

4-H ASSISTANCE TO EXPAND AND STRENGTHEN
THE YUWA KASETKORN PROGRAM OF THAILAND
(Grant No. AID 493-7017-T)

FINAL EVALUATION REPORT

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INTRODUCTION

This report is a summary of activities and accomplishments of the project entitled "4-H Assistance to Expand and Strengthen the Yuwa Kasetkorn Program of Thailand" (Grant No. AID 493-7017-T). The purpose of this report is to document major project results and make recommendations for future activity.

The project was a three-way cooperative effort among the United States Agency for International Development (USAID), the Department of Agricultural Extension (DOAE) of the Thai Ministry of Agriculture and Cooperatives and National 4-H Council. The agencies involved have had the following responsibilities:

- USAID/Thailand provided funds through an Operational Program Grant.
- The Department of Agricultural Extension provided the necessary personnel at national, regional, provincial and district levels to adequately staff the Yuwa Kasetkorn Program. They also provided funds, facilities and cooperation for the adequate functioning of the project.
- National 4-H Council gave leadership to this project in cooperation with officials of AID/Thailand and staff of DOAE.

YUWA KASETKORN

Yuwa Kasetkorn (Y-K) has the potential to significantly improve the lives of rural families and make contributions to increased agricultural production. Similar to rural youth programs all over the world, members are organized into clubs and are encouraged to undertake projects in agriculture, home economics and related areas.

The stated purposes of the program are to help members learn new and better ways of farming and homemaking, teach youth to be dependable and responsible, give satisfaction of accomplishment, provide for a meaningful and profitable use of time and show parents and neighbors the value of newly learned practices.



"Learn by doing" is an important part of the Yuwa Kasetkorn Program.

The overall coordination and technical support of Yuwa Kasetkorn is provided by the Department of Agricultural Extension, however the strength of the program comes from the voluntary resource base at the village level. The Extension agent can provide materials and techniques, but human resources must come from community.

The present program of about 80,000 members is reaching only a small portion of the potential number of rural youth, estimated to be about 12.3 million.

PROJECT BACKGROUND

In-country project activity began with the arrival of the National 4-H Council Manager (also referred to in previous reports as Country Coordinator and Coordinator/Consultant). Dr. R. William Seiders arrived in Thailand with his family on April 24, 1978, after initial orientation in Washington, D.C. and Rome, Italy. Dr. Seiders spent about a week and a half in Washington. He met with National 4-H Council staff on project operations and personnel matters, and visited with several resource persons at AID/Washington and the U.S. Department of Agriculture.

In Rome, Dr. Seiders visited the Food and Agriculture Organization (FAO) of the United Nations headquarters. He met with Mr. Warren E. Schmidt,

Senior Officer, Agricultural Education and Extension Service Human Resource Division to discuss rural youth programs in Asia. Mr. Schmidt has a wealth of knowledge and experience after spending many years working with Extension youth programs in Asia, and specifically in Thailand. He provided valuable insight into the background and history of the Yuwa Kasetkorn Program.

The original project document "4-H Assistance to Thailand" was approved in August 1977. The plan called for a Coordinator/Consultant to come to Thailand for one year. The entire project was scheduled to last for three years. The general responsibilities outlined included working with and training Y-K staff, coordination of the various project components, and supervision of the other consultants.

Three other U.S. consultants were to be included in the project. One short-term U.S. program consultant was to work to set up a special pilot project for the sons and daughters of small farmers. This person was to make at least two trips to Thailand. A literature development consultant was to come for four months to help develop a long-range Y-K literature development plan and assist in writing the most urgently needed materials for immediate printing and distribution. The other U.S. consultant was to come for two months to assist with the establishment of a Y-K private support entity.

The stated purposes of this original document were to assist "... the Y-K program in developing and expanding the program through staff training, the expansion of Y-K clubs and membership, strengthening the program at the local level, establishing a framework for a national Y-K private support entity, and in developing a program for the sons and daughters of small farmers and landless agricultural laborers".

This first document was prepared by Dr. R.O. Monosmith, consultant with Council, retired California State 4-H Leader, and former Director of the Foundation's Staff Development and Training Program, along with Council's international staff. Dr. Monosmith spent about a month in Thailand to gather the background information to write the proposal.

The framework and ideas in the initial project document that was funded were good, but it became obvious that there was not enough detail to adequately direct project activities. After several months, Council's project manager also has a better feel for needs of the program.

Initial discussions on an improved project design were carried out by Dr. Seiders and Mr. Robert M. Traister, USAID/Thailand. At an evaluation

meeting, including a representative of the Department of Technical and Economic Cooperation (DTEC), a decision was made to go ahead and submit a project revision with a budget amendment.

Mr. Melvin J. Thompson, Coordinator, International Relations, National 4-H Council, Washington, D.C. and Dr. Seiders submitted a revised project proposal which was approved during February 1979. Major changes included the following:

1. The National 4-H Council Manager position was extended until the end of the project. Other U.S. consultant positions would be eliminated, with the Coordinator/Consultant taking over their responsibilities.
2. The project ending date was set for January 31, 1981.
3. Instead of working throughout the entire country, a decision was made to select four pilot provinces to carry out most project activity. See map in Appendix A.
4. The pilot project for sons and daughters of small farmers was to become an integral part of the entire project. (Later, as a result of a benchmark study, it was found that most Y-K members come from small farms, making a separate program unnecessary).
5. A decision was made to hire a Thai Assistant Project Officer to help implement the project.

The new document identified the major areas of work to be Y-K curriculum/literature development, staff training and development, and the formation of private support entity.

A detailed implementation plan was developed in March 1979. At that time, five areas of emphasis were identified based on the continuing process of program needs determination. These areas were:

1. Curriculum/literature development (club level project and learning activities improvement).
2. Staff development and training.
3. Volunteer leadership development.
4. Awards/competition.
5. Private sector support.

As a result of a need for improved organizational communications to plan, implement and evaluate project activity the development of a Y-K program management system was added as the sixth area of emphasis. Most project activity has taken place within these six areas.

ACCOMPLISHMENTS PRIOR TO PROJECT REVISION

Project Manager Orientation

General orientation included in-depth discussions with the Thai counterpart, Yuwa Kasetkorn Section Chief, meeting with officials within DOAE, and other resource persons. Observation visits were made to the following provinces to familiarize project manager with the Extension youth program of Thailand:

1. Saraburi Province - Provincial level Y-K camp. Observed recreational activities and election of a provincial Y-K member council. Council Manager gave a presentation on 4-H Programs in the United States.
2. Singburi Province - Provincial level Y-K camp. Observed competition events and demonstrations related to Home Economics and agriculture. Council Manager gave a presentation on 4-H Clubs in the U.S.
3. Chantaburi Province - Provincial level Y-K events and recognition day. Observed agricultural demonstrations by members, recreation and recognition of outstanding volunteer leaders. Council Manager gave a presentation on 4-H in the U.S.
4. Lopburi Province - Regional level Y-K events day. Observed question and answer competition among Y-K teams from all the provinces from the Central Region. Subject matter dealt with agriculture, home economics and the Y-K Club Program.

Regional Training

As a part of the original project plan, the National 4-H Council project manager was to help with the planning and preparation of week-long Y-K regional training programs for professional Extension agents and volunteer leaders. Due to a problem of timing (the project starting later than expected),

the Manager had only a small role to play. Two of the training sessions had already been held before his arrival to Thailand, and the others had already been planned in terms of subject matter and types of presentations.

