



International Study Center for Rural Youth Work



**Seminar on Methods and Programmes
for the Promotion of Rural Youth
Work**

June 12 - July 2, 1966

Bauernschule und Bäuerinnenschule
Herrsching am Ammersee,
Deutschland

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Preface

It was during the period from June 12 to July 2, 1966 that the third international Seminar on Methods and Programmes for the Promotion of Rural Youth Work was held at Herrsching am Ammersee. Seventy rural youth leaders from 29 countries had accepted the invitation, thus demonstrating the urgent need for genuine efforts to promote rural youth work all over the world.

The development of new and modern principles for rural youth work was the main feature of lively discussions. I am convinced that the participants will always retain good and pleasant memories of this very useful exchange of ideas and experience.

A lively interest in the seminar was also displayed by various international organizations, such as FAO, UNESCO, OECD, WAY, MIJARC, the European Committee for Young Farmers, and by the 4-H Clubs which thus emphasized the significance of international cooperation in this field.

The report which is submitted herewith is actually a summary of the lectures presented and of the discussion results. It is hoped that it will encourage all those who feel a certain obligation towards rural youth or who are associated with rural youth, to persevere in their efforts for the promotion of rural youth work.



Hans Hartan

Ministerialrat in the Federal Ministry
of Food, Agriculture and Forestry

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Purpose and Aim of the International Seminar

All over the world agriculture is confronted with new and vital problems. It is not only our generation, but even more so the young, rising generation which finds itself face to face with a change in opinions and outlook which somehow it has to master. This process of development is characterized, in the industrial nations, by an ever increasing mobility of the rural population, and, in the young developing agricultural nations, by a progressive technical development in the agricultural field.

It is now more important than ever that young people working in agriculture are not only thoroughly trained for their jobs but that they must, moreover, in addition to the proper practical and business qualifications, get a sufficiently good idea of general developments. Their powers of judgment must be developed at the same time, in order to find, within the complex setting of our modern economy and society, their proper place and to take their decisions accordingly.



The Bavarian Minister of Food, Agriculture and Forestry, Dr. Dr. Hundhammer welcomes the participants
To the left: Ministerialdirektor Prof. Dr. Pielen and Ministerialrat Hartan

Rural youth work as a practical means of demonstrating the younger generation's determination to help themselves is therefore, in addition to practical training and classroom work of great importance for rural youth. With a view to encouraging to the greatest possible extent a sense of service and a striving for positive achievement among rural youth, public and private rural educational institutes should cooperate closely and give mutual support.

The International Study Center for Rural Youth Work has made a point of making possible an exchange of ideas and experience amongst rural youth leaders from all over the world irrespective of national boundaries, with a view to finding new and modern ways for the further education of rural youth.

It was not the purpose of the seminar conducted at Herrsching to develop programmes and formulae of general application for rural youth work. It was, on the contrary, the intention to provide the participants coming from so many different origins and occupations, through the discussions on the principles, methods and programmes of rural youth work, with a stimulus to promote the optimum development of rural youth work in their home countries and to overcome the difficulties encountered.



Director Quinger
conveys the compliments of the Bavarian
Farmers' Association,
in whose schools the
training course was
held

I. Summary of Lectures, Discussions and Working Parties

PRINCIPLES AND AIMS OF RURAL YOUTH WORK

Agriculture at a Revolutionary Stage

In his introductory lecture to the seminar Ministerialdirektor Professor Dr. Pielen (24) pointed out to the participants that agriculture was at a revolutionary stage. Modern means of communication, technical progress in transport and communications have enabled closer economic relations between nations, increasing, however, at the same time their mutual dependence. According to the speaker, cooperation and factual, unbiased thinking were a vital necessity.

Numerous difficulties which mankind today encounters, arose, in his opinion, from agricultural problems. On an average, 60 per cent of the world's population were at present engaged in agriculture; in the developing countries, it was often 90 per cent or more of the population, whereas in the industrial nations only 10 per cent or less were employed in agriculture. The output, however, was in inverse proportion. Whereas it took, in the United States of America, for example, less than 8 per cent of the working population to not only produce sufficient food for all but even to reach an agricultural surplus, the 90 per cent of the active labour force in the densely populated developing countries were not able to provide their own countries with sufficient food. Agriculture faced in the former as well as in the latter countries its own peculiar problems. The crux of the problem was to overcome shortage on the one hand or surplus conditions on the other hand. This means in other words, for the developing countries, the replacing of primitive types of agriculture by modern methods of production, and for Europe and North America, the integration of agriculture into industrial society.

This new 'Agricultural Revolution' involved dealing with methods and mental habits whose roots stretched back through the centuries. The chief characteristics of this revolution were, as Dr. Pielen pointed out:

Technical progress, economic development and
a basic change in the social structure.

If proper use was to be made of technical progress it was essential that we had comprehensive knowledge of cultivation techniques, botany and modern means of production. A specialised agricultural training was inevitable.

The economic developments called for cooperation as far as production and marketing were concerned, with a view to lowering input of labour and capital.

Social developments called for a transition from the patriarchal system towards partnership, towards cooperation, mutual understanding, a sense of responsibility as a citizen, and an increased mobility of labour and skills.

The difficulties caused by this revolution in agriculture might be overcome by means of better vocational training and better general education. Government subsidies might help to improve the agrarian structure, to accelerate the development of farms and changes in the farm pattern and to promote the production and sale of high-quality agricultural products. The point, which is, however, of much greater importance, is the determination of the population to help themselves. The extent to which the process of technical, economic and social adjustment can be mentally digested in our time is of decisive importance for confidence in agriculture and in its further development. All the rural training and educational institutions, whether privately or publicly owned, whether concerned with theoretical education or practical training, whether youth organizations or organizations responsible for adult education, they all played a vital part in this connection.

Discussion

The discussion concentrated mainly on the influence of the revolution on the situation of rural youth.

The villages with a former purely peasant population have changed with the progressive technical, economic and social development, into settlements providing homes for people of various vocational groups. The gap between the urban and the rural population was gradually closing, increasing at the same time, willingness to cooperate and mutual understanding. The members of the rural youth organizations were nowadays no longer solely interested in agricultural matters. It may prove difficult to attempt, in these groups, vocational-agricultural education, but the advantages offered through the cooperation of members of various careers in a group should not be overlooked.

In order to keep pace with the rapid changes, a good agricultural training should be complemented by a comprehensive general education. In the Federal Republic of Germany the rural schools were adapted to these requirements. The village schools with only one class have been turned into central or comprehensive schools with better technical equipment and a specially trained staff of teachers. It was fully appreciated that education, even after leaving school, should be continuously expanded and supplemented and the efforts made in the educational field by the rural youth organizations, the adult evening schools and the various institutions for adult education were considered of special importance in this respect.

Rural Youth Work and its Promotion by Agricultural Organizations, by Private and Public Aid

Taking the Federal Republic of Germany as an example, Ministerialrat Hartan (16) underlined the importance of rural youth work as far as extra-school education and training of youth were concerned. The basic declaration of the Confederation of German Farm Youth, which represented numerous youth associations and youth organizations emphasized that the youth associations felt that they were members

of society and had no intention of establishing a separatist youth movement. Society, on the other hand, had realized how important the educational and training efforts of the youth organizations were and was consequently endeavouring to promote them.

Even though they may consider different points of crucial interest, the circles, responsible for youth work, such as the youth organizations, the youth fostering associations, the agricultural organizations and public institutions to aid youth, all had the same objective, namely to help the young people to help themselves, to develop individual personality, to ease the adjustment to the democratic social order, to help with free independent decisions in all career and political matters.

The greatest amount of financial aid was provided by the government under the Law for Youth Welfare. In this connection the following points were particularly stressed:

- Political education of youth
- International youth work
- Social services and vocational aid
- Special central tasks of out-of-school education.

Due to the special situation in which the rural, and in particular the agricultural population finds itself, additional promotional measures by the relevant central Department, the Federal Ministry of Food, Agriculture and Forestry, were indispensable.

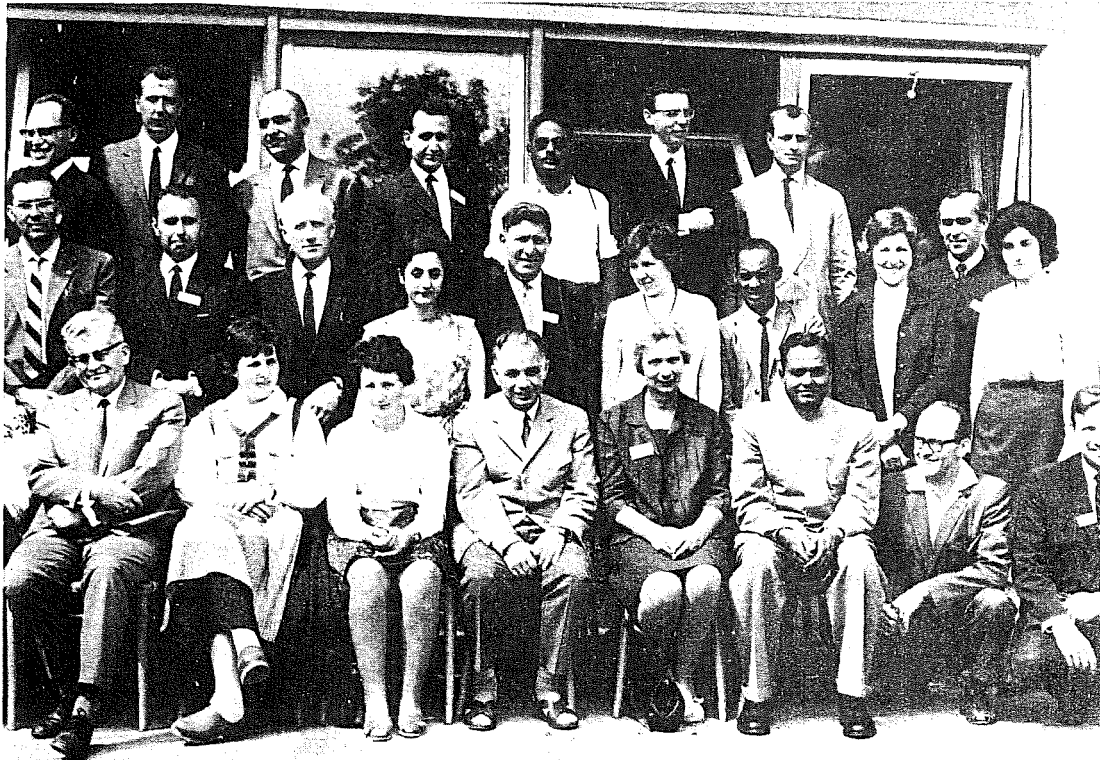
- a) Subsidies for the construction and setting-up of rural adult educational centers; these centers, starting from the situation of the rural population, developed basic principles for a comprehensive educational campaign applicable on a national scale, principles which were as closely related to the ordinary problems of daily life as possible.
- b) Maintaining rural youth advisory services whose main duty it was to seek a better balance between theoretical education and practical training and between teaching and advisory work, to increase the feeling of self-confidence and the willingness to accept responsibility, to promote greater interest in higher work efficiency, and to provide an education likely to encourage a spirit of community service.
- b) Promotion of rural educational work through the allocation of subsidies to the three existing rural youth organizations.

The speaker furthermore emphasized the necessity for financial assistance from the government, stating at the same time, that considerable progress had already been made in this respect. There was, however, a lack of a comprehensive goal for the extra-school educational and training activities, which would coordinate all promotional measures. There was a danger, consequently, that youth would develop a "consumer" attitude, lacking in proper initiative and hardly ever making an effort to put into effect ideas of their own. Youth was an element in our social structure

called upon to assume important tasks in the social academic field dealing with the education of young people towards full maturity in vocational, political and moral aspects of life. Agricultural organizations, private sponsors and the government should, however, coordinate their grants with the final objective of helping young people to help themselves.

Discussion

Those taking part in the seminar unanimously agreed that rural youth work should be financially supported by the government. The making available of public funds for this purpose should, however, not mean tutelage. And the



government should not, at the same time, think that by making available financial aid, its responsibility for youth work had ceased. Whereas, in the industrial nations, there was a definite tendency towards youth work in the cultural and general educational fields, the main emphasis in the developing countries was on a promotion of vocational agricultural education. The question of why the government did not make an effort to coordinate, by means of appropriate plans, all the promotional measures in this field was answered by the speaker pointing out that, in a democracy, the efforts of the individual sponsors should lead to cooperation. The government should deliberately observe a certain reserve in order to give a fair chance to the different forces and opinions.

The Contribution of Out-of-School Rural Youth Work to the Social and Economic Development of a Country - with special Reference to the Developing Countries of the World

Mr. Warren Schmidt (28), FAO, explained in a comprehensive lecture the part played by rural youth work in the social and economic development

Mr. Warren Schmidt,
FAO



of a country. The planned development of a society was a relatively new concept. It was the result of the growth of scientific thought which taught man that he could to a certain extent control his own destiny.

Economic growth was closely related to the social attitude of man, and numerous difficulties, in particular in the developing countries, were the result of the inability of the population to develop a sound social structure.

Rural youth work played an important part in this connection. It must be regarded as a process of pre-investment in future growth. The change from traditional to more modern life, which usually covers a period of several generations, was now occurring at such a speed that youth is no longer the vehicle of cultural changes as in previous times, but is at the same time the agent of purposeful changes.

