND BASIC CONCEPT OF THE INTERNSHIP PROGRAM

The internship program traces its origin to the "Apprenticeship Training" which was first conducted at the beginning of the 12th century in Japan. It was only between the early 17th and late 19th centuries that the training program was adopted by many other industries. However, with the introduction of the modern school education system in 1872 right after the Meiji Restoration, the traditional apprenticeship training appeared to be absorbed mostly by school education programs. Yet, programs for "Acquiring skills on the job or by living at a workplace" has remained an effective means in providing practical training not only to skilled workers like barbers, carpenters, etc., but also in the more sophisticated training for medical doctors, lawyers, etc.

According Tajima (1994), the first attempt to give "Overseas Farmers Training" in Japan was made by the Hokkaido Prefectural Government in 1920, when several young persons were sent to Denmark to undergo practical training on skills and management of intensive dairy farming. These farmers, after returning home, started to give Danish type "On-farm

Training” in their farms to young farmers to apply and disseminate what they had learned in Denmark.

As had been mentioned, the time-honored apprenticeship training was almost absorbed by the school education program, however, the latter often failed to provide sufficient practical training as expected, as teachings in the formal school education system were more on classroom and laboratory training, and even farm practices were conducted in an attached small and more experiment-oriented school farms within the campuses. Also, students tended to have almost no opportunity to have practical experiences in actual farming techniques and farm management.

The same holds true for the teacher-training program. Teachers themselves were able to teach theories and practices in a specialized area of agriculture, but often unable to teach more comprehensive and practical matters necessary for operating farms such as efficient use of various resources in farm management, cooperative activities in the rural community (production, transportation, marketing, and processing), etc. which were imperative to be able to operate farm business efficiently and profitably.

Under such circumstances, the internship program in advanced farms was considered at that time the best way to provide future farmers and future agricultural leaders with opportunities to learn how to manage farms, and acquire practical skills necessary for farm management.

4.1 Governmental actions and the contents of the program

In 1952, the MAFF, responding to the proposal of local governments, formulated the “Programs for Exchanging Agricultural Trainees Between Prefectures”, which included criteria for selecting trainees, for selecting qualified farmers to receive trainees, training periods, and expenses. These are as follows:

1. Criteria for selecting a trainee.
 - a. A future farmer with potential leadership qualities to work with nearby farmers.
 - b. A graduate from farmers’ college or agricultural secondary schools, or a member of a rural youth club, who is enthusiastic about farming.
 - c. A healthy young man or woman aging 16 to 25 years old.
2. Criteria for selecting farmer/family qualified to implement trainings.
 - a. A progressive farmer/family that is outstanding in farming techniques and management as a whole.

- b. An amicable and healthy farmer/family with good knowledge on future farmer training, and with whom trainees could trust to train them, and not treat them as laborers.
 - c. A farmer/family whose household members would treat trainees as family members, and who could provide trainees adequate lodging facilities.
3. Period of training, provision of board and lodging, plus other expenses
 - a) The duration of trainings should be between 6 to 12 months.
 - b) Travel expenses to and from the training farm and medical costs should be borne by trainees or their sponsors (governments or farmers cooperatives concerned).
 - c) Board and lodging should be borne by host farmers.
 - d) A small allowance should be provided by the host farmers.
 - f) Linen and clothing should be provided by trainees themselves.

The agricultural trainee exchange plan was formalized in 1954 as “The Regulation for Rural Youth Internship Training at Advanced Farms”. Under the regulation, the MAFF started to subsidize the program for covering two-thirds of the costs involved. Further, the MAFF, in order to implement it practically, suggested extension agents responsible for the district to engage in guiding intern trainees. Thus, in 1954, the MAFF designated 50 farm youth as trainees for the internship training.

5.0 ESTABLISHMENT OF THE RURAL YOUTH EDUCATION DEVELOPMENT ASSOCIATION (RYEDA) AND ITS ACTIVITIES

In 1963, the MAFF created an association called the Rural Youth Education Development Association (RYEDA), and commissioned the work of implementing the “Intern Training Program” to the RYEDA.

During the first year (1963), the RYEDA selected 309 intern trainees for the program, and in the following year (1964), the intake increased to 370. These figures indicated that the program was not well known yet among potential future farmers.