The National 4-H Council project manager was requested to prepare and give presentations to each of the remaining training meetings. He attended, observed and gave presentations for the following workshops:

1. Western Regional Y-K Training, Ratchaburi Province, May 21-26. Most of the training dealt with recreation. The project manager prepared presentations on "4-H Programs in the United States", "Planning for Extension Youth Programs", and "Motivation: Why Youth and Adult Volunteer Leaders Participate in Rural Youth Programs". Because of time limitations, only the first and last topics were actually presented.
2. Southern Regional Y-K Training, Yala Province, July 17-21. The project manager gave a presentation on the effective use of the method demonstration in youth programs. A practical example of a good method demonstration was given by two U.S. Peace Corps Volunteers.
3. Western Regional Y-K Training, Suphanburi Province, August 7-11. Due to the large size of some of the Extension staffs, two regions held two training sessions each. This was the second training for the Western Region. The Council Manager made a presentation on the use of method demonstrations in youth programming.
4. Northeast Regional Y-K Training, Nakorn Ratchasima Province, August 21-25. This was the first of two sessions to be held for Y-K staff and volunteer leaders in the Northeast. The project manager gave a presentation on the effective use of the method demonstration in Extension youth work. Using slides provided by National 4-H Council, a U.S. Peace Corps Volunteer gave a presentation on 4-H Programs in the United States.
5. Northeast Regional Y-K Training, Nakorn Ratchasima Province, August 28-September 1. The Council Manager gave a presentation on method demonstrations in youth work.
6. Central Regional Y-K Training, Ayutthaya Province, September 4-8. A slide presentation was made by the project manager on 4-H Program in the United States.

Program Review

An in-depth program review was made of the Yuwa Kasetkorn activities in three provinces of the Eastern Agricultural Extension Region. The purposes of this review were to:

1. Provide an opportunity for the National 4-H Council Manager to become familiar with the Y-K Program at the regional, provincial, district, and village levels.
2. Review the Y-K Program in a positive, constructive manner to identify possible areas to strengthen the program.
3. Help Y-K Extension field agents to self-assess their own program with emphasis on specific accomplishments.

Four days were spent interviewing Extension personnel at the regional, provincial and district levels. In addition, interviews were made with volunteer adult leaders, parents and Y-K members. Visits were made to observe actual project work. A detailed report was written of this program review with accompanying recommendations.

Experience gained during this program review helped lay the groundwork for an in-depth benchmark study that was carried out the following year. Many of the same questions that were tested during this early effort were used. Interview procedures were also developed based on this experience. The information gathered formed the initial source of the determination of program needs.

Materials Developed

During this early period of the project, the project manager developed a series of training guides to assist staff in field agent training programs. The intention was that these guides would be continually improved and adjusted to meet changing needs. Meaningful learning activities were included, as well as suggested visual presentations. Guides developed included the following:

1. "An overview of 4-H Programs in the United States".
2. "Motivation: Why Youth and Volunteer Leaders Participate in Organized Youth Programs".
3. "Types of Club Organization for Extension Youth Work".

4. "Effective Use of the Method Demonstration in Extension Youth Programs".
5. "How to Organize a New Yuwa Kasetkorn Club".
6. "Role and Responsibilities of Volunteer Leaders in Rural Extension Youth Programs".
7. "Role and Responsibilities of the Extension Youth Program Field Workers".

The initial response to these training guides was discouraging. Although the project manager thought the topics were developed based on needs expressed by the Thai counterpart staff, there seemed to be no interest.

The lesson learned was that the guides needed to be translated into Thai. At that time, there was no one to do the translations. The project manager later used some of the guides in his own presentations with good results. With the employment of the Assistant Project Officer in May 1979, several of the above guides were translated into Thai and used effectively by Thai staff in training sessions.

A recommendation is that additional guides be developed and translated to support the staff training effort. The ones that have been tested and considered worthwhile could be included in a Y-K Training Handbook.

DEPARTMENT OF AGRICULTURAL EXTENSION SUPPORT

Financial Cooperation

Since the beginning of in-country work, the financial cooperation of DOAE has been excellent. Office space, desks, file and storage cabinets, typewriters and English typing secretarial services have been provided for the National 4-H Council Manager and Assistant Project Officer. Throughout the project, the Department has paid for all transportation expenses of Council's project manager and per diem and travel expenses of the six Youth Development Project (YDP) 4-H Specialists.

Administrative Support

The amount of interest in Yuwa Kasetkorn and DOAE administrative support to National 4-H Council assistance has increased significantly over

the course of the project. The first major action to favorably affect the project was a change in national leadership of the Yuwa Kasetkorn Program in October 1979. Shortly thereafter, the Department made a special budget allocation to support project activities in the four pilot provinces, including field agent and volunteer leader training, Y-K provincial events and extra funds for member project work. One of the most significant changes took place at the beginning of 1980 with the naming of full-time Y-K agents at the district level in all four pilot provinces.

The Department is making a shift in priorities and giving special attention to the Y-K Program. It is felt that the real hope of the future of agriculture lies in the hands of rural youth. To give more attention now will eventually make the World Bank's National Agricultural Extension Project (NAEP) system function more smoothly. Future farmers who have been in Y-K will generally be more receptive to new practices and will have gained certain leadership skills and other personal qualities that have so far thwarted efforts to mobilize farmers into effective working groups, such as the cooperative movement.

DOAE would like to increase Y-K member enrollment from the current level of about 80,000 to 500,000 within the next five years. To prepare for this, continued administrative support must be given. Plans are being made to raise the Yuwa Kasetkorn Section of central DOAE administration, to a division level within two years.

Staffing

At the beginning of the 4-H assistance project in 1978, there were only four DOAE officers who worked with Y-K on a full-time basis. These positions were located at the national level in the Yuwa Kasetkorn Section. Currently, there are seven full-time Y-K officer positions at DOAE headquarters in Bangkok.

The staffing pattern to support Y-K at the regional, provincial and district levels has been to have at least one officer spend some time with Yuwa Kasetkorn. All the Extension workers had other major work responsibilities in home economics and farmer associations. The amount of time spent with Y-k at any of these levels varied from as little as 20 per cent to as much as 50 or 60 per cent.

A major recommendation of National 4-H Council's project manager has been that staff to work full-time with Y-K are needed at the regional, provincial and district levels. Constraints have been limited budget and the slowness of the Thai Civil Service Commission to approve new positions in light of the enormous expansion as a result of the NAEP.

Progress has been made. As mentioned above, new positions were approved to increase Y-K staff at the national level and full-time Y-K agents were assigned to the project's four pilot provinces. Since three of the pilot provinces were in the Western Region, an officer was allowed to work on a full-time basis with Y-K and this project.

In addition, adjustments were made in the four pilot provinces to devote more time to Yuwa Kasetkorn. In Nakorn Pathom and Surat Thani, the role and responsibilities of the officers to work with Y-K was clearly defined. Each of these two provincial staff members, although they had some other responsibilities, spent at least 80 per cent of their time with Y-K. In the other two provinces, there seemed to be some confusion of roles and probably less than 50 per cent of the person responsible's time was devoted to Yuwa Kasetkorn.

The impact of the full-time Y-K agents at the district level was great. The number of members and volunteer leaders increased rapidly as new clubs were formed. The field agent training program was focused on these district Extension officers, since most were new to DOAE and youth programming. Due to the fact that these positions are so new, there was confusion about the specific roles and responsibilities and about the relationship to other staff members, including home economists and kaset tambons.

As the National Agricultural Extension Project expands to more provincial tambon level field agents will become more involved with Y-K. To date, activity among these agents with Y-K has been limited. A recent DOAE policy statement has directed kaset tambons to work with Y-K. Information has been included in the new Kaset Tambon Handbook to give guidelines. During the dry season, many kaset tambons found they had more time to work with Y-K.

Recommendations The following are recommendations that relate to DOAE staffing to support the Yuwa Kasetkorn Program:

1. There should be one officer to give full-time attention to the Y-K Program in each region and in each province. Full-time Y-K staffing at the district level should be expanded to other provinces.
2. In the event that a full-time staff assignment is not possible at the provincial level, then the roles and responsibilities should be clearly defined and the amount of time to be devoted to Y-K specified.
3. Special effort must be made to be certain that the newly assigned Y-K district Extension agents fully understand their responsibilities with Y-K.