Out-of-school rural youth work should therefore aim at an improvement in the social as well as in the economic development of the country concerned. It is most important to encourage a sense of personal responsibility. Qualities of leadership should be encouraged as well as the ability to organize joint planning and cooperation. Citizenship training should be provided and habits of healthy living developed and efforts made to develop the character of every individual, to strengthen ideals, to teach initiative and responsibility, if the desired liberal thinking and the willingness to adapt to changing conditions were to be achieved.

As agriculture was a basic industry, agricultural improvement and an improved mental outlook of the population working in agriculture were the key to the general economic development of a country. Contemporary scientific knowledge was quite sufficient to revolutionize backward agricultural methods. But to capitalize on it, two things were necessary:

1. Government priority for investment in the agricultural sector, combined with a supporting policy for constructive programmes of land reform, credit, research, marketing, price policy and other production incentives.
2. Adequate investment in general and technical education, both through formal schooling and out-of-school education and training. Basically, it was the human factor which proved the bottle-neck in fostering necessary improvements.

This was why rural youth work was of such vital importance in all the developing countries.

Discussion

Those taking part underlined the necessity of out-of-school education. Rural youth, by setting an example, was able to convince the older generation which was still tied closely to old customs and traditions, of the value of new methods and knowledge. There was always opportunity for out-of-school education, no matter what educational level had been attained in school. The only requirement was to adapt it to the required level. Education of rural youth should take place in the home village. In this way the parents could observe what was going on and consequently they would not look upon their children as rivals. Real improvements of economic conditions could only be achieved, if the people were

prepared to change their attitude and their way of living. There was no doubt that the people best suited for the task of education are the young people themselves.

Preparing and Evaluating Basic Data for Rural Youth Work

The National Federation of Young Farmers' Clubs in England and Wales includes a Committee for Research and Development. As research and education officer, Miss Constance Sanders (26) reported on a survey of basic data to facilitate the successful working of the Federation.

It was the aim and purpose of this survey to obtain information on the personal circumstances of the members, their education, present employment and social background.

By means of illustrative graphs the participants in the seminar were given an idea of the findings of this survey, as for example on the proportion of members interested in agriculture, on the composition of the groups as to age and sex, on the motives which led the young people to take part in club work. The audience soon realized that such a survey can, to a considerable extent, provide information on the work done by an organization. It was by no means surprising that, during the discussion, most of the questions put to the speaker concerned the practical implementation of the survey. Miss Sanders pointed out that the findings of the survey on rural youth work were in no way surprising; much of the information had been anticipated. The essential fact, however, was that the situation was now established and it was now clear where improvements could be made.

Methods in Group Work

With as great an interest as in the previous seminars those present listened to the lecture delivered by Frau Dr. Bauer (4) on lecture and discussion forms in group work. The plenum should be dissolved into small-sized groups with a view to directing attention to the individual members, turning them thus from mere participants into members who actively cooperated. The orthodox lecture which is often unsatisfactory and tiring can be brought to new life through various less stereotyped forms, such as the dialogue, the debate, the questioning of experts, the play with a problem as the basic subject and the improvised play.

In group work the method 66, or the buzz group has proved of particular value in academic subjects, because, in a group of 5 - 6 people, every individual can and should freely express his opinion.

If a specific subject is to be tackled, a division of labour is permissible. For successful operation, however, a minimum amount of knowledge and experience is required. Carefully compiled information should be provided on the findings of the individual groups, as well as a summary, in order to acquaint fully all those concerned with the train of ideas leading to the final results.

A discussion in the group must be kept lively for the simple reason that it challenges all concerned to cooperate actively. Every individual learns

to formulate carefully what he has to say, and it is at the same time a good exercise in speaking as one thinks.

Problems of Programming

M. Dubin (9) began his lecture by first raising four basic questions:

1. What do we understand by a programme?
2. Why prepare a programme?
3. By whom should the programme be prepared?
4. How to prepare the programme?

As M. Dubin pointed out, there may be differences of opinion regarding the problem of programming. All he intended to do in his lecture was to give his own point of view.



From left to right:
Participants from Belgium, Dahomey, France, Cameroon and Spain

- Ad 1. A programme was prepared with academic principles in mind. Its objective was to examine or to solve a certain problem. As far as rural youth was concerned no difference was made between a programme of work and a programme of education. The programme should contain both - activity and education.
- Ad 2. The simplest and the most democratic way would be to let the young people themselves, right then and there, discuss their needs and prepare their own programme accordingly. With a view to guaranteeing the success of such a programme, however, a proper planning on the regional and national level seemed inevitable, all the more so, since, through joint action, the social, political and economic conditions were to be improved simultaneously. Centralized programming would furthermore make it much easier to suggest and make available suitable aids.
- Ad 3. The programme could be prepared by a central staff, which must, however, be composed in part of representatives of rural youth groups. The programme should, in all its objectives, always take into consideration the interests and wishes of the people concerned.
- Ad 4. The first thing to do was to get the young person interested in the programme and to acquaint him with the aims. Only then would he be encouraged to active cooperation. This was followed by reflections on the methods to be applied and the special support given. To provide youth with so many highly developed methods and opportunities in a way that all they had to do was use them, was certainly quite dangerous. Even the best methods would prove futile if not combined with creative participation.

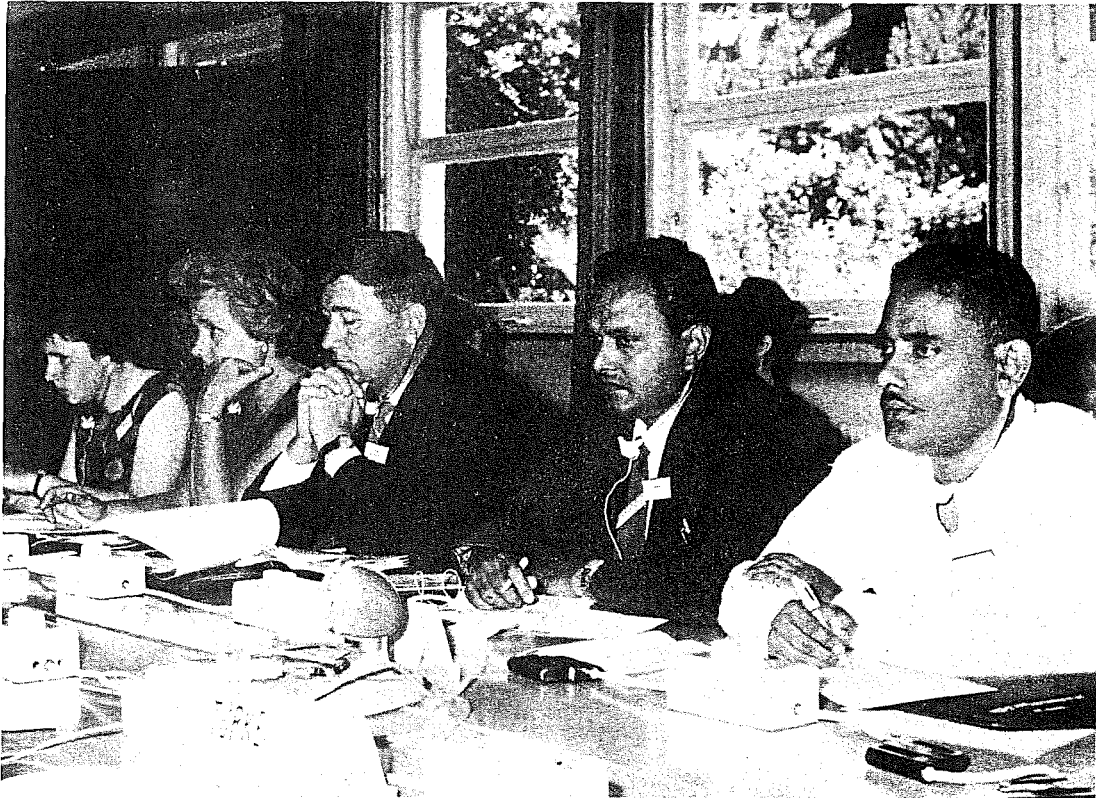
Suitable publicity must be given to the programme, because young people will thus be convinced that their efforts were actively supported and amounted to something really vital.

Discussion

When considering the method of programming, the discussion became very animated. Most of the speakers were in favour of incorporating more than hitherto into the programme the problems and ideas of members. It should be developed more from local level, whilst admitting that the objectives must be laid down at national level. Every type of programming must always be based upon the constitution of the organization and the objectives it had laid down for its work.

The three previous subjects were fully discussed in the working parties of the English, French and German speaking groups to be evaluated later by M. François(12) UNESCO, in a panel discussion with seven participants from the different continents.

Taking the experience gained with rural youth groups and their problems as an example, they discussed the question of the minimum qualifications required for group and discussion leaders.



From left to right:
Participants from Sweden, Great Britain, India

They were all soon convinced that there was no ideal group leader. He should, and this was important, enjoy the confidence of the group members, he should never lose sight of the objective, he should possess tolerance, certain academic qualifications and the necessary practical knowledge of the matter concerned. Much of this could be learnt and practised.

When the discussion continued, the question was again tackled of whether a basic survey on rural youth work would prove of value. It was the opinion of those taking part in the discussion that an evaluation would have to be carried out very quickly if it was to be of any use for a future survey.

Programming was again the main feature of the discussion. After a long dispute it was finally agreed that rural youth organizations needed a programme at national level. It was, however, most important, they all agreed, that, when preparing and carrying it out proper attention must always be paid to the principles of democracy. Only a minority however, will in any case reach the final goal. It should also not be

forgotten that errors can never be entirely excluded, neither in programming nor in the entire educational system.

The panel discussion and the plenary session which followed were then brought to a close by a most impressive lecture by M. François (12) based on his wide and varied experience.

The speaker, once again, most impressively described the problems encountered in rural youth work in the world today. Genuine efforts should be made to win the confidence of young people. Youth organizations all over the world should, moreover, be better coordinated. Quite a few young people opposed membership in an organization, combining instead to form small unofficial groups. Youth should be given more choice and variety, so that education remained dynamic. The number of professional leaders in the organizations should not increase unduly, because youth would otherwise be the loser.

Youth organizations should consider it their duty to help young people, to develop an attitude of self-confidence and self-responsibility in society based on democratic principles. Every group would have its conflicts. But these would, due to mutual human sympathy always lead to a compromise. All the methods applied in youth work should aim at a proper evolution of the manifold elements of human society.

PRINCIPLES AND METHODS OF PRACTICAL YOUTH WORK

Targets of Rural Youth Work from the Point of View of Rural Youth - from the Point of View of the Agricultural Organizations from the Point of View of the Government

Mr. Annand (2) presented, for the Scottish Association of Young Farmers' Clubs, a survey of the aims and objects of this association and the measures taken by it. Rural youth work was limited, during the two World Wars, to activities on individual club level only. There was very little encouragement from outside, and inter-club activity was kept to a minimum. The leaders, however, soon realized that rural youth work would only survive if it had worthwhile aims. Consequently the Association concentrated more on social and educational activities, as emphasized in the motto "better farmers, better countrymen, better citizens." The club leaders had been actively encouraged by the association in their efforts to broaden their programmes so that this objective could be reached. Marked progress was noticed, however, when the clubs showed a more sophisticated outlook in their work and presented a more carefully planned programme.

Subjects, such as civics, development of personality, sports and international cooperation formed nowadays just as much part of the programme as education and professional competitions. The club leaders and the

club office bearers were trained in National Training Courses to prepare them for rural youth work.

Because the purpose and aims of the association were clearly indicated, encouragement and support had been given by private sponsors and public agencies.

Herr Dr. Egger (10) gave his opinions from the point of view of agricultural industry's organizations (in this case the Farmers' Union amongst others). It was part of the duties of an agricultural occupational organization to make every effort possible to raise the level of efficiency and to make those employed in agriculture "output conscious". These efforts would have to be concentrated, to a large extent, on youth, and in the first place, on rural youth.

Many rural and agricultural federations, farmers cooperatives and local authorities in so far as they have agricultural functions, nowadays require not only staff with an education in the appropriate field but they must, at the same time, be experienced in the field of cooperation. The rural youth organizations were an ideal training ground for the subsequent duties of the adults. This was why the agricultural association was especially interested in all matters concerning rural youth organizations, and it would take a special interest in promoting such organizations.

The government's point of view concerning the targets of rural youth work was expressed by M. Mauron (21) in his lecture.

Agriculture, in all countries, had developed very rapidly; it was no longer a way of living; it was in search of parity, security and proper development. The governments must shape their policy accordingly. The main point was to turn out men and women both well educated and well-balanced, who were willing and capable of leading good personal lives in their homes, in their work and in society generally; and not only as a member, but also if necessary, as a leader.