In 1964, the RYEDA compiled, in cooperation with prefectural governments, a list of “860 Farm Families Ready to Receive Intern Trainees” who subsequently became known as “Master Farmers”. This list was distributed to all 47 prefectures within the country. The number of Intern Trainees began to increase, and in the fourth year (1966), it totaled 2,259 (see Table 1).

Table 1. Total Number of Intern Trainees by Year (Source: RYEDA, 2001)

Year	No. of T.	Total	Year	No. of T.	Total	Year	No. of T.	Total
1963	309	309	1976	596	11,081	1989	300	17,084
1964	370	679	1977	655	11,736	1990	266	17,350
1965	637	1,316	1978	689	12,425	1991	266	17,616
1966	943	2,259	1979	640	13,065	1992	277	17,893
1967	1,094	3,353	1980	474	13,539	1993	336	18,229
1968	1,167	4,520	1981	559	14,098	1994	292	18,521
1969	1,090	5,610	1982	457	14,555	1995	224	18,745
1970	1,203	6,813	1983	413	14,968	1996	202	18,947
1971	947	7,760	1984	417	15,385	1997	229	19,176
1972	865	8,625	1985	364	15,749	1998	205	19,381
1973	716	9,341	1986	333	16,082	1999	92	19,473
1974	603	9,944	1987	348	16,430	2000	87	19,560
1975	541	10,485	1988	354	16,784	2001	88	19,648

Key: No. of T. = number of Intern Trainees by year; Total + cumulative total number of Trainees

In 1966, the Internship Training Program which lasted longer than 6 months in livestock farming (dairy, pig, and poultry) was entrusted to the Japan Livestock Industry Association.

In 1967, a new training program aimed at training farm leaders was initiated by providing university graduates with one-year practical training in farmers' colleges such as the Yatsugatake Farmers College and Japan Farmers College in Uchihara.

In 1968, the number of Master Farmers increased to 966. In 1970, the number of Intern Trainees reached 1,203 the time considered when such training had reached its peak.

In 1973, short-term programs ranging from one to three months were suspended for youth who engaged in farming enterprises together with their parents. However in 1981, the one-month training program was revived. Around this year a trend started wherein students at Farmers Colleges (Farmers Academies) became Intern Trainees, even though they were involved in the program for a limited duration of not more than one month.

In 1999, a new regulation (aimed at providing support funding for those undergoing training to become farmers) was enforced, terminating the short-term program that was exclusive

to farmer college students. Since the former trainees recorded by RYEDA were excluded in the statistics, the number of trainees as seen in Table 1 and Figure 1 appeared to have drastically dropped to less than 100 a year. By 2000, the number of Intern Trainees was only 87, which was extremely low compared to the figures for 1970.

Overall, the total number of Intern Trainees over the past 40 years has reached around 19,700, and if the number of Intern Trainees before the creation of RYEDA is added, it will exceed 30,000 trainees.

On the other hand, the total number of Master Farmers who are responsible for training under the Intern Farmers Program, as listed in the RYEDA in 2001, has reached 3,378 (Figure 2). If the number of Master Farmers is further classified by type of farming they are as follows: rice farming (389), other grain farming (12), industrial plants farming (127), vegetables farming (929), fruit farming (470), flower farming (686), swine farming (78), dairy farming (402), beef farming (190), chicken farming (55), other type of farming (40) (See Figure 3).

In 2001, despite a total of 8,800 Master Farmers, who were able to be involved with training, only 3,378, or 38 percent of the total qualified farmers were engaged due to limited number of Interns. (See Figure 2)

There is no definite “curriculum” under the internship training program. There is, however, a kind of flexible agreement among the three parties (namely, the responsible office, master farmer and trainee) which relates to what kind of skills and techniques the trainee wants to experience, how long the training will be conducted for, etc. that are ordinarily different on a case by case basis. Therefore, official reports submitted to the administration only state the number of hours the respective trainee spends in tilling the farm, the number of hours spent in learning the specific techniques, and the number of hours spent in doing household chores.