4. Especially where there is a new Y-K district agent, all staff at the field level must understand their relationship to one another and how to work together as a team.
5. More training is needed for kaset tambons so they will be able to make greater contribution to supporting the Y-K Program.

NATIONAL 4-H COUNCIL SUPPORT

In-Country Technical Assistance

The in-country technical assistance and support has been provided by Dr. R. William Seiders, Manager, Mr. Loebongs Sarabhaya, Assistant Project Officer, and six Youth Development Project (YDP) 4-H Specialists, Casey Garten (Kansas), Karen McAlexander (Virginia), Steve Hecht (North Dakota), Mary Rosendahl (Minnesota), Elaine Simon (Illinois) and Cathy Solheim (Minnesota).

Manager Dr. Seiders provided the overall coordination of the various components of the 4-H assistance project. He was responsible for the development and maintenance of effective working relationships with DOAE personnel. He has supervised the Assistant Project Officer and six YDPs and managed the in-country project account. As well as involvement in the planning and evaluation of field agent and volunteer leader training, he has also prepared and given presentations. Dr. Seiders has been responsible for writing progress reports to communicate accomplishments to DOAE, National 4-H Council/Washington and USAID/Thailand.

Assistant Project Officer Mr. Loebongs, employed since May 1979, has provided support to Council's Thailand Project Manager, the YDPs and DOAE Y-K staff. He has provided interpreter services for meetings and special presentations. He has served as counsel to Dr. Seiders on matters of appropriate practices and procedures within the context of Thai Government operations. Translations have been made from Thai to English and English to Thai of written documents and correspondence to help implement the project.

Mr. Loebongs coordinated the 4-H/Y-K Sister Club Exchange and while the project manager was in the United States on home leave, gave leadership to the completion of the benchmark survey. He has assisted with the implementation of office procedures, the preparation of expense account forms and filing.



Dr. Seiders gives a briefing on project implementation to Department of Agricultural Extension administrative staff.



Mr. Loebengs (second from left seated at the table) assists with a role playing activity during field agent training at Ratchaburi Province.

Youth Development Project (YDP) 4-H Specialists National 4-H Council conducts two-way exchange with other countries around the world. YDP represents one of these exchange programs. Six YDPs from the United States were funded by this project and spent from 15 to 18 months in Thailand. The first three months were spent in orientation and language training and the rest of the time in the pilot provinces working with their counterparts.

Two groups of YDPs worked in Thailand. There was about a five month overlap. The first group included two home economists, Mary Rosendahl (Minnesota) and Elaine Simon (Illinois) who arrived to Thailand during August 1978. Elaine was assigned to work in Surat Thani. Mary was first assigned to Nakorn Ratchasima Province, but was soon transferred to Prachuab Khiri Khan.



Mary Rosendahl (left) and Elaine Simon (right) discuss their 4-H experiences with Extension agents and Yuwa Kasetkorn members.

The second group of four YDPs came to Thailand during June 1979. After the three month language training in Bangkok, each was assigned to one of the four pilot provinces. Casey Garten (Kansas) with a B.S. and Masters Degree level training in Agricultural Education was assigned to Nakorn Pathom Province. Steve Hecht (North Dakota) with an agricultural background, and a biological science degree, was stationed in Prachuab Khiri Khan. The two women, Cathy Solheim (Minnesota) and Karen McAlaxander (Virginia) have degrees in Home Economics. All four had been active in their respective state 4-H programs for many years.



Casey Garten (Kansas) visits a club to observe the Yuwa Kasetkorn members onion growing project.



Karen McAlanzander (Virginia) is shown giving a presentation on making useful items from small pieces of material to Extension home economists in Ratchaburi Province.



Steve Hecht (North Dakota) discusses a Yuwa Kasetkorn poultry project with Extension agents and the local volunteer leader in Prachuab Khiri Khan Province.



Cathy Solheim (Minnesota) makes a presentation during a Yuwa Kasetkorn agent training session in Surat Thani Province.

The YDPs in the provinces worked directly with counterpart DOAE staff at the provincial and district levels. Through formal and informal contacts, they helped build an understanding of the 4-H Program and the United States among Y-K members, volunteer leaders, parents, Extension staff and other people in the provinces. They advised their counterparts and took part in the planning, implementation, and evaluation of project activities in the provinces. Specific activities of the YDPs will be reported under the major areas of project emphasis to be covered later in this report.

Home Office Support

National 4-H Council/Washington is responsible for overall supervisor personnel administration, support, accounting and state-side project activities. Mr. Melvin J. Thompson, Coordinator, International Relations, has made two supervisory visits during the course of this project. He is the supervisor of the project manager. Aside from personnel and other project operations matters, he assisted with the major project revision on his first trip. On the second trip, he helped with the development of the proposal for continued AID support that was submitted October 1980. Mr. Thompson visited all four pilot provinces to assess project activities and met with and observed the work of the YDPs. He also met with USAID, DOAE officials and various resource persons.



Mr. Thompson prepares to receive an award of appreciation from Mr. Yookti Sarikaph Director General of the Department of Agricultural Extension during his 1980 visit to Thailand.

All formal project accounting procedures are carried out in Washington. Simple in-country bookkeeping records are kept to keep track of cash flow.

Periodic advances are made by the Washington office to the project manager. The in-country funds are cleared by the submission of regular expense account forms with accompanying receipts to Washington.

Dan Mozena, Program Specialist, International Relations, provides most of the day-to-day project support. Packages of resource materials are sent on a regular basis. These materials have been used to develop a Y-K resource library. Many of the materials after adapting them to the Thai situation, have been incorporated in Y-K field agent and volunteer leader training programs. Sample 4-H project books from the U.S. have been helpful in developing written project support materials.

The Washington office was responsible for the recruitment, hiring and orientation of the project manager. They have also played a major role in liaison with state 4-H offices in the selection of YDPs.

A significant amount of time is spent by Council International Relations program staff in Washington on the planning and preparation of the annual Professional Rural Youth Leader Exchange (PRYLE). A total of six Thai Y-K staff have participated as a part of the 4-H Assistance to Thailand Project. Contacts are made with state 4-H Programs to host the PRYLES and arrangements are made for a two to three week special training workshop. Toward the end of the program, Council staff carry out a one week consultation program for the participants in Washington.

UNITED STATES PEACE CORPS ASSISTANCE

Over the course of this project, six U.S. Peace Corps Volunteers worked with the Yuwa Kasetkorn Program. Their names and areas of assignment are as follows:

Mary Lahman	- Northern Region
Debbie Thompson	- Eastern Region, later transferred to DOAE Headquarters
Sharon Klingel	- Southern Region
Maggie Thielen	- Northeast Region
Gilbert Boissonneault	- Western Region
Rob Thompson	- Pathumrat District, Roi Et Province

In addition to working with the overall Yuwa Kasetkorn Program, Mary Lahman, Rob Thompson, Debbie Thompson and Sharon Klingel made significant contributions to this project. Mary Lahman co-authored the first Y-K project book, "Fun with Foods" with YDP Mary Rosendahl. She also put together the slide set that has been used for Y-K promotion. Debbie Thompson provided assistance in the national Y-K office and directly supported the YDPs in the four pilot provinces. She also helped with some of the workshops and agent training. Rob Thompson and Sharon Klingel helped to field test the newly developed project books in their respective areas.

REVISED PROJECT IMPLEMENTATION

The remaining major sections of this report represent a review of the activities and achievements of the project as set out in the revised project document and other subsequent detailed plans. The first two areas covered deal with the benchmark study and program expansion in the four pilot provinces. The following six headings include information about the activities of the major areas of emphasis. These areas are Y-K program management, curriculum literature development, staff development and training, volunteer leadership development, competition/awards/demonstrations, and private support/Y-K promotion/public relations. Each of the major areas of emphasis will be discussed under the subheadings: previous situation, goals and objectives, activities carried out, accomplishments, and lessons learned, conclusions and recommendations.