The government had various means at its disposal for reaching this goal.

a) Direct intervention - State monopoly

- with a view to efficiency
- with a view to reaching parity in the various socio-occupational groups
- or for political reasons.

b) Very discreet, limited and indirect intervention

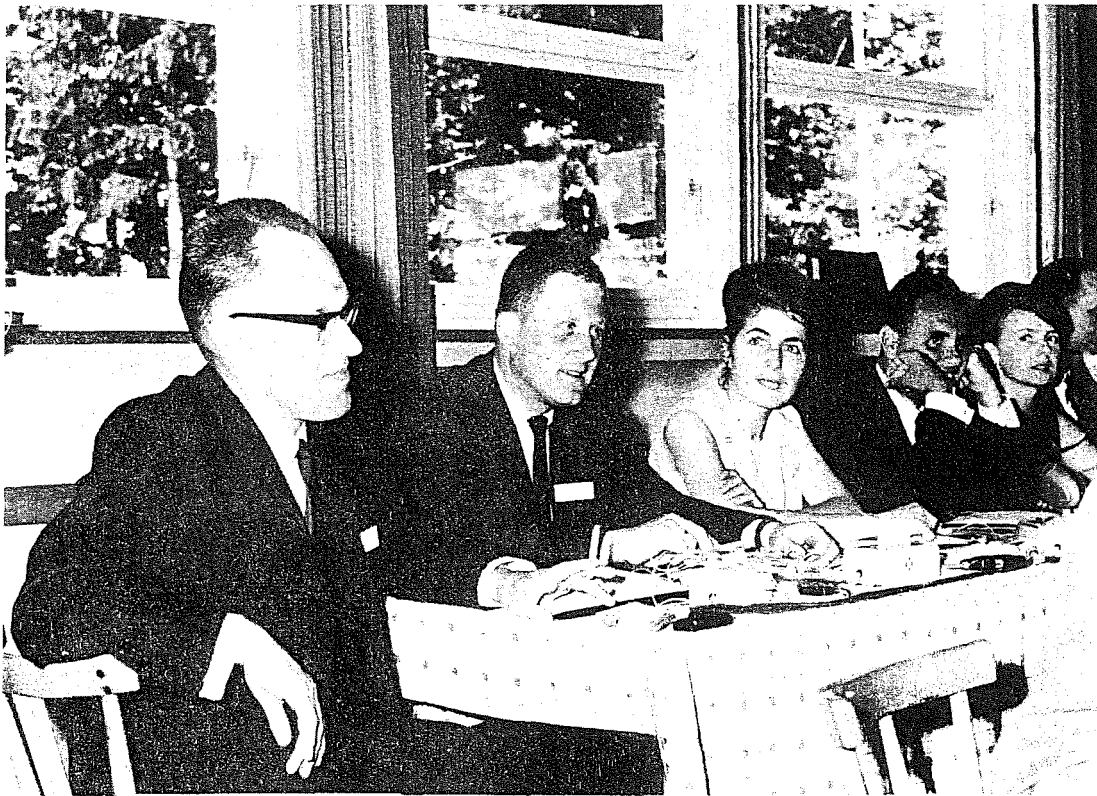
- The government could support every group financially without distinction
- The government contented itself with watching over a few elementary moral, hygienic and administrative rules, purely out of general concern for these groups.

c) Intervention, ranging between these two types

- The government reserved to itself the right to intervene directly, but did not seek monopoly
- The government permitted a variety of interventions but reserved to itself the right, when providing aid, to approve and control all the measures undertaken.

After a further elaboration of the various possibilities and measures open to the government, the speaker came to the following conclusion.

The rural world will in future be part of the "open" society, no longer to be regarded as an isolated element. The agricultural population would, in the course of the evolution of our civilization decrease more and more, with their value, however, increasing at the same time.



The Austrian Delegation

This development should be realised and encouraged by the government. The main point was to respect the agricultural population's attitude, who are proud of their traditions, desiring at the same time, however, modernization, without losing their identity in the process.

The Contribution of Rural Youth towards Vocational/Technical Training, towards the Promotion of Civic Responsibility and towards the Promotion of Social Understanding and a Social Attitude

Professor Luger (20) spoke on the possibilities of vocational-technical work in the rural youth group, pointing out, that the value of the vocational technical programmes was already influenced by the composition of the groups. There was no doubt that education and advanced training were essential in this field, and that everything must be done to achieve these aims.



Finland, Nigeria, Republic of Ireland

In numerous cases, vocational school education has been expanded and intensified simply because it has had to serve as a substitute for the lack of technical school education. It can be expected furthermore that it will facilitate the readiness to accept the advice of farm and home economics advisers. The decisive factor, however, was the methods, which would have to be adapted to rural youth work.

The importance of civic education was emphasized by Mr. Kennedy (18) in giving examples from rural youth work in Ireland. The following measures were underlined as being of particular value:

- a) The democratic set-up of the organization requiring the active cooperation and vital interest of the members of the group.

- b) The projects. They taught the way to self-reliance and responsibility and respect for the farm holding.
- c) Group projects, serving the community, such as general tidying-up campaigns in the villages, aid in cases of social or economic hardships.
- d) Direct teaching of civics by means of lectures and discussions.

M. Bousquet (5) spoke on the contribution of rural youth to the promotion of social understanding and a social attitude, emphasizing in this connection the vital importance of increased cooperation. The progressive integration of the rural population into the economy and society as a whole has certainly meant technical progress for the individual, facilitating his practical work. Due to the necessity for higher capital investments and a new economic structure man has, however, lost at the same time much of his independence. It is now more essential than ever to find a way to successful integration and cooperation. Rural youth should help to improve the social understanding and attitude of the rural population with this end in view. This can be achieved through a continuous vocational education and advisory work with a view to teaching new working methods, by the recruitment of a responsible trained staff for the agricultural organizations and by developing the power to analyse with precision, to judge freely and wisely and at the same time to respect the judgement and integrity of others.

Rural youth should make an effort to obtain a broad general education, should practise discussion, with a view to assisting in doing away with any prejudice still held by the urban population and thus to lay the basis for living as partners in society.

Possibilities of Cooperation between Rural Youth Organizations and Agricultural Schools

M. Chaponnier (6) drew attention, in his lecture, to the necessity of cooperation. School and rural youth could both "give" and "take".

The school could, for example, serve as a meeting place or a center to train the rural youth leaders.

It should display an active interest in rural youth work and assist in competitions and similar programmes.

It should disseminate the findings of applied science to rural youth and should invite a rural youth representative to join the school committee as a member.

Rural youth, on the other hand, should maintain close contact with schools. It would be advantageous if they would support vocational education and farm advisory work and cooperate actively in practical demonstrations.

The idea of cooperation and solidarity needed to be put into practice, and this was, in particular, a primary task of the younger generation.

A good basis for cooperation between rural youth and the farm advisory institutions was illustrated, above all, in the process of the taking over of farms. Mr. Kruse (19), in his lecture, gave a few examples of how the basis for a relationship of mutual confidence between farmer and adviser could already be laid in rural youth work. An excellent means of preparing the young farmer for his future work as a farm operator were training courses for young people, ranging in age from 25 - 28 years, under the leadership of conscientious experts in the field. It was not of so much importance in this connection to disseminate specific technical knowledge or technical crafts, it was much more important to establish contact and to have a talk, so that the young farmer knew where to go if he needed assistance or advice. The primary objective of advisory work in any case was always to enable the future farm operator to take his own decisions on the basis of the practical and theoretical knowledge he possessed.



Ministerialrat Hartan

An ancient Chinese proverb might well serve as the basis of advisory work: "If you want to help a person for one day, give him a fish. If you want to help him for life, teach him how to fish."

The problems which still prevented closer cooperation between rural youth, the agricultural school and the advisory centers were then pointed out in an animated discussion. Teachers as well as farm advisers were so much overburdened with work that they only had little time for rural youth work. The teacher's education mainly concentrated on teaching and not so much on group work which was a requirement in rural youth

work. The question should be studied as to whether special consideration should be given to out-of-school education, since it was of such importance in the training of the teachers. Because the young people had too much work on land it was impossible to carry out training courses of longer duration. The willingness to neighbourly assistance or modern forms of group agriculture should be encouraged.

The efforts made by the agricultural school and the advisory centers should not be restricted to the farmer or the farmer's wife. They should, on the contrary, try to approach the entire rural population.

It soon became evident to all who took part in the discussion how very similar were the objectives of the agricultural school, the advisory centers and rural youth. Mr. Hartan (16) emphasized, in his summary, the necessity for a closer cooperation of all concerned. It was fifteen years ago that the rural youth advisory service was established in the Federal Republic of Germany, with the goal of bridging a gap between school education and advisory work. The rural youth advisory service had, through its methods, projects, demonstrations, judging contests and competitions, found access to the vocational schools, the agricultural schools and the rural youth organizations, making thus an extremely valuable contribution to the out-of-school vocational education and advanced training.

The Systematical Inclusion of Projects into Rural Youth Training and In-Service-Training

Mr. Gebbers (13), in his lecture, raised first of all the question as to how to prepare the young agricultural generation for the future requirements of the agricultural vocation. There were two schools of thought, one favoured a broad basic training, the other a far-reaching specialization at an early stage.

An important aspect, however, seemed to be the education of the young people concerned in the principles of work and of thinking for themselves, to show them the way to steadily expand their vocational knowledge and how the basic knowledge once acquired could be adapted to the present conditions. This was best and most efficiently done by means of personal observation and experience. An essential aid in this respect were the projects, a substantial part of the 4-H activities, which were based on the pedagogic concept of the working school.

Projects, i. e. comprehensive, mainly practical tasks, might prove a good means to develop the joy and capacity for experimentation inherent in every young person, and to disseminate, at the same time, experience and knowledge to the young people. They were well suited to the rounding off and deepening of vocational education and advanced training. Their value is vitally influenced by the extent to which they were planned to be made part of the individual educational stages.

The main idea was to give to the beginner the opportunity of acquiring sufficient manual skill, to be followed, later on, by experience in production techniques and finally by training in business methods.

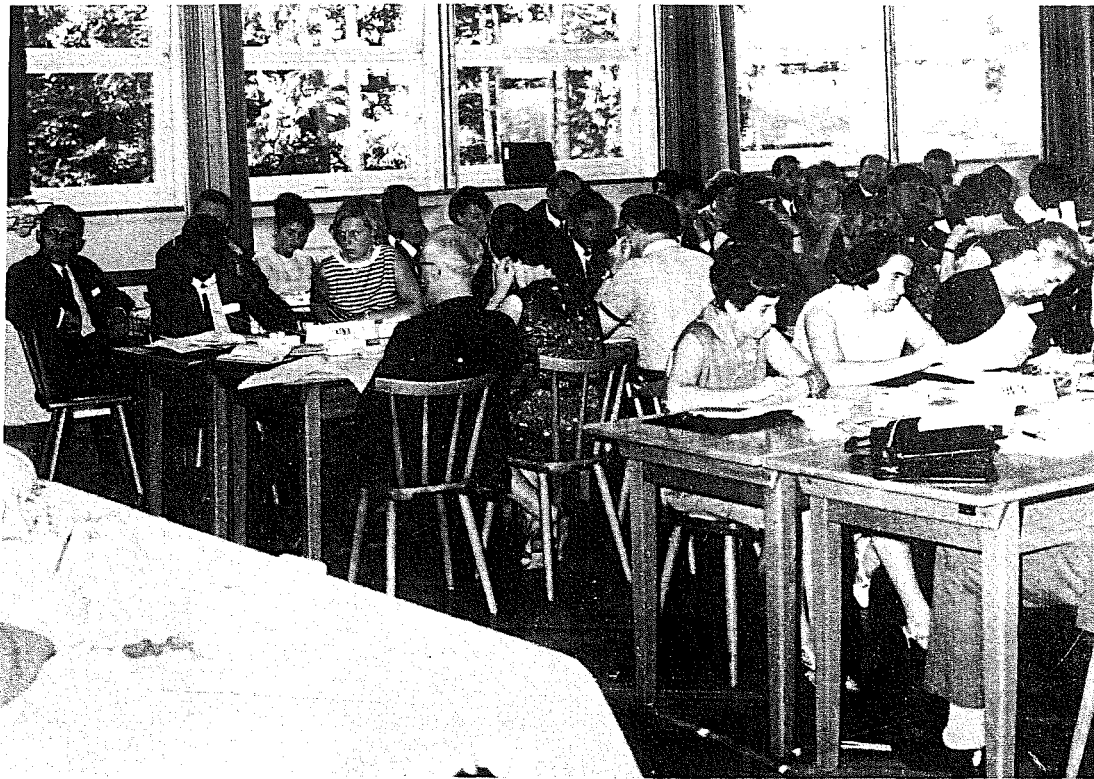
The joy of doing something themselves helped the young people to overcome the feeling of insecurity in the beginning and to learn from mistakes. The feeling of responsibility and proper judgement were thus increased and helped to provide the young people with a sound attitude towards their lives and work.

Rural Youth Competitions - their Possibilities and Limits

As Dr. Cnotka (7) pointed out in his lecture, giving many practical examples at the same time, competition or contest seemed to lie in the very nature of man. The competition was a means for determining knowledge and abilities, it served as a basis for comparison and was the yardstick for a proper judgement, teaching fairness and self-control. It was a mighty force in overcoming one's own indolence.

But the principle of competition also involved considerable dangers, such as pride, vanity, jealousy, arrogance. It was most important to cut out these elements as far as possible and to concentrate mainly on the testing of one's own knowledge and efficiency in comparison to others.

The two lectures dealing with aspects of practical rural youth work were followed by a lively discussion which brought to light the following points.



The execution of a project required a person watching over it who would from time to time or at all times assist the young person without, however, providing him with ready-made solutions. The project with a practical task to be completed was of little interest, farm management principles should have been the main feature. But, there was unanimous agreement as to the value of the projects.

A great number of competitions were carried out by the rural youth groups and met with great enthusiasm. Attention should, however, be paid to the fact that the competition was a good teacher. A careful preparation was most important as well as proper exercise and a thorough follow-up discussion.

Projects and competitions did not exclude one another, on the contrary, if properly utilized they promoted and supplemented each other.

What is AID's Contribution towards Rural Youth Education and In-Service Training?

Mr. Winzer (29), manager of the Agriculture and Home Economics Evaluation and Information Service (AID) gave a general survey of the scope of activities of AID. With the assistance of representatives of free enterprise, free-lance experts from scientific institutions, administrative bodies and practical circles, the material was compiled and the advisory aids were distributed to the advisory centers free of charge.