Table 2. Contents of Training at Master Farmers

Period	General farm work	Specific Tech.	Observation	Rural life
1965-1985	70-75%	10-15%	5% or less	10-15%
1985-1990	40-45%	35-40%	10%	5%
1990-2000	15-20%	80-85%	10%	5%

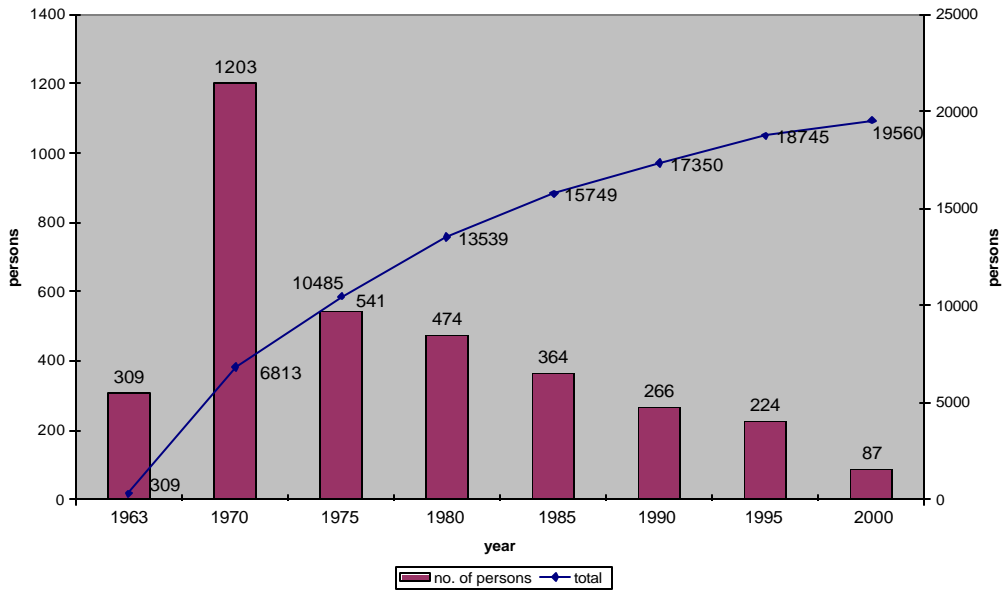


Figure 1. Trend in number of Intern Trainees (Source: RYEDA, 2001)

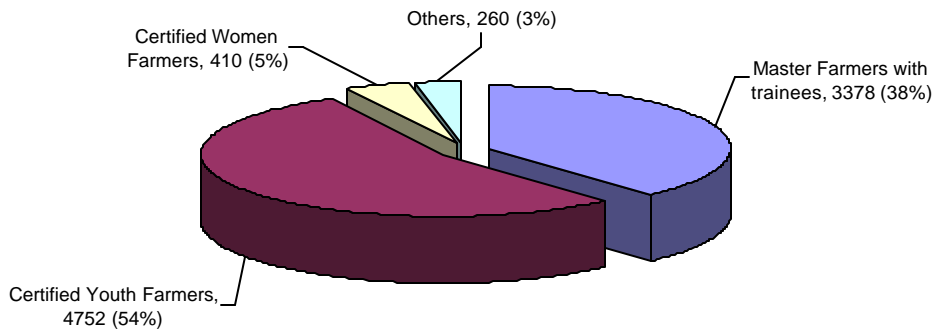


Figure 2. Number of Master Farmers (Youth and Women)
Source: RYEDA, 2001

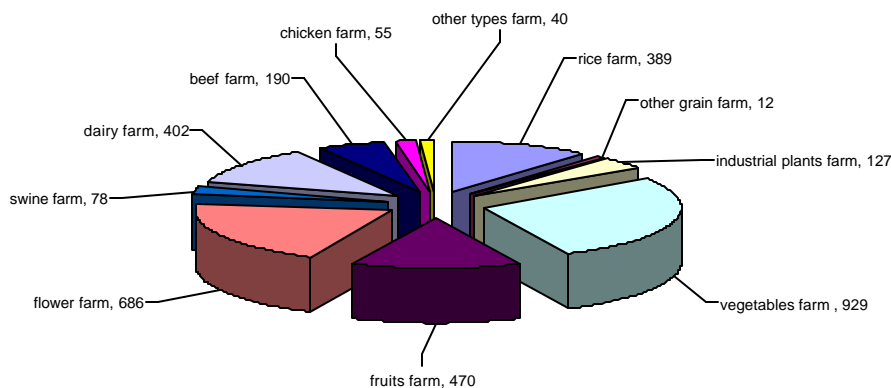


Figure 3. Master Farmers by type of farming

6. ACHIEVEMENTS AND LESSONS LEARNED

During the first ten years after the Intern Training Program was initiated, the numbers of Intern Trainees increased sharply. It is evident that this program played an important role in giving practical experiences to farm youth as well as students at various levels in agricultural education. However, the number of Intern Trainees started to decline after 1970 (Figure 1), reflecting the increasing trend of rural youth migrating to cities or urban areas. Nevertheless, there is a strong evidence that the program played an important role of reducing such a trend of rural to urban migration among farm youth by informing and by developing their interest in farming and teaching them the knowledge and skills to succeed in practical farming.