BENCHMARK SURVEY

With the final approval of the revised project design, new goals had been established and a sound operational framework had been identified. To assist with more detailed planning, a decision was made to carry out a benchmark study of Yuwa Kasetkorn club members and local volunteer leaders in the four pilot provinces. A formal report was written, translated into Thai, and used by national and provincial Y-K program management groups to set priorities on areas of need.

Over a six-month period, Y-K members, parents, and leaders of 84 clubs were interviewed to determine the status of current club level activities and identify relevant needs and interests of rural youth. A questionnaire was developed to use in a group interview situation. The major sections included face data, information about meetings, volunteer leaders, program planning, project work, community improvement projects, other educational activities and a section for general comments.

Findings

The summary of findings included the following:

- Most Y-K members in the four pilot provinces were female, ranging from 54 per cent in Nakorn Pathom to 68 per cent in Prachuab Khiri Khan.
- The average age of members was 16 in Nakorn Pathom and 17 in the other three provinces.
- Most of the members are out of school and have only completed four years of formal education.
- Most members are sons and daughters of small farmers. The average farm size of families of Y-K members is 22 rai in Nakorn Pathom, 19 in Ratchaburi, 25 in Prachuab Khiri Khan and 17 in Surat Thani.
- In all four provinces the Y-K program is reaching only a small number of potential members. The most common reasons given by youth for non-participation were outside village employment, still in school and not knowing about the program and its benefits.
- Most clubs carry out regular meetings at least once a month and have at least one volunteer leader.
- Parents generally support their children's participation, but many do not have a good understanding of the program.
- The use of written materials to support project work was very limited.
- Only 5 per cent of Y-K members in Nakorn Pathom and Surat Thani and 8 per cent and 12 per cent in Prachuab Khiri Khan and Ratchaburi respectively, have ever had the opportunity to give a demonstration.

Recommendations

The following major recommendations resulted from this study:

- Review all record keeping systems for efficient evaluation and program management purposes.
- Study carefully membership characteristics, especially sex and age. Are there youth that Y-K should be reaching but is not? Why?
- Work on Yuwa Kasetkorn Promotion at all levels. Help parents, villagers and other youth learn about Y-K.

- Give more attention to providing meaningful learning activities during regular monthly meetings.
- Find ways to use local volunteer leaders more effectively. Should implement a systematic program of leadership development, including recruitment, training, support, and recognition.
- Improve quality of project work through better planning, support and follow-through.
- Develop body of Y-K written publications to support project work.
- As many members as possible should be provided with the opportunity to give demonstrations.
- Provide the opportunity for more boys and girls to participate in a systematic, meaningful competition at district, provincial, regional and national levels.
- Seek private sector support at all levels to strengthen the Y-K Program.

Lessons Learned

The information gathered through the benchmark survey was beneficial and generally supported needs that were determined through more informal observation. It is doubtful whether or not any new information gathered was worth the expenditure of such a large amount of time and effort.

There were some problems with the way the survey was administered. Although not obtained, a 100 per cent survey was decided upon. The purpose was not only to gather information, but also to make direct contact with each club, so that they would be aware of and understand some of the objectives of the project.

Scheduling was handled by provincial DOAE staff, but all interviewing was carried out initially by the project manager through an interpreter, by YDPs, and by the Assistant Project Officer.

A group interview technique was used, but at any one session the number of members varied from as little as two or three to as many as 50. In some cases, the responses were based on the memory of a few who may in fact have not been very active in their club program.

There seemed to be large inconsistencies and little valid information could be obtained concerning actual project work over the previous 12 month period or about educational presentations during the regular monthly meetings.

Three recommendations for any further benchmark survey work include:

- The current data collection system of the Department as it relates to the Y-K Program should be reviewed and changes made to develop a more complete management information system on which to make programmatic decisions and evaluate program accomplishments.
- DOAE Extension field agents should administer any survey questionnaires to Y-K members and leaders. A one-day workshop in each province would be sufficient to train these agents in proper procedures.
- A sampling procedure should be used in future survey work. Generally, a 100 per cent survey of the population is not necessary.

PROGRAM EXPANSION

Tables 1, 2 and 3 show increases in Y-K member enrollment, the number of local volunteer leaders and the number of Y-K clubs in the villages over the period of the project. As can be seen, most growth occurred during the second half of the project which was characterized as the period of most intensive activity in the pilot provinces. It is also felt that a contributing factor to this rapid expansion was the assignment of full-time Y-K agents at the district level in each of the four pilot provinces.

Table 1. Increase in number of Y-K members over the project period by pilot provinces.

Province	Y-K Member Enrollment		
	<u>April 1978</u>	<u>July 1979</u>	<u>November 1980</u>
Nakorn Pathom	380	414	1,011
Ratchaburi	960	1,014	1,757
Prachuab Khiri Khan	336	717	1,331
Surat Thani	569	1,457	2,028
Total	2,245	3,602	6,127

Table 2. Increase in number of local volunteer leaders over the project period by pilot provinces.

Province	Number of Volunteer Leaders		
	<u>April 1978</u>	<u>July 1979</u>	<u>November 1980</u>
Nakorn Pathom	39	40	107
Ratchaburi	89	88	199
Prachuab Khiri Khan	39	86	141
Surat Thani	56	147	221
Total	223	361	668

Table 3. Increase in number of Y-K clubs over the project period by pilot province.

Province	Number of Y-K Clubs		
	<u>April 1978</u>	<u>July 1979</u>	<u>November 1980</u>
Nakorn Pathom	13	13	36
Ratchaburi	27	28	59
Prachuab Khiri Khan	12	30	50
Surat Thani	17	51	69
Total	69	122	214

Y-K PROGRAM MANAGEMENT

Previous Situation

While developing plans with the provinces to implement the project, it became obvious that there was no systematic way to support the Y-K Program at the local level. There were also no procedures that would allow for a systematic, continuous communication for planning, coordination and evaluation purposes.

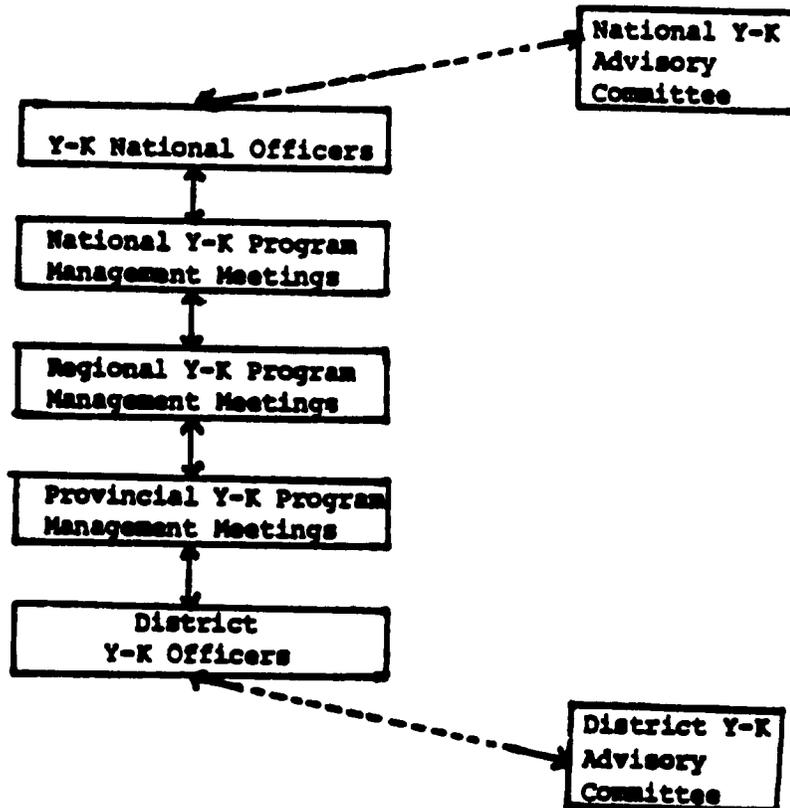
Occasional written directives would be sent out from the national level to announce certain activities, or ask for plans and reports. National level officers spent a lot of time travelling to the provinces, primarily as a result of a spontaneous request. However, with so few national officers, and so many provinces, the direct national contact to most provinces was rare.