The material provided consisted of booklets for the farmer and for the farm adviser, leaflets, instructional pamphlets for rural youth projects, instructional leaflets on technical matters, films and slide series, just to mention a few. It was with these and other publications that AID helped all those responsible for vocational education and in-service training, teachers, farm advisers, rural youth advisers and rural youth themselves.

AID was a non-profit organization. It was neither directed to political nor to economic ends and did not have an advisory staff of its own, but was the adviser's consultant.

Public Relations in the Interest of Rural Youth

Mr. Amend (1) provided interesting information on the activities of the Information Service for Orientation and Extension Work (IMA), whose task it was to provide the public with a genuine picture of the present situation of agriculture. Traditional concepts of peasantry, farm and rural life were still wide-spread even today and helped to isolate the farmer from the rest of society. It was for the past few years that IMA had made a real effort to do away with the concept of agriculture being something backward and being only kept alive with the aid of subsidies. Very effective information work had been done, for example, through prizewinning competitions, painting competitions, calendars etc. But an essential factor was the cooperation of agriculture itself. It was

possible to break down prejudices through campaigns such as "A vacation on a farm", "A day of open doors", meetings between young farmers and juveniles from the city. The major condition for success was, however, that a well-educated, competent farmer functioned as discussion leader and, through his knowledge and qualifications finally convinced the visitors. It was only the really efficient who was fully accepted, with the result that a comprehensive vocational education and a good general education were the object of every young farmer.

Public relations were, however, not possible without proper financial means. This was where agriculture would have to learn from industry and would have to provide more capital. The IMA did not give publicity to individual commodities, but made every effort to integrate agriculture as a fully accepted member into society.

Training and In-Service-Training Problems of Rural Youth Leaders

Miss Peusa (23) reported on the training of the full-time paid 4-H club advisers in Finland. The college for the training of club advisers accepted annually a total of 40 students which were then, during a period of two years, properly trained to become club advisers. The curriculum comprised



Miss Peusa

the thoretical instruction, subdivided into preliminary subjects (such as botany, chemistry), vocational subjects (like plant cultivation, engineering), social subjects (like advisory work, economics) and exercises (such as giving a lecture, or singing),

practical work, like work on the college farm and in the experimental kitchen,

physical exercise, practical demonstrations and competitions

Field trips and camping and training courses on special subjects.

It was the aim, as Miss Peusa explained, to obtain, by means of this education, highly qualified club advisers who would actively assist in youth work. Since the education was so thorough and so comprehensive, many of the graduates found good employment in farm advisory work, in home economics or in trade and commerce, so that unfortunately far too few remained in actual 4-H club work. In addition to the training of salaried club leaders, there were a great number of training courses for young leaders for the purpose of providing young people with information on programming and on the way how to lead their clubs.

The problem of how to win volunteer leaders for the 4-H club work was primarily discussed in the lecture delivered by Mr. McAuliffe (3). There were three important factors which spoke in favour of volunteer leaders:

1. The programme and the programme plans must both be locally controlled.
2. The building of a community and the development of effective leadership were goals just as important in a 4-H extension educational programme as were new or improved farm and home practices.
3. There had never been, at any time, enough paid professional 4-H club advisers. This was why an effective 4-H leadership had to be developed. This included the process of finding or recruiting, selecting, teaching and training, placing and utilizing, and thanking or recognizing them.

By means of illustrative examples Mr. McAuliffe then pointed out the efforts as well as the success achieved so far by the 4-H Club Organization to induce the volunteer leaders and the club members to shoulder more responsibility.

The development of 4-H leadership added a new dimension to the 4-H educational programme. It was worth any effort to develop a plan with a view to utilizing the talents of indigenous people in the 4-H programme. It would improve the work with boys and girls and it would add to the dignity and worth of those adults who realized that they, too, had something to give and something to learn.

Discussion

There were a great number of questions put to the two speakers, and it soon became evident that the leadership problems in the 4-H movement (children and juveniles from 10 to 17 years of age) and in countries with a rural youth organization of a similar status as the Young Farmers' Clubs (age of members from 15 to 25 years) were very different indeed.

The 4-H programme in the United States of America was an educational programme, which, basically, was planned by paid professional leaders on the national and government level. The dissemination of aims and plans was then carried out by paid official advisers on the various levels who advised and trained further the volunteer club leaders.

These club leaders were adults and they were not always selected only by the members of the clubs, the idea is, on the contrary, that the whole

community should participate in the club activities and should share responsibilities. There was no need for the volunteer leaders to come from agricultural circles or from the 4-H movement itself. All that was required of them was that they should be qualified for the work in their community.

The members of the club then elected, from their number, the chairman and other responsible leaders who then, according to the principles of a parliament, led the activities of the club. They were advised and assisted in this work by the volunteer adult leaders.

The 4-H club adviser in Finland was in charge of from 10 to 18 clubs. He visited the children in their homes and supervised the implementation of the projects. He also assisted the clubs in joint meetings and social events. His work was fully recognized and financed by the government.

M. Bousquet (5) gave an entirely different picture of rural youth work by taking as an example the rural youth organizations in France.

The basic differences to the 4-H movement were the age of the members (15 to 25 years) and the fact that the government with its schools, and not rural youth was responsible for the vocational education. There were, in France, some 100 youth organizations which concerned themselves with rural youth matters. There was, however, no central federation.

The education of the practically exclusively voluntary leaders was based on the objectives of the organization.

Study circles, week-end seminars, practical exercises of varying duration, all stimulated the leader to undergo advanced training. Agricultural-technical problems were, however, included into the rural youth programmes to an only limited extent. Their aim was the education of man as an individual and as a member of society.

Special Aspects of Girls' Activities within the Framework of Rural Youth Work

Miss Moewius (22) first of all explained the composition of the groups of the German Rural Youth Association which, in the main followed the principle of co-education. This form was to be considered the best by the association, since it corresponded to the natural circumstances in daily life and since it trained the young people in unprejudiced partnership.

However, questions interesting girls were tackled in separate groups.

The former yardsticks as to the task and position of woman in society had changed considerably. Legally they now had equal rights as men, but concepts as to their practical effects in daily life were still rather dubious. The main point was to prepare the young girls

for a genuine partnership with their future husbands. This applied to three comprehensive fields:

1. the part played by woman in profession and work
2. the part played by woman as a wife and mother
3. the part played by woman in social and political life.

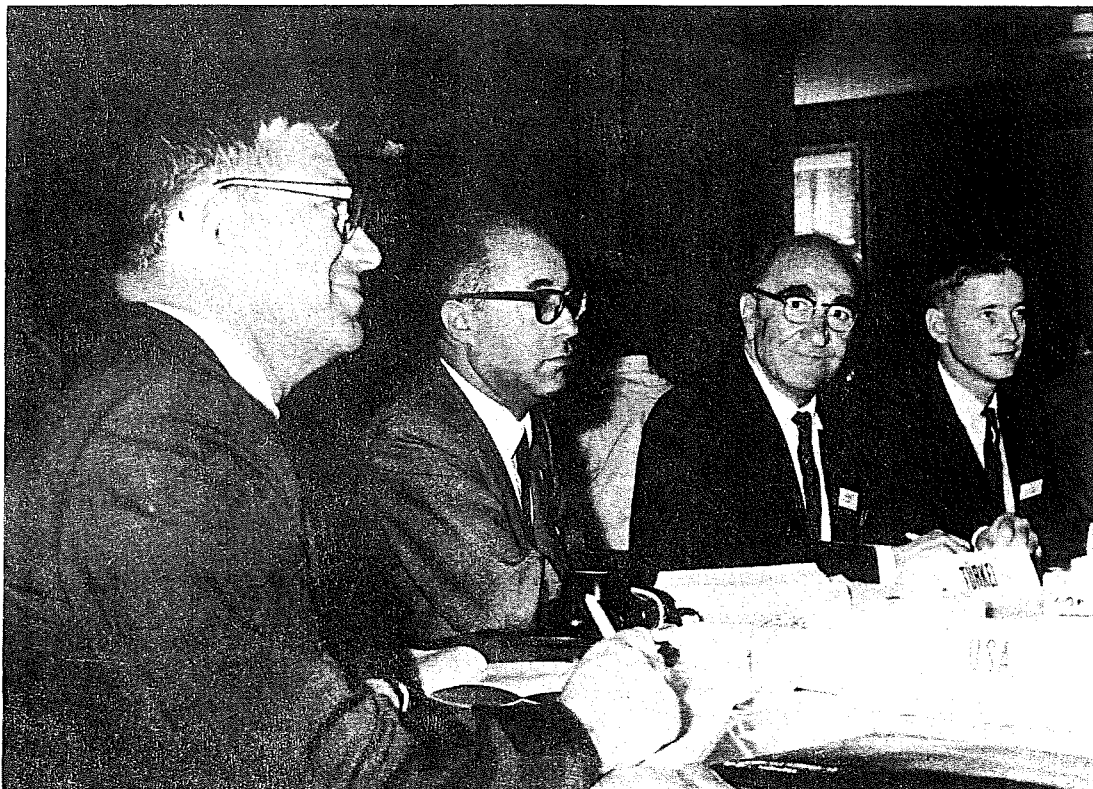
The girls should be prepared for these three fields, so that they could make their proper contribution towards a harmonious life as partners and not as competitors.

The necessity of an additional education for girls, which was generally advocated was not so much the point in the animated discussion, but the position of woman in society. The great number of people taking part in the discussion was sufficient proof that even up to now there were not everywhere clear concepts as to a genuine partnership between man and woman. It was, however, made quite clear that having equal rights was not to be mixed up with uniformity.

INTERNATIONAL COOPERATION

Why should Rural Youth cooperate on an international Level?

Mr. Feldmann (11) demonstrated the great number of mutual fields of interest especially of rural youth all over the globe. Nobody could or should isolate himself any more, but should instead increase his



Participants from the United States of America, Turkey and Norway

knowledge and understanding through contacts across the boundaries. Everybody had something to give and to receive, whether professionally or non-professionally. This is why contacts amongst humans were necessary and should be encouraged and fostered.

Discussion

The objection raised by one of the participants that the idealistic concept behind an exchange of ideas and international cooperation was more important than the financial aspects, was answered by Mr. Feldmann who explained that it was much easier to discuss economic and social issues, with the result that they formed the main feature in international rural youth meetings. Idealistic and moral questions could not be discussed objectively. Denomination and different philosophical opinions were basic features of man. International cooperation should, however, not be limited to discussions between a few people only but should lead to active help. Supra-national movements should be developed for this purpose, such as the "Freedom from Hunger Campaign" or international meetings should be held.

International Exchange Programmes of Rural Youth

There existed a great number of international exchange programmes of rural youth. Taking the programmes as an example, in which the



Participants from Lesotho (Basutoland) and Germany

United States of America took part, Mr. Harkness (15) explained the aims which, in general, form the basis of the exchange programmes. A better understanding of citizenship responsibilities, cross-cultural communication, an increased knowledge of the social, economic and

political conditions in other countries, exchange of ideas and philosophies, thus contributing to the mutual enrichment, further development of the rural youth programmes, in-service training of leaders, strengthening and securing a free and democratic way of life.

If these aims were to be reached at all, the participants in these exchange programmes should be carefully selected, should be thoroughly prepared for their visit to the foreign country, followed by a critical analysis after their return.

RURAL YOUTH AND DEVELOPMENT AID

The History of Rural Development in Europe as compared with present Problems in the Developing Countries

The basic, comprehensive lecture by Dr. Haushofer (17) on the historic background of the present circumstances in which the developing countries found themselves was followed by a lively discussion with particular active participation of the delegates from the young agricultural nations.

Dr. Krüsken, who had read the above lecture, then explained the concept "development" more thoroughly, saying amongst other things: the development in the field of technical civilization in the whole world had



Participants from Finland, Sweden, Nigeria and Dahomey

taken place at a different speed in the individual countries and regions, because of the differences in conditions and circumstances. When speaking of developing countries, this signified only different stages of development which had been achieved at different places and at different times. It was the task of our present generation to make an attempt at positively balancing the differences in experience and means made available by the progressive nations to the developing countries. Proof of the fact that experience gained elsewhere could be transferred were the examples in the agricultural history of Europe in fields like plant husbandry, livestock breeding and machinery. It had thus often been possible to short-cut the normal phase of development, i. e. to overleap generations. It was, however, most important that this experience was not to be applied in a stereotyped way but that, instead, certain facts, such as the ways of life, marketing possibilities, economic conditions, the mentality of the population and other facts were taken into account.



Participants from the Congo Brazzaville and Malaysia

The many difficulties encountered when attempts were made to apply findings from abroad in the home country were illustrated by one participant from Africa.

A lack of proper school education, willingness to help, ignorance, indolence, of understanding of the problems of rural youth were just a few of the difficulties encountered by a relatively small number of idealists.

Even though there were no ready-made recipes or perfect solutions for these problems, the participants nevertheless had an opportunity to acquaint themselves with new ideas which might help them to overcome their own difficulties.

The Role of Rural Youth in the Developing Countries

Introducing his lecture, Dr. Schmauch (27) pointed out the confused situation in which youth found itself in the developing countries as well as in the industrial nations. In the simpler societies the biological and economic independence nearly coincide, with the result that the period of adolescence was very short with no time between childhood and adulthood. In the more complicated societies there was more time between these two stages. In-between was the period of adolescence with apprenticeship, technical school education, specialist training courses and youth activities.