Inaizumi (1991) and a number of reliable survey reports provide sufficient information supporting the above point. It has in fact become a common opinion among the administrators, teachers and trainees that the internship training is the best for stimulating the interest of trainees in farming and in convincing them to become farmers for life.

After 1990, on the other hand, the total number of farm youth who entered the internship program showed a slight but steady increase, even though such numbers were still quite low. In addition there are two favorable trends observed recently. One is the increasing number of farm youth who have returned home from the cities to engage in farming. Another is a new and more unexpected trend among city youth and adults trying to go into

farming due to accumulated difficulties encountered in living in cities, such as air and water pollution, problems related to transportation, difficulties in finding housing, the associated high cost of living, etc.

Under such new circumstances, there will certainly be increased demand for internship training as these people returning from the cities will need to acquire practical skills to succeed in the rural areas.

There is therefore a need for the Internship Training Program to be made better known to the public through appropriate publicity. Secondly this program should be extended to non-farm youth so the latter may acquire and gain knowledge about farming and its management.

7. RECOMMENDATIONS

a. The need for integrating internship training into school education.

The Internship Training Program has been playing an important role in agricultural education, particularly in providing farm youth and future technicians with practical training on farming during the past 50 years. The significance of the original program was to provide supervised training experiences for rural youth.

Currently, a great majority of future farmers enroll in high schools, junior colleges (or farmers' college), and universities to gain formal education. The "Internship Training" can provide an effective method for giving practical training to future farmers and technicians.

The Internship Program might therefore, be introduced in agricultural schools as a part of the formal education curricula. Furthermore, administrators of agricultural schools need to recognize the limitations of formal education in giving the more practical and actual "on-the-job" type of training to student farmers. Hence, they should consider revising their existing more conventional curricula in order to accommodate and incorporate internship training programs.

b. Improvement of the current internship program

There have been some problems encountered during the implementation of the internship training program, which is related mainly to the intern trainees' lack of knowledge and information on the nature of the program. To avoid this, the following should be taken into consideration:

- (i) The purpose of the training including trainees' responsibilities should be clearly explained to interns including aspects related to dealings with host farmers/families.

- (ii) The advantages of going through internship training should be clearly explained to potential interns.
- (iii) Flexibility regarding duration of the training should be investigated. This would depend on the needs of the individual and the requirements of the safety agreement. Ordinarily, the regulations for these are decided upon at the local government level. It is desired, however, that elements common throughout the country be standardized at the national level.
- (iv) National and local governments concerned, RYEDA and other relevant NGOs involved with the implementation of these programs, should monitor and review the programs from time to time to ensure relevance and improvement as appropriate.
- (v) Greater publicity be given to the program using appropriate channels and media.

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Food and Agriculture Organization

The Sustainable Development Department of the Food and Agriculture Organization of the United Nations (FAO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) are inviting member countries, United Nations (UN) entities and civil society to join in the establishment of a new partnership on Education for Rural People (ERP).

Some figures speak for themselves, like the 1.2 billion poor people in the world. More than two-thirds of them live in rural areas, often with little access to basic services such as education, healthcare and communication. Despite the fact that education is a basic right in itself and an essential prerequisite for reducing poverty, as well as for improving the living conditions of rural people and building a food-secured world, children's access to education in rural areas is still much lower than in urban areas, adult illiteracy is much higher and quality of education is poorer.

In this regard, FAO and UNESCO have joined forces. On 3 September 2002, at the World Summit on Sustainable Development (WSSD), Johannesburg, South Africa, The Directors General of the two organization launched a flagship programme as part of the Education for All (EFA) movement, with focus on Education for rural people.

The flagship aims to narrow the gap in education between urban and rural areas, by expanding rural people's access to quality basic education. Governments, international and national non-governmental organization are invited to join this partnership.

At a national level, countries will draw up action plans – with the technical support of partners – to boost basic education in rural areas. Internationally, the focus will be on lobbying and recruiting new partners, and encouraging the exchange of experiences and knowledge on Education for Rural People.