For the district level field agent working with Y-K, contact with regional and provincial officers concerning the Y-K program were sporadic.

Goals and Objectives

To meet the needs of effective organizational communication and support for the Yuwa Kasetkorn Program, a model was designed (Figure 1).

Figure 1. Yuwa Kasetkorn Program Management Model



The objective of this project was to partially implement the model and assess the results. Each pilot province was asked to form a Provincial Y-K Program Management work group. The provincial officer responsible for Y-K was to be the chairman and the district Y-K officers were to be members of the group.

For the purpose of this project, an adaptation was made of the model for the Regional Y-K Program Management meetings. Since three of the pilot provinces were in one region and the other was in another region. Provincial Y-K agents were asked to form into what was called a Joint Pilot Province work group under the leadership of the Regional Director and Y-K officer of the Western Extension Region.

If the series of meetings turned out to be successful, recommendations could be made to further expand the model. For the purpose of this project, most attention was given to the Provincial Y-K Program Management and the Joint Pilot Province meetings.

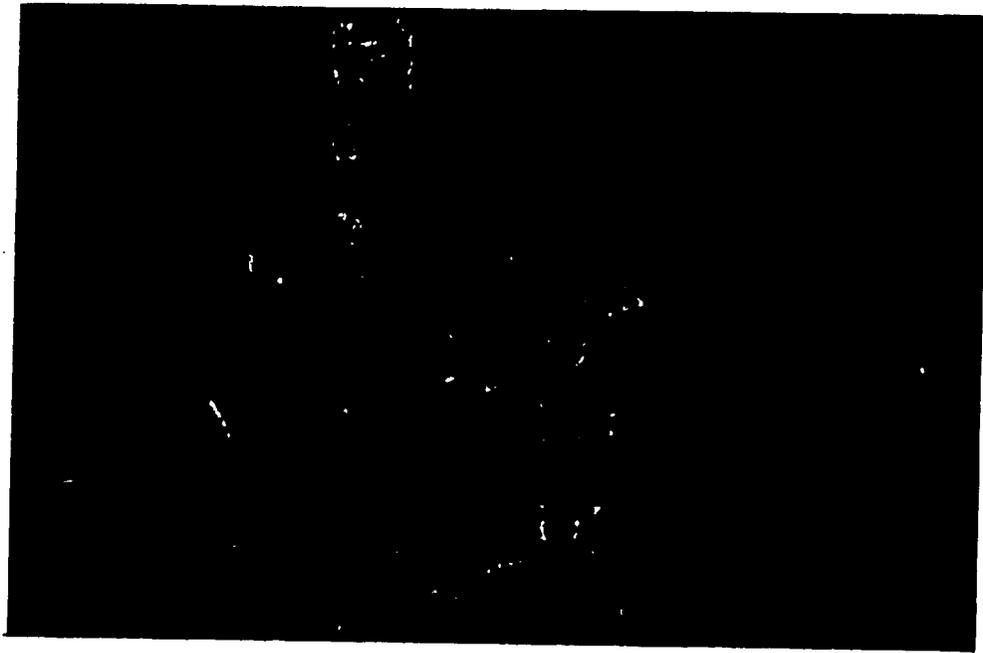
As a part of this model, a request was made to establish a national level Y-K advisory committee to make recommendations on overall direction and implementation of the Y-K Program.

Another objective was to have the National Y-K Program Management meetings begin on a regular basis. This level group would be made up of national and regional Y-K officers. There had been meetings of this group in the past, but only on a very infrequent basis.

Due to limitations of time, little effort was made to form the district level advisory committees made up of volunteer leaders, parents, outstanding youth and other village leaders.

Activities Carried Out

During the project, the Y-K program management model was partially implemented as planned. At the provincial level, all four pilot provinces held meetings on a monthly basis. In all the provinces, not only did the full-time Y-K agents attend, but also the district level home economists who also have an active role with Y-K. In all of the pilot provinces, the Provincial Extension Director or Assistant Director chaired these regular meetings.

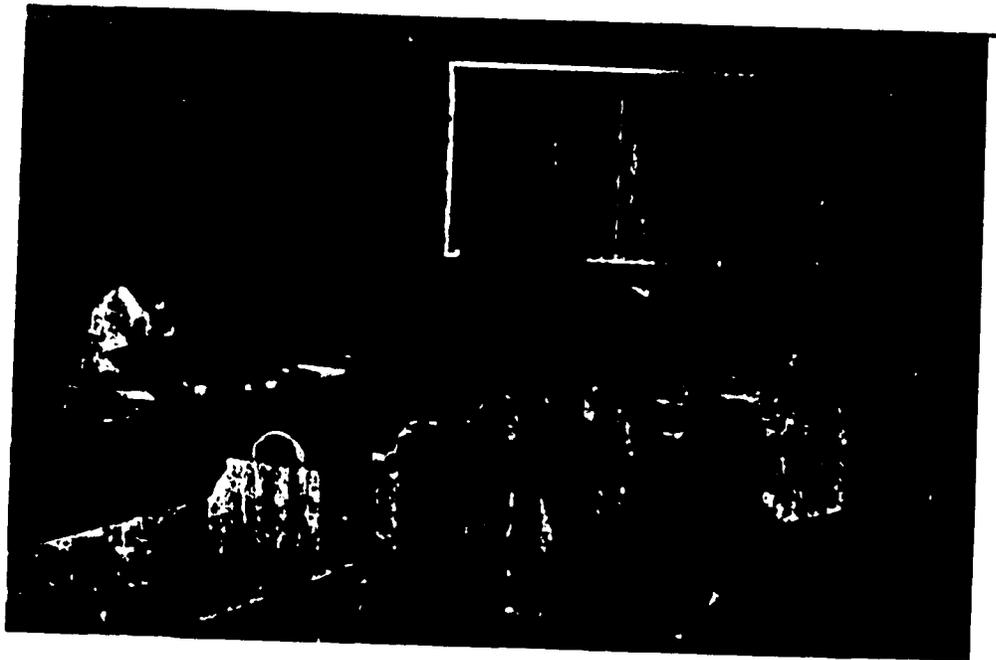


Mr. Boonkhong Nakornsri, Assistant Provincial Director, leads the monthly Y-K Program Management meeting in Nakhon Pathom Province.

The Joint Pilot Province Meeting was formed and met on a monthly basis starting in February 1980. These meetings were rotated from one pilot province to another and usually had a two-day format which included a one-day meeting and a field trip the next day to observe project activity.

During March 1980, the regional level Y-K program management group of the Western Agricultural Extension Region was organized and had its first meeting. This group is made up of representatives of the eight provinces in the region. The formation of this working group was not in the project plan, but since three of the provinces are pilot provinces, it was decided that special attention would be given to it. Eventually, this group would absorb the Joint Pilot Province committee. This regional program management unit met approximately every other month and occasionally together with the Joint Pilot Province group.

As a further step in the implementation of the model, the National Y-K Program Management meetings began during April 1980. This group of national and regional officers in charge of Y-K have met about once every three months.



Mr. Pravitt Tomyavit, National Y-K program leader, addresses the the first meeting of the National Y-K Program Management group. Mr. Chamroon Vimonnit, Western Regional Director is at the head of the table.