The developing countries comprised, due to their specific structure, mainly young populations. For example, in Guatemala, 50 per cent of the population were under 20 years of age. The leaders were also young leaders with a marked impatience politically. The proportion of the agricultural population in these countries was 80 per cent and more.

Rural youth work in the developing countries should be adjusted to the special circumstances which rural youth faced, a situation which is characterized by the following facts: due to overpopulation not only too few jobs are available but rural youth suffered furthermore from a lack of educational opportunities. As a consequence of the revolutionary expectations rural youth was most apt to geographical mobility. This resulted very often in migration to the densely populated cities and a sinking into poverty. Rural youth leaders very often had to take over functions which, in the industrial nations, were the responsibility of specialists.

Youth therefore played a special part in helping to develop modern forms of activities in the economic, socio-political and political fields.

The discussion which followed brought the following opinions to light:

Technical and financial aid from outside could only bring results, if the social structure was changed as well and properly adjusted to the circumstances. This was why it was so important that the entire population should cooperate.

The political concepts of the developing countries came from Europe; but no consideration had been taken of the special circumstances in the home country. Over and above thinking in national terms, and a feeling of responsibility as a citizen should be developed. The final result should be a supra-national political cooperation.

Training and education were a matter of utmost importance in order to train the native population to take over the responsibilities hitherto shouldered by experts and assistants from the industrial nations. Education should, however, be adjusted to the particular requirements of the country concerned. Up to now, technical education had very often been neglected in favour of an education in arts and sciences.

Report on the Experience gained by a Development Aid Specialist

Mr. Pietsch (25) who worked in the field of development aid overseas for a few years reported on his experience in African countries. The main condition for work in this field is good health, a good vocational education, a good preparation for the tasks ahead and the firm willingness to help the people. This help should not be directed by paternalistic feelings, but should, on the contrary, concentrate on teaching the people the way in which they themselves could, with the simplest means, improve their daily lives.

Report on the FAO Seminar in Denmark in 1965

FAO, in cooperation with the Danish government, held in Denmark, in 1965, a rural youth development seminar for fifteen English speaking countries in Africa, south of the Sahara.

Mr. Hansen (14) gave a brief outline of the objectives of the seminar which he stated to be as follows:

The main point was to provide more information on the special contribution which rural youth programmes could make to the economic and social development of rural areas with a view to developing accordingly general guidelines.

Recommendations and resolutions were prepared by the participants, in order to expand more widely rural youth work in the developing countries.

How can Rural Youth in Europe and North America assist Programmes in the Developing Countries?

Mr. Dijkstra (8) emphasized, in his lecture, which showed that he was well versed in the subject, the importance of youth as far as development aid was concerned. The necessary change of the social structure in the developing countries should be achieved via an intensified education and training. As yet, however, it had not been possible to establish a sufficient number of educational institutes nor to educate them all. But in this connection, it is rural youth work which could close the gap. This was why the rural youth organizations of the industrial nations were challenged to help, not for reasons of sentimentality, because they had seen the poverty, the misery and the deprivations of the rural populations in the developing countries, but out of a feeling of responsibility. The following assistance could be provided:

- 1) Assistance in the education of paid professional and volunteer leaders

- 2) Assistance in the establishment of organizations and preparation of rural youth programmes
- 3) Cooperation in the implementation of projects
- 4) Preparation and manufacture of suitable teaching aids.

II. Reports of Representatives

RURAL YOUTH IN MY HOME COUNTRY

For an exchange of ideas and experiences in the methods and programmes for the promotion of rural youth work it is first of all necessary to have information on the situation of agriculture and rural youth work in the home countries of the participants. The reports of the representatives reveal two distinctly different forms of rural youth organizations.

- I. In numerous countries, and above all in Europe, those rural youth organizations which were established as a result of the desire of young people to meet other young people and to exchange experiences predominate. They mainly address young people from the 15 to 25 age-group. These organizations have one point in common, in that they select their leaders from amongst their own membership who, in agreement with the other members are responsible for the work of the group. These youth associations have been organized in accordance with the administrative provinces in the countries, for the purpose of preparing and implementing a joint programme and with a view to obtaining the right of having a responsible say in public affairs.

Paid professional leaders and administrators who are selected by the organizations themselves are, as a rule, employed on higher levels and encourage the efforts made by the young people.

The members meet every 8 to 14 days on a local level for the purpose of discussing the lectures or the information provided previously and, through discussion, to come to an opinion of their own. Their fields of interest range from subjects such as vocational in-service training to problems of contemporary history, sport, singing and plays.

The following scheme, with a few slight alterations, depending on the situation in the individual countries, applies to the set-up of these organizations:

National level:

Chairman

Board of Directors (elected honorary representatives of the rural youth organization and possibly representatives of other vocational associations)

Advisory Committees (consisting of members of the organization and experts in the fields concerned)

Office with paid professional leaders and administrative personnel.

| | |
|-------------------|--|
| Provincial level: | <u>Chairman</u> <u>Board of Directors</u> (see above) <u>Advisory Committee</u> (see above) <u>Office with</u> paid professional leaders and administrative personnel. |
| District level: | <u>Chairman</u> <u>Board of Directors</u> (see above) |
| Local level: | <u>Chairman</u> <u>Board of Directors</u> (see above) <u>Members</u> |

The chairmen can be elected to the board of directors of a higher level. Thus, an organic connection is guaranteed between the members of the organization and their leaders.

II. In the majority of European countries the organizational form of the 4-H movement predominates. Its typical characteristics can be explained as follows:

The 4-H movement includes children and young people from 10 - 18 years of age. It is, however, adults who bear the main responsibility for the work. In addition to the paid professional advisers who are mainly working on a higher level, a great number of voluntary adult leaders are invited to cooperate on the local level. The 4-H programme is an educational programme for youth as a whole. Following the motto "Learning by Doing", the members are stimulated to carry out practical projects, by which they themselves learn and which may help to get the whole community interested in the idea of the 4-H movement.

The project is the main feature of all the activities.

In some countries these two organizational forms of rural youth work, as explained here in the basic principles, exist side by side.

The reports of the participants, which are presented in abbreviated form, do not give, in every case, a survey of the entire rural youth work of a country, but as a rule describe the organization of which the rapporteur is a member.

In spite of certain differences in methods and forms of organizations all the reports have one thing in common, namely the desire to help agriculture, and even more so rural youth.

Organizational Form I

Belgium

Of the 9 million inhabitants some 7 - 8 per cent form the agricultural population in Belgium.

The Catholic Rural Youth Organization (Jeunesse Agricole et Rurale Catholique) was established in 1928; it altogether comprises in 610 groups 24 000 boys and in 640 groups 23 000 girls. Some 40 per cent of the members are 15 - 19 and some 56 per cent 20 - 25 years of age.

The organization is financed by members' subscriptions and by the subsidies of agricultural organizations and the government.

In the programme the following order of importance is noticeable:

1. Religious education
2. Vocational in-service training
3. Sport
4. Recreation

It is mainly through the following methods: discussions, lectures, demonstrations, campaigns, study trips and exhibitions that the previously chosen annual subject is dealt with by the group. The intention of the organization is to help young people to adjust themselves to modern times. Social issues are the main feature, but the vocational in-service training is not neglected either.

Federal Republic of Germany

The Federal Republic of Germany has a total of 58 million inhabitants, the agricultural population amounts to 10 - 12 per cent of the entire population.

The rural youth organizations which were established after World War II, have a membership of some 400 000 young people from 15 - 25 years of age.

The "Bund der Deutschen Landjugend" (German Rural Youth Association) is a non-political and non-denominational organization, whose aim is the encouragement of their members in vocational, civic and cultural fields. Work is carried out in mixed groups, which meet, on the local level, every 8 - 14 days for lectures, discussions and music and cultural events.

The "Katholische Landjugendbewegung Deutschlands" (Catholic Rural Youth Movement in Germany) is a church organization. It endeavours to help the young people to solve their problems, and in doing so to serve the entire rural population, by promoting

active church activities, sound family life, the agricultural organization's feeling of responsibility and the life in the villages as a harmonious part in a nation with a good social order.

Work on the village level is executed in three concentric circles.

The circle of responsible persons - the group - the village.

The circle of those responsible represents the leadership. Work is done in mixed age-groups, but sexes are separated.

Financial support of the rural youth organizations is provided through the members' subscriptions, support from agricultural organizations and the church as well as from the government (Federal Ministry for Family and Youth Matters - Federal Ministry for Food, Agriculture and Forestry).

On the supra-local level training courses are conducted for the advanced training of leaders; in addition special training courses and meetings are held in which social and political questions pertaining to general educational matters are discussed.

The two organizations maintain close relations with international federations of rural youth work.

England and Wales

The total population amounts to 52 million, 4 per cent of which work in agriculture.

The National Federation of Young Farmers' Clubs - England and Wales was established in 1932. It comprises a total of 1 400 mixed groups with altogether 47 000 young people

50 per cent in the age group 10 - 18 years,

50 per cent in the age group 19 - 25 years.

The clubs are led by elected voluntary leaders. There are 9 male and 4 female paid professional leaders employed on the national level, 4 of whom work as advisers on the regional level. Another 30 male and 26 female paid professional youth leaders are doing work as district advisers to supervise and advise the clubs.

Financing is guaranteed through members' subscriptions, subsidies from the government and agricultural organizations as well as through donations from private sponsors and industrial enterprises.

The programme has been planned in accordance with the fields of interest of the members and includes questions in the fields of agriculture, civics, social sciences, general education, music and sport.

Lectures, discussions, demonstrations and competitions are the methods mainly applied.

France

There is quite a number of agricultural youth organizations in France, which take an active part in the promotion of rural youth matters. A total of 20 different organizations are financially supported by the Ministry of Agriculture. The Fédération National des Centres d'Information et de Vulgarisation Agricole et Ménagère (FN/CIVAM), represented in the seminar by one participant, has non-denominational and non-party interests. It addresses youth as a whole, in order to provide vocational-technical information as well as give educational and social assistance. It is not the intention to form an élite, the endeavour is to improve the whole situation of agriculture as such.

A close cooperation between school, advisory work and rural youth as well as the establishment of educational centres for leaders is considered necessary.

L'Animation Socio-Culturelle.

The promotion of social and cultural education in the rural areas is the responsibility of the educational institutes which are under the Ministry of Agriculture. It is their aim, by appropriate measures in schools and in the field of adult education, to find capable, responsible citizens, who are ready for a dialogue, for discussion with others.

Italy

Italy comprises a total of 51 million inhabitants, 24 per cent of whom are employed in agriculture.

The rural youth organization "Gruppi Giovanni Coltivatori" was founded in 1953. In 10 000 mixed groups a total of 115 000 members are taken care of,

| | |
|----|--|
| 20 | per cent of whom are 15 - 19 years of age, |
| 50 | " " " " " " 20 - 25 " " " , |
| 30 | " " " " " " 25 - 30 " " " . |

The organization is financed by membership fees and by subsidies granted by the agricultural organization.

The programme includes the following vital points: vocational advanced training, education in civics, work in the community, literature and study trips.

Problems of major importance are vocational advanced education and the strengthening of the willingness for cooperation as well as the willingness to shoulder responsibility.

In addition to the above mentioned rural youth association there is the "Federazione Italiana Clubs 3 P" which, in general, have the same goals as the 4-H movement.

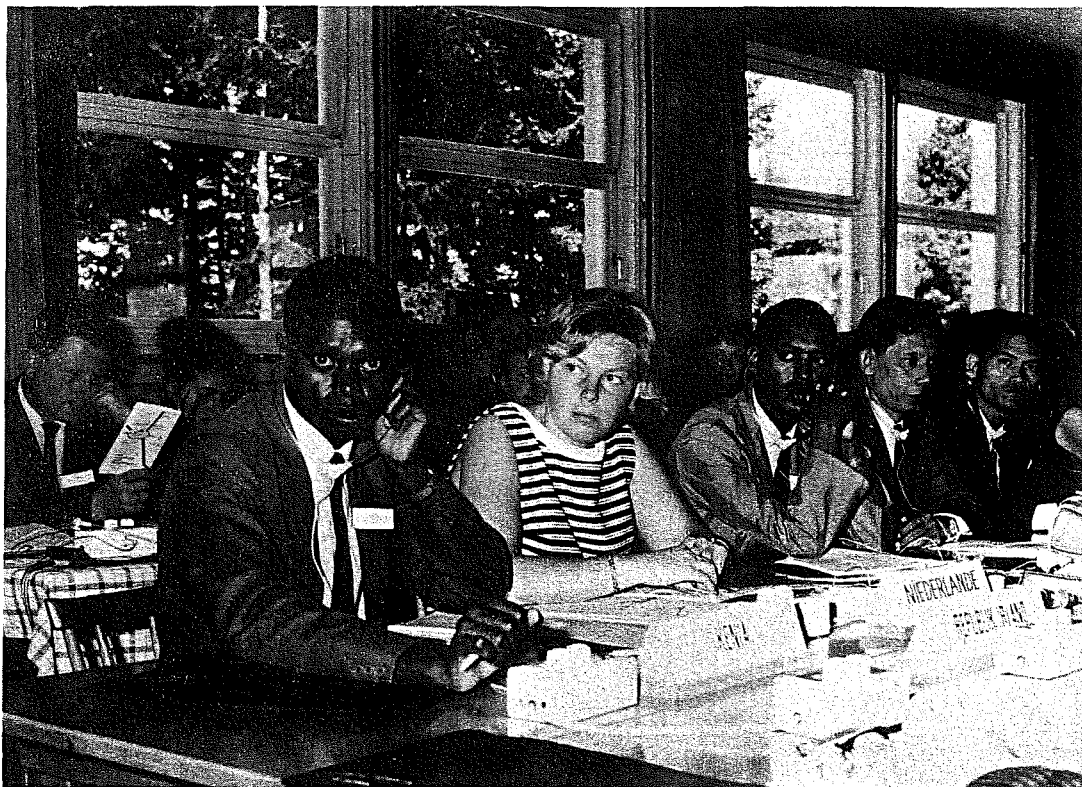
The Netherlands

There are 3 rural youth organizations in the Netherlands, a Catholic, a Protestant and a non-denominational one.

The members are 18 - 30 years of age and work in mixed and separated groups.

The organizations have non-political aims and an independent programme of their own, aiming at a comprehensive advanced education in vocational, social and civic fields. The associations are not only promoted by the Ministry of Education, but they also obtain grants from churches and denominational groups or from the adult farmers' organization.

The three associations maintain close contact with the international federations of rural youth.



Participants from Kenya, the Netherlands, Ethiopia and Thailand

Austria

Austria has altogether 7 million inhabitants, 16 per cent of whom are employed in agriculture.

In 1954 the rural youth organizations of the "Länder" which had been in existence since 1947 were federated into the "Arbeitsgemeinschaft für Landjugendfragen" (Working Party for Rural Youth Matters).

There is a total of some 41 000 boys and girls who are members of 1 664 groups partly mixed, partly separated by sexes.

| | |
|------------------|--|
| There are | 31 per cent in the age group from 15 - 17 years of age |
| 33 " " " " " " " | 18 - 21 " " " |
| 25 " " " " " " | 22 - 25 " " " |
| 11 " " " " " " | 25 years and above. |

Financial promotion is assured through the agricultural organizations, the government, industrial enterprises and the membership fees. The following order of importance characterizes the especially important features in the programme:

1. Vocational advanced education
2. Civics and work in the community and in the agricultural organizations
3. Recreation
4. Sport
5. Proper care of old customs and folklore.

The Catholic Rural Youth in Austria (KLJÖ) addresses all the young people living in rural areas and comprises a total of 60 000 members in 1 844 boys' groups and 1 780 girls' groups. Some 50 per cent come from agricultural circles. The aim of the KLJ is the training and education of the young people to genuine Christians.

India

There are 430 million inhabitants in India, 87 million working in agriculture.



The Young Farmers' Association India was founded in 1956. The greater percentage of its members are from 20 - 25 years of age.

These young people desire to improve the situation in rural areas. The main aim is first of all an increase in production. Since there are not sufficient schools to guarantee a good vocational education, local clubs are to be founded where young successful farmers have charge of and instruct 10 - 15 young farmers' sons.

Five educational centers have been established to serve as an example and guideline for the surrounding area. There are a great number of different plans available for the improvement of agriculture, and they are to be put into effect within the next few years.

Organizational Form II

Finland

25 per cent of the 4.6 million inhabitants in Finland are employed in agriculture.

The Finish rural youth organization "Maatalouskerholiitto" was founded in 1928; it is in fact a training and educational programme of the Ministry of Agriculture which is financed by the government, industrial enterprises, agricultural organizations and others.

3 419 mixed groups comprise some 53 000 boys and girls as members.

| | | | | | | | | | |
|----|-----|------|-----|----|---|----|-------|----|-----|
| 52 | per | cent | are | 10 | - | 14 | years | of | age |
| 42 | " | " | " | 15 | - | 19 | " | " | " |
| 6 | " | " | " | 20 | - | 25 | " | " | " |

There is a great number of paid professional leaders employed within the framework of this programme.

| | | | | | | |
|-----------------------------------|----|------|-----|-----|--------|-------------|
| There are, on the national level, | 4 | male | and | 5 | female | advisers, |
| on the regional level | 15 | " | " | 9 | " | " |
| on the provincial and | | | | | | |
| club level respectively | 98 | " | " | 231 | " | " employed. |

The voluntary leaders on the club level comprise:

| | | | | |
|------------|-----|------|------|-------|
| Adults: | 30 | men, | 20 | women |
| Juveniles: | 977 | " | 1651 | " |

The efforts made by the Finish rural youth organization as far as the training of leaders is concerned have been the subject of a special lecture.

Norway

15.2 per cent of the total of 3.6 million inhabitants in Norway are working in agriculture.

The Norwegian 4-H organization "Norske 4-H" was founded in 1936 and has a membership of 10 000 boys and girls in altogether 500 mixed groups.

70 per cent are 10 - 14 years of age
30 " " " 15 - 19 " " " .

The financial means are procured by the agricultural organizations, by the government, industrial enterprises and by membership subscriptions.

The programme indicates the following three main points:

1. Vocational advanced training
2. Recreation
3. Sport.

There are working, on the national level, 3 male and 1 female paid professional leader, and on the regional level 14 male and 4 female leaders.

The leaders in the clubs are volunteer leaders.

Sweden

The agricultural population in Sweden comprises 10 per cent of the total population of 7.5 million.

The National Association of Swedish 4-H work was established in 1960. It is the top organization of all rural youth work and is, at the same time, responsible for all the rural youth organizations which take care of the young people 20 - 25 years of age.

The 4-H movement is financed by funds made available by the agricultural organizations, the government and by the fees of the members. There are occasionally grants made by private sponsors or sponsors from industrial enterprises.

A total of 22 350 boys and 16 260 girls, from 11 - 20 years of age are taken care of in some 1 070 groups.

One of the main problems is the lack of paid professional leaders, for whose salaries there are not sufficient funds available. Even volunteer leaders for work in the clubs are hard to find, since many of the members migrate to the cities in order to get a better school education or to take up employment there.

Ireland

38 per cent of the total population of 2.8 million are working in agriculture in Ireland.

There exists, in Ireland, in addition to the national rural youth organization "Macra na Feirme" which is responsible for the rural youth from 19 - 25 years of age, a 4-H movement "Macra na Tuaithe" which was founded in 1952 and comprises at present, in a total of 250 clubs, altogether 7 000 boys and girls from 10 - 18 years of age. Macra na Tuaithe is financially supported by the government and by industrial circles; it has a staff of advisers and administrative personnel of its own. There is a director and a manager, and in addition there are 2 paid professional advisers. On the club level some 500 volunteer leaders are employed.

The United States of America

Of the total of 196 million inhabitants of the United States of America only 6 per cent are working in agriculture.

There exist, in the United States of America, quite a number of different programmes for the promotion of rural youth matters. All taken together, they may perhaps have as great a membership as the 4-H organization.

4-H is part of the cooperative extension service. The financing is guaranteed on three levels, by the federal government, the different states and the agricultural organizations.

Since the foundation of the organization, about the turn of the century, the number of the members has increased to 2 1/2 million boys and girls from 9 - 19 years of age.

Some 60 per cent are girls and some 40 per cent are boys. Only 44 per cent live in rural areas, 6 per cent in larger cities, and the remainder in mixed regions. The organization not only comprises a staff of paid professional leaders on higher level, but also has some 350 000 volunteer leaders on the local level. The key to success can be found in the readiness to serve of these volunteer leaders (see also page 27).

In future more efforts will be made to extend the programme also to those who so far have not been reached or are not yet a member of any youth organization.

Greece

Greece has a total of 8.4 million inhabitants; 46 per cent are employed in agriculture.

The agricultural advisory service was founded in 1950. Part of its duties are education and information in agriculture and home economics. Agricultural schools and other agricultural educational centers have been

established also, as well as youth clubs. There are, at present 570 rural youth clubs for boys, 77 for girls and 253 for groups of both sexes. The total membership comprises some 42 000 juveniles, 80 per cent of whom are of the age group from 15 - 19 years.

Even though a great number of paid professional male and female advisers have been employed, the fact is that they have such a comprehensive schedule in the field of agriculture and home economics that relatively little time is available for youth work.

A most urgent problem to be solved if this work is to be continued and improved is therefore the recruiting and the training of volunteer leaders for group work.



Participants from Greece

Turkey

The total population amounts to 31.4 million, 71 per cent of whom work in agriculture.

Following the example of the 4-H movement, the rural youth organization 4-K was founded in 1957.

Some 14 000 boys and girls are members of 365 mixed groups.

80 per cent are from 10 - 14 years of age
20 " " " " " 15 - 19 " " " .

4-K actually is a programme of education and training initiated by the Ministry of Agriculture. The main features of all the activities are: training, proper recreation and education for community service.

The necessary expansion and improvement of the programme is hampered by a lack of leaders and advisers as well as by financial difficulties.

Spain

Of the 32 million inhabitants, 37 per cent represent the agricultural population in Spain.

The Ministry of Agriculture is making considerable efforts to improve the situation in the rural areas for which purpose an agricultural advisory service was established with a total of 425 staff members at present.

6 000 boys are members of 264 groups, and some 1 100 girls of another 48 groups.

The major points in rural youth work have the following order of precedence:

1. Vocational advanced training
2. Community service
3. Promotion of cooperation
4. Education in civics
5. Recreation
6. Literature
7. Sports.

The programmes are implemented by the agricultural advisory service. There are difficulties encountered in the training of volunteer staff members and leaders on the local level, since there is not sufficient realization on the part of the parents of the importance of a better education and an advanced training of the young people.

Brazil

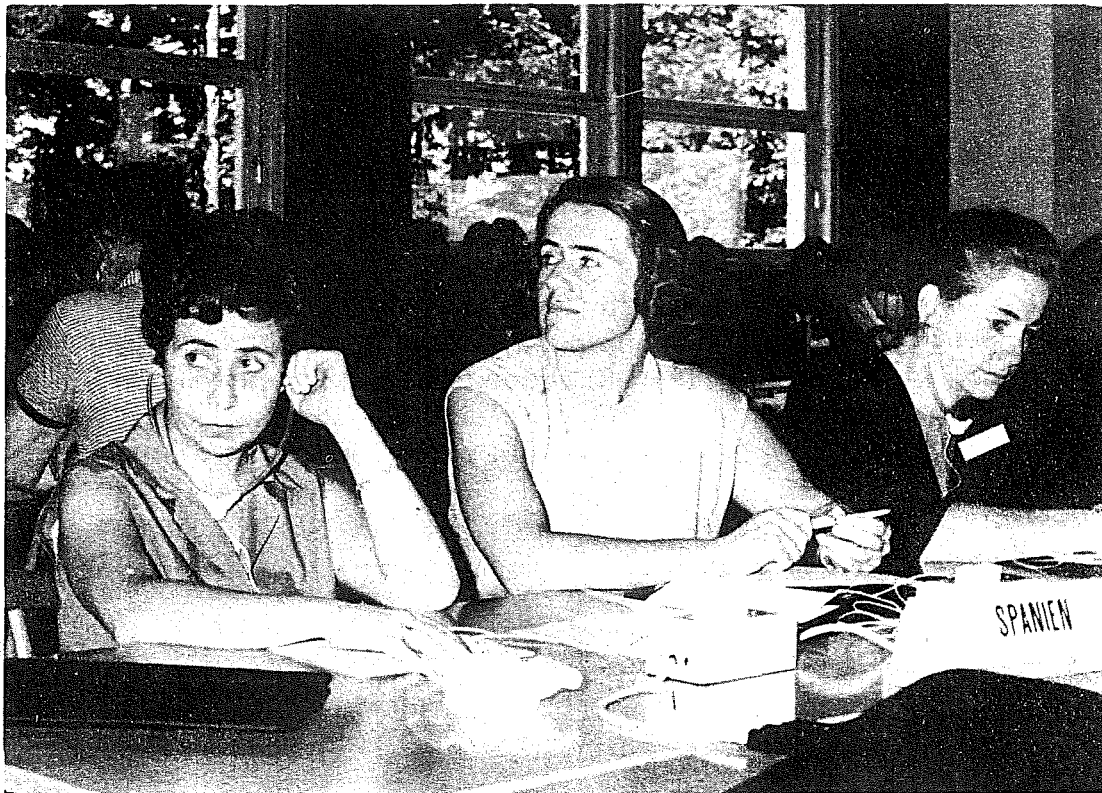
Brazil has 85 million inhabitants, 55 - 60 per cent of whom work in agriculture.

16 of the 23 Brazilian States have an agricultural advisory organization on private level, which, in addition to their numerous other duties, are also concerned with rural youth work.

They have succeeded, with the assistance of the advisers, to found, in some provinces 4-S clubs which follow the pattern of the 4-H movement.

Ecuador

In Ecuador, the advisory service of the Ministry of Agriculture is responsible for rural youth work. The young people must learn to see the problems of their country and to shoulder responsibility. The 4-F



Participants from Spain and Ecuador

organization was founded in 1944; it comprises a membership of 7 320 members. Projects are carried out in addition; the girls are taught arts and handicrafts in order to obtain, through the sale of these articles, a certain income.

Ecuador has a total population of 5 1/2 million.

Thailand

Following the pattern of the 4-H movement, a rural youth organization was established in Thailand in 1953 and has at present a total number of 23 700 members and 1 500 advisers and assistants. The members are from 10 - 20 years of age. There is still a lack of capable leaders who would volunteer on the local level for youth work.