A National Y-K Advisory Committee was formed and met three times during the implementation phase of the project. This group was made up of selected provincial Extension Directors and DOAE administrative staff, Y-K national level staff, and the National 4-H Council Manager and Assistant Project Officer also participated.

Accomplishments

The monthly provincial Y-K meetings and Joint Pilot Province meetings greatly facilitated the implementation of the project. During each meeting activities were planned and could be evaluated during following meetings. Most of the planning dealt with field agent and volunteer leader training and Y-K provincial events and activities. The provincial meetings provided the opportunity for each district to report on progress in terms of increased number of clubs and volunteer leaders and on special projects and activities. The same was true for the Joint Pilot Province meetings where progress was also reported.

It is felt that greater interest and motivation resulted from the frequent meetings, especially among the district agents. More attention was being paid to their Y-K work from provincial, regional and national level DOAE staff and they were being recognized for their accomplishments from their peers, as well as their superiors.

The Western Regional Y-K Program Management meetings and the National Y-K Program Management meetings had little direct impact on the project in the four pilot provinces. Participants of these two levels of meetings feel they were worthwhile and intend to continue.

Lessons Learned, Conclusion, and Recommendations

It is felt that such a model is necessary for any significant expansion of the Y-K Program on a national scale. Plans are being made for continued National 4-H Council assistance to Y-K. Since this first pilot effort concentrated on four pilot provinces, the next should focus on one DOAE region as a Yuwa Kasatkorn program management unit. If successful, the regional program management concept in the future could be applied to the nation as whole, coordinated through the National Y-K Program Management group.

At all levels of the Y-K program management meetings, there should be some type of training or staff development activity in addition to a field trip. Seminar, group discussions, mini-workshops or other learning activities could be prepared. Outside resource persons should also be invited to give presentations of interest to the group.

CURRICULUM/LITERATURE DEVELOPMENT

This was one of the areas of work that was outlined in the original project document and called literature development. A decision was made to rename the area to reflect the building of Y-K curriculum in addition to the development of supporting publications. The focus of this area is on the improvement of club level project and other related learning activities.

Previous Situation

At the beginning of this project, there were no written Y-K project or learning activity support materials. There were only four publications at the time: a plant science record keeping book, an animal science record keeping book, a club record keeping book, and a general Y-K operations handbook.

Although there are DOAE subject matter publications, according to this project's benchmark survey, very few are ever used with Y-K activities. Most have a lot of writing, too few photographs or diagrams, and are generally not suited to youth audiences.

For many years, the keeping of record books has been encouraged to go along with group and individual member project activity. The benchmark study indicated that very few members actually filled out the record books or kept any type of records.

A major weakness of the program was the status of member's project work, which is a key element to successful rural youth club activities. Much talk is made about the priority of income-generating projects, but an analysis of activities indicated that the Yuwa Kasetkorn Program was far from the goal of having a strong core of these types of projects. Most of the "money making" projects attempted by members are of such a small scale, that it is generally not possible to make a reasonable profit.

Other project related problems include not enough attention being given to project follow-through, and Extension field workers who lack some of the basic knowledge and skills in order to help members carry out project work. Too often, a member receives seeds, chicks or a little money to start a project from the Extension agent and then there is no teaching or follow-up. Members are left on their own.

Most of the projects currently being carried out are group-type projects. There are many advantages associated with group projects, including the relative ease of gathering resources for many to participate, members learning to share and cooperate with one another and a way to build group spirit. Likewise, there are many advantages to individual projects that are not possible with group projects. Individual projects enhance pride of ownership and accomplishments, involve parents more, since most of these projects are carried out at home, and require greater personal responsibility.

Based on observation and the benchmark study, there seemed to be little teaching at the club level. Any teaching that did take place tended to be a lecture type, without the use of visual aids or demonstrations.

Goals and Objectives

The overall goal of this component was to improve the educational benefits of project and learning activities, as well as the economic results of income-generating efforts. Specific objectives included:

- Develop examples of Y-K subject matter project books to be field tested for effectiveness.
- Encourage better project record keeping among members through training.
- Improve club level teaching of Extension field agents.
- Encourage more individual projects.
- Develop guidelines for adequately defining and supporting income-generating projects.

- Through training and written project guides, enable Extension field agents to better support member project work.
- Develop a long range literature development plan.

Activities Carried Out

Y-K Literature Development Committee . The Y-K Literature Development Committee at the national level met two times during this project. It was formed in May 1979. Based on preliminary benchmark survey results, and other considerations, the members of the committee decided that there should be at least two new Y-K project books published and field tested during the project. A suggestion was made that one of these new booklets should be in agriculture and the other in Home Economics. It was decided that the most urgently needed project book in agriculture was in poultry and in Home Economics in the area of nutrition.

The second national level meeting took place on June 9, 1980. Mr. Sombat, DOAE's Publications Division Director, led the meeting. The committee reviewed the progress of the newly developed poultry and nutrition Y-K project books. Based on preliminary evaluation of their success, a recommendation was made to plan for the development and publication of other project books and written materials. The committee decided on the following as the priority printing for future Y-K publications: mushroom production, kitchen vegetable gardening, rice production, recreation, bees, and onion production.

The committee also recommended the printing of an additional 5,000 copies of "Chicken Raising". Other areas of need discussed were the printing of a manual for training Y-K field agents and one for training local volunteer leaders.

New Y-K Project Books The Youth Development Project (YDP) 4-H Specialists and U.S. Peace Corps Volunteer working with the 4-H Assistance to Thailand Project gave primary leadership to the development and field testing of the new Y-K project books and related written support materials.

During August 1979, YDP Mary Rosendahl and Peace Corps Volunteer Mary Lahman finalized the English draft of the foods and nutrition Y-K project book called "Fun With Foods".

After translation into Thai and artwork, the booklet was mimeographed and readied for field testing. The field test was carried out in September and October of 1979 in Pranburi District of Prachuab Khiri Khan Province. Mary Rosendahl gave primary leadership to the field test, with the assistance of Mary Lahman. The district home economics field agent was trained to give lessons including action oriented; learn-by-doing activities to compliment the project book. The district agricultural agent also assisted.

The preliminary results of the field test in Pranburi indicated that the members were learning about nutrition and good eating habits and having fun doing it. Members said they liked very much having a booklet of their own to make notes in and take home to study.

At an evaluation meeting on November 5, 1979, each page was analyzed in detail for readability and content. Based on actual experience using this project book with members, corrections were made in the text. Representatives from DOAE Home Economics Section reviewed the subject matter content for accuracy to the Thai situation. At this meeting, a decision was made to go ahead and print the new project book to be used in the other provinces.

In anticipation of the formal printing of the "Fun With Foods" project book, YDPs Cathy Solheim and Karen McAlexander and Peace Corps Volunteer, Debbie Thompson, developed an accompanying leader/agent guide. Lesson plans and visuals were based on the "Working with Villagers" participatory type learning techniques to be discussed later in this report. Plans were made to use the project books with the five new lessons in the four pilot provinces.

Karen McAlexander worked out a plan to field test the new project book "Fun With Foods" in Ratchaburi Province. At a briefing during one of the regular Y-K Program Management meetings, she explained that she wanted to use the next two meetings for the agents to practice the lessons.

Karen prepared visuals for the first lesson and went through it with the agents. She arranged prizes for the best lessons given in each club and one prize for the best in the province. Karen also incorporated a judging contest as an educational tool to be used with "Fun With Foods".

In July 1980, Cathy Solheim led a special planning meeting to set out strategies for field testing the foods and nutrition book in Surat Thani. On August 1, a workshop was held for home economists in foods and nutrition. The one-day training carried out by Cathy and Debbie Thompson was designed to demonstrate the use of the new project books, including the lesson plans. Agents practiced making visuals and giving demonstrations.



YDP Cathy Solheim in Surat Thani Province leads a workshop on creating visual aids to use with the new foods and nutrition project book "Fun With Foods".