Malaysia

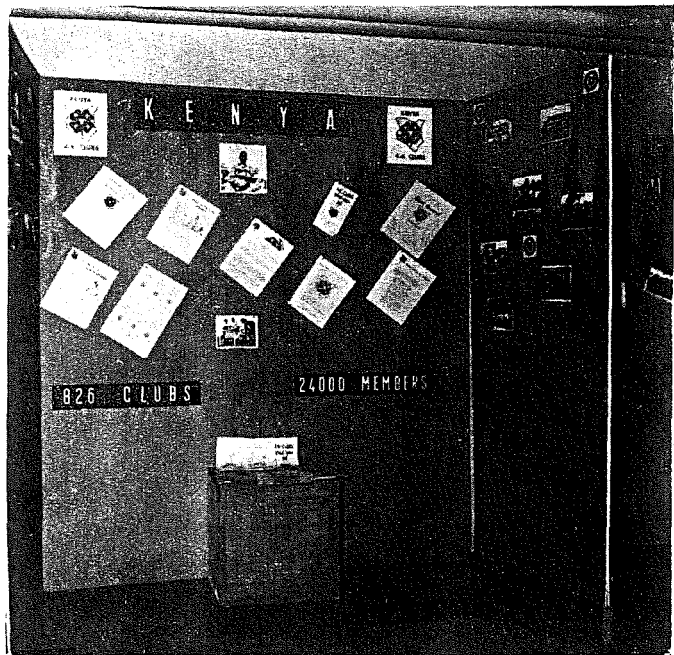
There is a total of 10 million inhabitants in Malaysia, belonging to 20 different ethnological population groups. 60 per cent of the population is less than 30 years of age.

In 1954 the Ministry for Youth Matters and Sports was established, with the objective to educate youth to lead normal lives. Major points, in addition to a good vocational education, are cultural musical questions, craftsmanship and needlework.

Rural Youth Work in the African Countries

The reports submitted by the participants from Lesotholand (Basutoland), Ethiopia, Dahomey, Cameroon, Kenya, Congo Brazzaville, Congo Kinshasa (Léopoldville), Nigeria and Uganda, reveal the following problems in rural youth work.

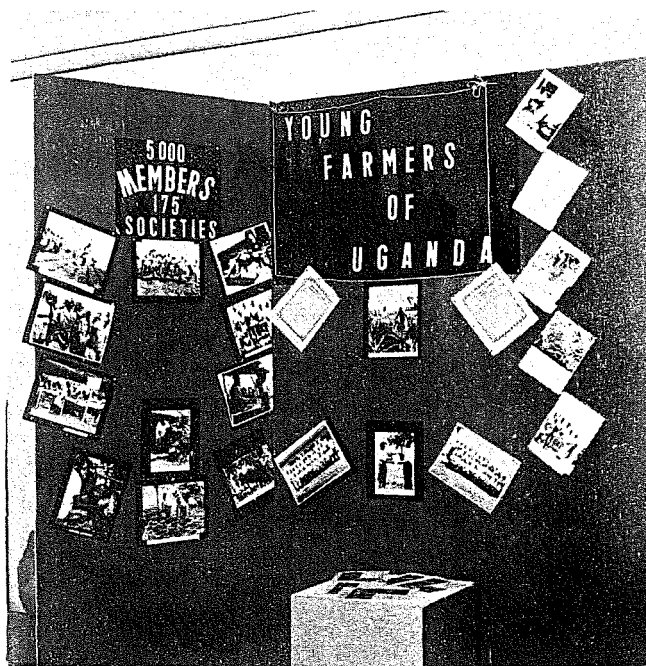
The percentage of the rural population amounts to 80 - 90 per cent. About 50 per cent of the population is less than 25 years of age. There is not enough food available, with the result that hunger and unemployment drive the young people into the cities. Here, however, due to the lack of school education, they do not find a job. The want and misery is immense and can hardly be properly described within the framework of this report. Responsible young people have realized, in many of the African countries that they must make an effort to improve the situation in the rural areas. The



population must be educated to think differently and the easiest way to achieve this will doubtlessly be through the young generation.

Beginnings of various sorts have been made.

In all the instances where the governments realized the necessity of rural youth work, it was possible, partly with financial and technical aid from the industrialized nations, to initiate rural youth programmes, which have gradually taken roots in the country and which are considered of considerable value by the young people as well as by the grown-ups.



Africa

A glimpse of the exhibition hall

Rural youth work comprises tasks of practical agricultural education, but at the same time, it is also concerned with the education of the people to shoulder part of the responsibility in the village and in society.

In other African countries, the young people themselves took the initiative and only after they were in a position to show a certain success did the government promote the activities, even though this promotion was only a limited one.

The point in all the educational work which not only approaches the young people but influences the whole village as well, is to take small measures and proceed step by step; properly adjusted to the situation and the development of the village.

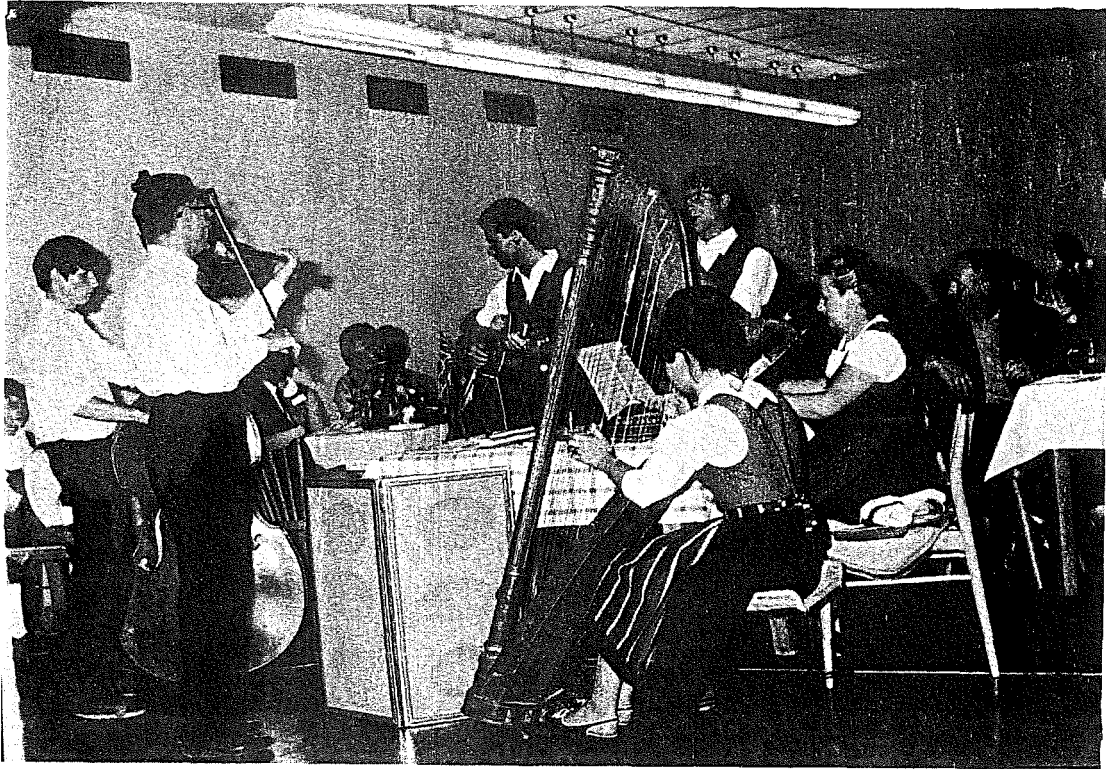
Many obstacles have still to be overcome and it is hardly to be expected that rural youth in Africa alone will be in a position to achieve a lasting improvement.

The words spoken by one of the participants from Africa seem to hit the gist of the problem:

"We urgently need voluntary helpers who fully realize the value of the work and who unselfishly try to help. The responsibility of the very few who have fully realized the situation is immense. But the young people of this present generation must play a dynamic part in the development, if they believe in the future of their own nation."

III. Social Events and Excursions

As a means of compensation for the strenuous work in the conference rooms a few social events took place which should long remain in the memories of the participants.



Bavaria and its People

The Bavarian Minister of Food, Agriculture and Forestry, Dr. Dr. Hundhammer had invited the participants, the first day, to a special gathering under the slogan "Bavaria and its people". Songs, plays and dances, as presented by a teacher's family from the vicinity, comprising in all 15 people, gave the delegates an idea of Bavarian folklore and helped them to get acquainted in a relaxed gay atmosphere.

On another evening, the participants were given the opportunity to meet in the old, traditional pub and restaurant of the Monastery of Andechs where a warm welcome was extended to them by the host, the President of the Bavarian Diet, Dr. Hanauer. In a gay atmosphere a Bavarian "Brotzeit" was consumed. The very tasty beer soon helped to loosen tongues, so that, in spite of language difficulties, animated conversations were taking place everywhere. Participants from Greece, Thailand, Ecuador and Cameroon then conveyed a few words of thanks, in their mother tongue, on behalf of the participants.

A special highlight was the visit to farmers' families in the vicinity of Herrsching. Either alone or in groups of two, the participants spent one day on a farm with a view to acquainting themselves with German agriculture and in order to discuss, with the families concerned, the situation in their home countries. It was in a really touching way that the hosts took care of their visitors, and many a friendship was begun that day.



During a field trip to the administrative district of Lower Bavaria the participants had the opportunity to see for themselves the cooperation of the rural youth advisory service with the different types of agricultural schools and with the rural youth organizations.

In the vocational school they saw how the boys and girls tackled a project in accordance with their particular age, while the education of apprentices was demonstrated in the agricultural school. The participants of the seminar were very pleased with the way education in the fields of agriculture and home economics is organized in the Federal Republic of Germany.

The cooperation with rural youth was the main feature of the afternoon. It was with much phantasy and enthusiasm that the boys and girls participated in a group competition which was a combination of sports and vocational tasks.

The field trip was then concluded by the participation in a rural youth meeting to which the invitation had been issued by the Catholic Rural Youth. This evening was a cross-section of the whole rural youth

educational programme. Music, singing etc. played a part, but the technical and general advanced education as well. This was shown in an excellent demonstration and in a well-presented lecture. This study trip was a most illustrative supplement to the methods of practical rural youth work, as they were demonstrated in the lectures and discussions.

After two weeks of hard work in the seminar a three day excursion took the participants through Upper Bavaria to the Austrian state of Tyrol where they became acquainted with rural youth work right from close range.

A good start were the projects carried out by pupils of the 8th grade in the primary school at Beuerberg. The pupils, girls and boys, attended to their work with great zeal and enthusiasm and without showing the slightest inhibitions; boxes for singing birds to raise their young in, and files for grasses are examples of their work.

A most impressive factor at Miesbach, during the calf raising competition, was the great number of animals presented and the enthusiasm displayed by the members of rural youth for such competitions.

After a delightful trip through the mountain scenery of Upper Bavaria, the boundary of Austria was crossed near Mittenwald.

At Telfs a welcome was extended to the international circle of guests by Ökonomierat Muigg, President of the Chamber of Agriculture of Tyrol.

The equestrian demonstrations of a group from the Tyrol proved to be a welcome of a very special kind.

The "Grillhof", an adult educational institution, beautifully situated above the city of Innsbruck, gave a warm welcome to the group. This very well furnished house was for two days the residence of the group and the starting point for the field trips in Tyrol.

The study programme naturally included a brief visit to the beautiful capital of Tyrol, Innsbruck.

Practical demonstrations given by two groups of girls and a mowing competition in the afternoon gave a good idea of the educational efforts made by rural youth in Austria.

The successful folklore evening at Alpach with traditional Austrian folk-dances gave much pleasure to the foreign guests.

After having attended Mass and a special service in the chapel at the "Europabrücke", the participants then proceeded to visit the rural youth centers at Imsterberg where the rural youth group had prepared a traditional afternoon with singing, music and folk-dancing. The quiz, which also formed part of the programme, was of an extremely high standard and 6 rural youth groups from the neighbourhood participated.

The participants returned late in the evening to Herrsching with numerous impressions of the land of Tyrol, its people, and its customs, its beautiful landscape and the efforts by rural youth in the field of education.

IV. Summary of Opinions

The third International Seminar for Rural Youth Leaders was concluded with a discussion on the results of the training course.

It is not the task of the seminar to bring about resolutions, but a critical study may lead to suggestions for the future organization of such a meeting.

The following points were emphasized:

The carefully prepared programme provided a broad basis for an animated exchange of opinions and experience; the time allotted for the discussion often proved insufficient for the solution of the problems tackled. This was partly due to the wide circle of participants, and partly due to the fact that for many questions a common basis had first of all to be found relating to rural youth work before the actual problems could be discussed. This could possibly be avoided by an even greater subdivision of the discussion groups.

It was on the other hand in particular due to the participation in the discussion of official and professional leaders from all over the globe that an objective discussion of the problems encountered in rural youth work took place. Many new suggestions were brought to light, and it is now for every individual delegate to make full use of these suggestions in rural youth work in his home country or in his organization.

The participants welcomed the fact that a great number of rural youth leaders from undeveloping countries had been invited because this provided the best opportunity for a promotion of mutual understanding. It was recommended, however, to place the reports and lectures on the developing countries at the beginning of the seminar, so that in the discussions more attention could be paid to the special situation of these countries.

The reports on the home countries of the participants were considered of special importance in this connection and it was suggested to supply all the participants, before the beginning of the seminar, with a summary of the most vital points.

As is to be expected with such a large and mixed number of participants, a great many different suggestions and proposals were made relating to the selection of lectures and the organization of the field trips which will be taken into consideration, if possible, in later seminars.

The efforts of three weeks close cooperation for the purpose of promoting rural youth work resulted in the fact that the participants had developed into a real community. They thanked the organizers for their efforts to make the seminar a success and for the hospitality which had been shown to them.

It was unanimously agreed that the exchange of ideas and experiences should be continued.

List of Speakers

Well-known personalities of various organizations, institutions and from different nations had agreed to give a lecture during the third Seminar of the International Study Center. Their readiness to cooperate was the best proof of their interest in a promotion of rural youth work. A warm word of thanks is therefore extended once again to all of them.

Speakers:

(1) Dr. Amend

Manager of the Information Service for Orientation and Extension Work, IMA, Hanover, Federal Republic of Germany

"Public Relations in the Interest of Rural Youth"

(2) J. S. Annand, M.B.E.

European Committee for Young Farmers and 4-H Clubs,
Perth, Scotland

"Targets of Rural Youth Work from the Point of View of Rural Youth"

(3) J. McAuliffe

Head of the International Work Section of the United States Department of Agriculture, Washington, D.C., U.S.A.

"Training and In-Service-Training Problems of Rural Youth Leaders"

(4) Frau Dr. Bauer

Scientific Director of the Nurses' College of the Wilhelm-Polligkeit-Institute, Frankfurt, Federal Republic of Germany

"Methods in Group Work"

(5) R. Bousquet

Fédération Nationale des Foyers Ruraux,
Paris, France

"Which Contribution can Rural Youth provide towards the Promotion of Social Understanding and a Social Attitude?"

(6) A. Chaponnier

Head of the Agricultural Vocational Training and Extension Division,
Federal National Economy Department,
Bern, Switzerland

"Possibilities of Cooperation between Rural Youth Organizations and Agricultural Schools"

(7) Dr. K. H. Cnotka

Rural Youth Adviser of the Schleswig-Holstein Chamber of Agriculture,
Kiel, Federal Republic of Germany

"Rural Youth Competitions - their Possibilities and Limits"

(8) P. Dijkstra

Rural Youth Secretary of the World Assembly of Youth,
WAY, Brussels, Belgium

"How can Rural Youth of Europe and North America assist Programmes in Developing Countries?"

(9) F. Dubin

Institut de Formation pour les Cadres Paysans,
Paris, France

"Problems of Programming"

(10) Dr. Egger

Secretary-General of the Bavarian Farmers' Association,
Munich, Federal Republic of Germany

"Targets of Rural Youth Work from the Point of View of
Non-Governmental agricultural Industry's Organizations"

(11) Ch. Feldmann

Assistant Secretary-General of the European Confederation
of Agriculture, CEA, Brugg, Switzerland

"Why should Rural Youth cooperate on an International Level?"

(12) P. François

Director of the Adult Education and Youth Work Department,
UNESCO, Paris, France

"Principles of Group Pedagogics"

(13) K. Gebbers,

Assistant Head of the Education and Extension Section,
Federal Ministry of Food, Agriculture and Forestry,
Bonn, Federal Republic of Germany

"The Systematical Inclusion of Projects into Rural Youth
Training and In-Service Training"

(14) E. Hansen

Secretary-General of the Association of Danish Young Farmers,
Roskilde, Denmark

"Report on the FAO Rural Youth Development Seminar 1965
in Denmark"

(15) L. Harkness

Director of the Agricultural Extension Service of the State
College St. Paul, Minnesota, U.S.A.

"International Exchange Programmes of Rural Youth"

(16) H. Hartan

Head of the Education and Extension Section,
Federal Ministry of Food, Agriculture and Forestry,
Bonn, Federal Republic of Germany

"Cooperation between Schools, Advisory Services and Rural Youth,
and the Experience gained in this field"

(17) Dr. Haushofer

Director of the Central Office of Agriculture, German Foundation
for the Developing Countries, Munich, Federal Republic of Germany

"The History of Rural Development in Europe as compared with
Present Problems of the Developing Countries"

(18) M. Kennedy

Director of Education, Irish Rural Youth Organization "Mácrá na Feirme",
Dublin, Republic of Ireland

"Which Contribution can Rural Youth provide towards the Promotion
of Civic Responsibility?"

(19) K. W. Kruse

General Extension Affairs Division, Ministry of Agriculture and Fisheries,
The Hague, Netherlands

"Rural Youth and Agricultural Advisory Work"

(20) Prof. F. Luger

Head of the Rural Youth Work Section of the Federal Ministry of
Agriculture and Forestry, Vienna, Austria

"Which Contribution can Rural Youth provide towards Vocational/Technical
Training?"

(21) P. Mauron

Head of the Vocational Training Division, Ministry of Agriculture,
Paris, France

"Targets of Rural Youth Work from the Government's Point of View"

(22) E. Moewius (Miss)

Head of the Section for Girls' Problems of the German Farmers' Association,
Bad Godesberg, Federal Republic of Germany

"Special Aspects of Girls' Activities within the Framework of Rural Youth Work"

(23) Majaliisa Peusa (Miss)

Youth Leaders' Training Organizer, Maatalouskerholiitto,
Helsinki, Finland

"Training and In-Service Training Problems of Rural Youth Leaders"

(24) Prof. Dr. Pielen

Head of the Agricultural Production Department in the Federal Ministry
of Food, Agriculture and Forestry, Bonn, Federal Republic of Germany

"Agriculture at a Revolutionary Stage"

(25) E. Pietsch

Secretary-General of MIJARC, Leuven, Belgium

"Report on the Experience gained by a Development Aid Assistant"

(26) C. Sanders (Miss)

National Federation of Young Farmers' Clubs, England and Wales,
Pillerton Hersey, England

"Providing and Evaluating Data for Rural Youth Work"

(27) Dr. J. Schmauch

Director of the Rural Youth Academy,
Klausenhof, Dingden, Federal Republic of Germany

"Problems of Rural Youth Work in Developing Countries"

(28) W. Schmidt

Rural Youth Expert, FAO, Rome, Italy

"Contribution of Rural Youth towards the Social and Economic Development
of a Country with Special Reference to Developing Countries"

(29) K. Winzer

Manager of the Agriculture and Home Economics Evaluation and Information
Service (AID), Bad Godesberg, Federal Republic of Germany

"What is AID's Contribution towards Rural Youth Education and In-Service
Training?"

VI. TEILNEHMER AM INTERNATIONALEN SEMINAR FÜR LAND-
JUGENDARBEIT

Herrsching/Ammersee, vom 12. Juni bis 2. Juli 1966

PARTICIPANTS OF THE INTERNATIONAL SEMINAR ON RURAL
YOUTH WORK

Herrsching/Ammersee, Germany, 12th of June to 2nd
of July 1966

PARTICIPANTS DU SEMINAIRE INTERNATIONAL POUR
L'ACTIVITE DE LA JEUNESSE AGRICOLE, Herrsching/Ammersee
Allemagne, du 12 juin au 2 juillet 1966

| Name Surname Nom de famille | Gegenw. Funktion und Adresse Present Position and Address Occupation actuelle et adresse | Land Country Pays |
|-----------------------------------|--|-------------------------------|
| Gemechu, Haile Michael | National Farm Youth Leader, Ministry of Agriculture, Extension Department, Box 1232 Addis Abeba | Äthiopien |
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| Mokitimi, Eliba | Agricultural Extension Assistant in the Information Department, Department of Agriculture, P.O. Box 24, Maseru | " |
| De Zaeffer, Luc | Nazional Sekretär K.L.J. Flandern, Diestevest 26, Leuven | Belgien |
| Miss Hinnah, Norma | Landjugend- und Hauswirtschafts- beraterin, Cx. Postal, 294, Santa Cruz do Sul, R.G.Sul (z. Zt. Landwirtschaftsamt, 813 Starnberg) | Brasilien |
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| Name Surname Nom de famille | Gegenw. Funktion und Adresse Present Position and Address Occupation actuelle et adresse | Land Country Pays |
|-----------------------------------|--|-------------------------------|
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| Dr. Cnotka, Karl-Heinz | Landjugendberater, Landw. Ass., Landwirtschaftskammer Schles- wig-Holstein, 23 Kiel, Holstenstr. 106 | " |
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| Heuer, Günter | Mitarbeiter in der Evang. Jugend auf dem Lande, 291 Westerstede, Kirchenstr. 20 | " |
| Moewius, Editha | Referentin für Mädchenarbeit, Bund der Deutschen Landjugend, 532 Bad Godesberg, Kölner Straße 142-148 | " |
| Frl. Schreiber, Irmgard | Landjugendberaterin, Fachschul- oberlehrerin, Ministerium für Land- wirtschaft, Weinbau und Forsten, 65 Mainz, Große Bleiche 55 | " |
| Schreiber, Karl | Bildungsreferent, Kath. Landjugend- bewegung Deutschlands, 84 Regensburg, Bischofshof am Dom | " |
| Schur, Horst | Landjugendberater, Landw. Assessor, 62 Wiesbaden, Schloßplatz 2 | " |
| Stich, Dieter | Landjugendreferent beim AID Bad Godesberg, Heerstraße 124 | " |
| Wechsler, Rose- marie | Bundesreferentin der Kath. Land- jugendbewegung Deutschlands, 4293 Dingden, Klausenhof | " |

| Name Surname Nom de famille | Gegenw. Funktion und Adresse Present Position and Address Occupation actuelle et adresse | Land Country Pays |
|-----------------------------------|---|-------------------------------|
| West, Anni | Landjugendberaterin, Fachschul- oberlehrerin, Reg. Präsidium Nord- baden, 75 Karlsruhe, Schloßplatz 1-3 | Bundesrepublik Deutschland |
| Kponou, Thomas | Agent d'Agriculture, Direction de Développement Rural, Porto-Novo | Dahomey |
| Miss Moncayo Andrade, Elisa | Leiterin des Verbesserungspro- gramms für die Landjugend, Ministerium für Landwirtschaft und Viehzucht, Apartado No. 259, Quito | Ekuador |
| Miss Melander, Marianne | Domestic Science Teacher, Advisor of 4-H Clubs, Elisabethgatan 21 B.12 Helsingfors 17 | Finnland |
| Miss Peusa, Maijaliisa | Youth Leader Training Organizer, Maatalouskerholiitto Bulevardi 28, Helsinki 12 | " |
| Mlle. Duret, Jeanne | Animatrice de Groupe à la FN-CIVAM, 169, Ave. de Choisy, Paris 13 ^e | Frankreich |
| Pacher, André | Professeur d'Education socio- culturelle dans un Lycée agricole, La Mothe St. Heray 79 | " |
| Miss Proukaki, Maria | Home Economics Agent at the Jonian Island of Lefkas Sapfous 4 - Lefkas | Griechenland |
| Miss Stavrianou, Euthimia | Home Economics Agent, Directorate of Agriculture of Levadia, Aliartos, Boetia | " |
| Vroguistinos, Demetrius | Advisory Agent, Chief of the Center of Professional Agricultural Education of Serres | " |
| Zacharis, Efsthios | Head of the out-of-school Rural Youth Agricultural Education Office, Extension Service, Ministry of Agriculture, Athens | " |
| Nixon, Eric | Country Organizer, Federation of Young Farmers Clubs, Newton Rigg Farm School, Penrith, Cumberland | Großbritan- nien |
| Chandra, Jaipal | Farmer, Director of Young Farmers Association, 31, Civil Lines Bulandshar, Uttar Pradesh | Indien |

| Name Surname Nom de famille | Gegenw. Funktion und Adresse Present Position and Address Occupation actuelle et adresse | Land Country Pays |
|-----------------------------------|---|-------------------------|
| Manuel, George R. | Farmer and Honorary State Secretary, Young Farmers Association, Madras, 2, High School Road, Porayar P.O. Tanjore District, Madras State | Indien |
| Miss Hiney, Therese | National Youth Officer, Macra na Tuaithe, 50, Northumberland Road, Dublin 4 | Republik Irland |
| Cadogan, James | District Inspector, Agricultural Advisory Services, Munster Institute, Cork | " |
| Ryan, Matthew | Member of National Executive, Muintir na Tire, Ballyfin, Portlaoise, Co. Laois | " |
| Scotti, Nicola | Dirigente dei Gruppi Giovanni Coltivatori, Via 24 Maggio 43, Roma | Italien |
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| Gichuru, Simon Peter | Organizer, Kenya National 4-K Clubs, Nairobi | Kenia |
| Malanda, Rigobert | Secrétaire à l'éducation technique Direction Générale de l'Action de Renovation Rurale, B.P. 140, Brazzaville | Kongo Brazzaville |
| Kikeki, Philippe | Secrétaire Général, Conseil National de la Jeunesse, 3622, Yuji, Leo-Lemba | Kongo Kinshasa |
| Nyengele, Emile | Attaché de Cabinet au Haut Commissariat à la Jeunesse et aux Sports, 11, rue Bolafa, Commune de Ugiri-Ugiri, Léopoldville | " |
| Endott, Zaimal Abidin | Secretary of the Ministry of Culture, Youth & Sports, 165, Jalan Ampang, Kuala Lumpur | Malaysia |
| Mrs. Hauptmeyer, Bea | Referentin, Katholische Landjugend Dreef, 22, Haarlem | Niederlande |
| Odusanya, Jeremiah | Senior Agricultural Superintendent in charge of young farmers club activities, Ministry of Agriculture & Natural Resources, Ibadan | Nigeria |

| Name Surname Nom de famille | Gegenw. Funktion und Adresse Present Position and Address Occupation actuelle et adresse | Land Country Pays |
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Vice-Chairman and Head of the Training Course:

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Assistant Head of the Training Course:

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Rural Youth Advisory Service, Administrative, District
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Mr. Quinger, agricultural graduate,
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