Surat Thani home economists practice using the newly developed visuals and lesson plans.

During the workshop, materials were given out to use in the field test. Cathy selected three clubs in three different districts to guide the activities and evaluate the results. Each of these districts received enough project books, record sheets, and materials to make visual aids. The three districts selected were Phun Phin, Bannadern, and Tachang. A small amount of money was available to purchase demonstration supplies. Cathy also requested that the home economists from each of the remaining 14 districts try the booklet and lesson plans to later give feedback on recommendations for improvements.

In August, Peace Corps Volunteer, Debbie Thompson and YDP, Casey Garten, presented the "Fun With Foods" projects to two training meetings of district Y-K agents and home economists in Nakhon Pathom Province.

During the second day of Y-K agent training in Prachuab Khiri Khan Province, Steve Hecht and Debbie Thompson gave a presentation on the use of the "Fun With Foods" materials. Each district made accompanying visuals and selected a representative to give a practice lesson.

In consultation with poultry specialists at Kasetsart University, YDPs Casey Garten and Steve Hecht developed the initial draft and guided the assembly of a Y-K poultry book to be called "Raising Chickens". See Appendix B for an English translation of the project book. Based on "Working with Villagers" methodology, to be discussed later, they prepared five lesson plans to used with the poultry project book. The topics of the five lessons are: record keeping, building needs, feeding, disease control vaccination, and disease control-sanitation.

Casey Garten carried out a reasearch project to assess the effectiveness of the newly developed poultry Y-K project materials. Data will be used to write a thesis to fulfill the requirements for a M.S. degree at Kansas State University.

The original plan called for an experimental design of three treatments to be used with nine Y-K group broiler projects in Nakhon Pathom and nine layer projects in Prachuab Khiri Khan. Due to irregularities in the pretest that was administered to members and difficulties in controlling conditions, a decision was made to eliminate Prachuab Khiri Khan from the research and concentrate on Nakorn Pathom. However, efforts were made to continue the use of the project books and lesson plans in Prachuab Khiri Khan.

The three major indicators of any change in behavior that could be attributed to the use of the project materials were: (1) knowledge, measured by a pretest and post test, (2) application of knowledge, based on an applied practice score which was completed at the end of project and (3) interest as a result of number of Y-K meetings attended and hours worked at the project site by members.

All nine research clubs in Nakorn Pathom received 100 broiler chicks and were provided feed on a loan basis for the duration of the project. Assurance was made that all clubs had adequate housing. All of the nine groups were asked to keep records of project activities, finances and amount of time each member worked.

The experimental design consisted of three sets of clubs receiving three different treatments. The three sets were called "control", "experimental # 1", and "experimental # 2". The three clubs in the control were given chicks and feed and left more or less on their own to carry out their activities according to traditional ways of having members carry out projects. The clubs in "experimental # 1", received chicks and feed as the control group, but in addition, each member received a copy of the Y-K poultry project book. For "experimental # 2" clubs, members received chicks, feed, project books and participated in the presentations of a series of five lessons on poultry management.

Prior to the beginning of the lessons for "experimental # 2" clubs, a 100 question pretest was given to members from all nine groups in the research project. A post-test was administered after the project was carried out to assess any differences in increase of knowledge as a result of the project book and lessons.

Casey met with Dr. Suwan, Associate Professor of Poultry Science at Kasetsart University to get help in constructing the application of knowledge score card. A week afterwards, a team of four people visited each of the nine clubs to score them. The final section of the score sheet was completed once the chickens were sold and the record books turned in.

A detailed description of this research project is found in a report written by Casey Garten entitled "Comparison Study of Methods of Training Yuwa Kasetkorn Members in Thailand in Poultry Raising".

Casey trained the Y-K agents in Nakorn Pathom in how to use the new poultry project materials and closely monitored the club activities in the research project. He also supported the other YDPs and gave presentations in Ratchaburi and worked with Steve Hecht on a workshop in Surat Thani.



During a workshop in Surat Thani lead by YDP Casey Garten and Steve Hecht, Y-K agents prepare visuals to be used with the "Raising Chickens" project books and lesson plans.



A district level Y-K agent in Surat Thani Province practices using his recently made visuals during the workshop.



A Yuv. Kasetkorn district field agent giving a lessons with visuals on poultry health based on training received from YDP Casey Garten.



YDP Casey Garten overseeing the practice session on vaccination of baby chicks that followed the presentation by the Y-K Extension agent.

Casey also helped Peace Corps Volunteers Rob Thompson in Roi Et Province in the Northeast and Sharon Klingel working in Pattani and Patalung Provinces in the South, as they used the new Y-K materials with UNICEF poultry projects.

In addition to the research project, Casey carried out a survey to assess the perceived usefulness among Y-K members of the new materials. YDPs and Peace Corps Volunteers helped administered the questionnaire in six provinces, where members had used the poultry project book. The boys and girls were asked to indicate: how much they used the project book, the amount of information contained in the project book in relation to its usefulness for raising chickens, whether or not they already knew the information presented or could have found it elsewhere, the helpfulness of the pictures in explaining the ideas, whether or not the booklet is only suited for younger members, and their interest for future project books.

The results of this study are in a paper prepared by Casey Garten entitled "Attitudes of Yuwa Kasetkorn Members in Thailand Toward a Project Book on Chicken Raising and Project Book Needs of Yuwa Kasetkorn in Thailand as Perceived by its Members".

Karen McAlanxander helped implement the use of "Raising Chickens" and the lesson plans in Ratchaburi Province. She worked with a Y-K agent in Muang District to teach two poultry lessons to one club. In Wad Pleng, Karen assisted presenting lessons to members of two clubs. In Ging Suan Peung District, she taught one poultry lesson to members by herself.

To expand the field test of the new poultry project materials, a request was made of the International Foreign Youth Exchange (IFYE) Association of the United States for money from their Outreach Fund. In February 1980, the Association made a donation of \$ 300 to support this effort. Ratchaburi was selected as the province to receive this help and Karen McAlanxander coordinated the work.

A decision was made to select one club in each of six districts. Before the chicks were purchased for this special project, Casey visited a monthly Y-K program management meeting in Ratchaburi to explain the use of the member project book, the agent/leader guide and the Y-K animal record keeping book. At the next monthly meeting, Karen led a workshop for these agents in which they made their own visual aids for use with the five lessons, including flip-charts and pictures to cut out and use with flannel boards.

At a volunteer leader training, Y-K agents instructed the club leaders on the use of the record books. As a learning activity, one of the groups was taken on a field trip to a commercial broiler operation to observe the facilities and see good poultry raising practices in operation.

Day-old chicks were purchased and distributed in May and June. Agents prepared vaccine for Newcastle disease and Infectious Bronchitis, demonstrated how to administer it and then had Y-K members perform the vaccination themselves.

There was local competition among members of each club and then a competition between clubs based on visits to the member homes to see the chickens and judge the record books.

The intention is for this money to be used as a revolving loan fund. After the project, the amount of the loan is to be paid back so that other projects may be funded.

As a follow up to work with the poultry materials, Steve Hecht organized a team to evaluate the activities in Prachuab Khiri Khan. The five-member team visited all nine clubs that were originally to become a part of the research project. The team used the application of knowledge score sheet that was prepared for the research in Nakorn Pathom. One district was evaluated each day.

Improve Club level teaching In an attempt to improve the club level educational activities of the Y-K Program, a decision was made to encourage the use of the methodology of the "Working with Villagers" materials developed by the American Home Economics Association (AHEA). The principles of this participatory type learning involve the planning, preparation, implementation, and evaluation of simple lesson plans designed to directly involve the learners in the process. Crucial to this is the development of low-cost, effective visuals to support the learning.

These teaching methods have been tested in Thailand and several other Asian countries with adult village women, but never with youth. This pilot effort attempted to show that the principles and procedures can be effectively applied to youth work.

To prepare for the incorporation of this methodology into the learning experiences provided at the club level, a two-week workshop was held in September 1979. The four new YDPs and selected Thai DOAE Extension staff participated. This workshop was designed for trainers who would go out and train field workers.

Under the leadership of Mrs. Laksana Disyabutra, regional DOAE officer in charge of Y-K, training was held in "Working with Villagers" for Extension field agents in the pilot provinces of Nakorn Pathom, Ratchaburi and Prachuab Khiri Khan. All agents developed example lesson plans and made visuals.

Use of club project record books There seems to be two primary factors that affect record book use with member project activities. One has to do with the lack of knowledge on the part of field agents, volunteer leaders, and members of actually how fill out the forms with accurate information. The other factor has to do with the attitudes of the agents, leaders and members about the usefulness and the importance of keeping good records.

Both of the above aspects were worked on as a part of the field agent and volunteer leader training carried out in the four pilot provinces. Practical sessions on filling out the records were done in conjunction with presentations on the importance of keeping records. Good record keeping was strongly stressed to members who initiated new projects, especially the YDP supported activities in poultry raising and nutrition.

During a Y-K field agent training in Nakorn Pathom, Casey Garten gave a presentation on the importance of record keeping and record book competition in the United States 4-H Program.

Individual club level projects No specific formal activity was carried out, other than to encourage more individual projects among members. While acknowledging the benefits of group projects, attempts were made to build an awareness also of the benefits of individual projects through informal discussion, Y-K program management meetings, and some training.

The most significant action took place in Surat Thani with the urging of YDP Elaine Simon. In addition to group projects carried out by the club as a whole, each member was asked to carry out an individual project at home. In at least one of the districts, poultry projects, traditionally a group project, were carried out in members' homes as individual projects. Elaine made visits to five clubs to inspect the individual vegetable growing and chicken projects. For the chickens, each member was given 10 broiler-type chicks to raise. Some of the members of one club borrowed money from the provincial Y-K promotion fund to buy more chicks.

Other club level teaching and member project related activities The National 4-H Council project manager assisted the Y-K Section to make contact with the Para-Rubber Promotion Department to set up training program for Y-K members. The members would gain knowledge and skills relating to budding rubber trees and be able to operate small nurseries. The small rubber trees would be sold to supply commercial rubber plantations. This project, if successful, has the potential to stimulate income-generating activities of Y-K members.

During March 1980, a Y-K mushroom project book was completed. The final draft has been approved and submitted for printing. The text and art work were developed under the leadership of Mr. Chamroon Vimonnit, Western Region DOAE Director. Mushroom raising is now considered a high priority Y-K member activity because of its relatively low cost, short term, and high profit characteristics.

Initial contacts were made with the Forestry Department to begin Y-K project activity in conservation and tree planting.

Karen McAlexander wrote a proposal for a provincial level clothing construction project for Y-K members. The project was approved and funds made available. The home economist from Muang District of Ratchaburi Province taught this project for two weeks in each of the districts.

Cathy Solheim, working with staff of Surat Thani, developed the draft of a Y-K recreation booklet that will eventually be published to support recreational activities at the club level in the Y-K Program.

The Illinois 4-H Foundation donated \$ 400 that was used to purchase sewing machines to support Y-K clothing construction projects in Surat Thani Province.

Steve Hecht developed drafts for special project materials, including house chickens, container gardening, junior leaders and an Exploring Y-K project book.

To enhance the educational benefits of club level teaching and member project work, Cathy Solheim planned and carried out a test of an idea she had about a special record keeping book for Home Economics project areas. Cathy observed that the district home economists teach some type of skill at almost every monthly meeting, but there is never any record kept by Y-K members of what they had learned. She developed a simple summary sheet to be used by the members for the purpose of recording activities. To add more interest, a special "4-H Member" cover from the United States was used to keep these materials in. The intention is that improvements occur in three areas: 1) Members can look over the summary and see what they have actually learned and accomplished over the year, 2) It will help provincial staff follow-up on Home Economics activities at the district level by offering suggestions for improvement and enabling them to provide supportive materials in areas which need strengthening, and 3) It will place more significance on Home Economics activities which often get over-looked when evaluating the Y-K Program.

Also included, is a food preparation sheet to be used each time a food item is prepared. Members can then keep these sheets in their folder and use the recipes to make the food at home. The sewing record sheet is to be used in the same manner.

Cathy has tried this system with three clubs in Surat Thani Province.

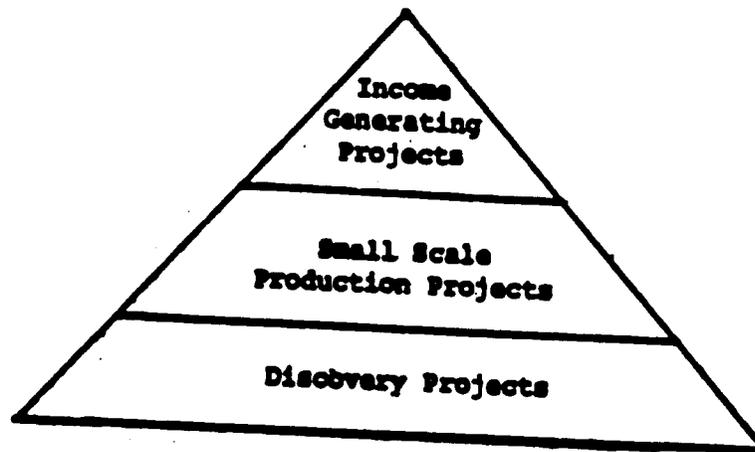
Classification of Y-K club level projects A major activity carried out during this project was the development and refinement of a concept of Y-K project work carried out by members. It is felt that this classification system will enhance DOAE's ability to support club member project activities. With a clearer understanding of types of projects, it will be easier to set priorities and develop the support materials that are most appropriate. Few specific activities were carried out, aside from some initial drafts of

discovery type project written materials and the establishment of a revolving fund in each of the four pilot provinces to support income-generating projects. However, the framework design should provide great assistance to future planning to strengthen club level project activity.

Figure 2 shows the classification system that was developed. According to the system, there are basically three types of projects: discovery, small scale production and income-generating projects.

Discovery projects - This could be considered entry level club project activity for new members and new clubs. As indicated by the size of this area in the triangle in the diagram, most Y-K members would be involved with these type activities.

Figure 2. Classification of Y-K project according to club types.



Up until the present, Y-K club expansion has been limited by the availability of DOAE funds for meeting paraphernalia and a small amount of money for project work. It is assumed by Extension field agents that the number of clubs is limited by DOAE budget. The new concept being promulgated is that Y-K clubs can be formed without direct funding. Meaningful learning activities can take place to be of interest to and help rural youth. Through informal group meetings, members can gradually learn about Y-K and gain some of the skills that will prepare them to become a full-fledged club. Members can carry out special discovery projects that require little or no cost.

Small scale production projects. These level-two projects are typical of most Y-K clubs in existence at the present. They generally receive some money to carry out small scale project activity. Some of the present problems

that occur with these type-two clubs could be overcome by the introduction of a meaningful body of special project and discovery Y-K literature to support the type projects mentioned above. The problems are as follows:

- Financial resources are limited. There is not enough DOAE budget for all clubs each year. Many clubs are left out completely.
- Few projects last all year. In fact, many of the agricultural projects have short production cycles. The result is that members are inactive during long period of the year. Many lose interest in the whole Y-K Program.
- Projects that are funded are generally not of sufficient scale to make a reasonable profit. The result is little or no monetary incentive. Without other activities members lose interest.
- Few educational presentations at monthly meetings.
- Many projects selected are subject to high risk. When failure occurs (drought, disease, etc.) and there are no other projects, interest is soon lost.

More attention needs to be given to the educational aspects of these type-two projects. Less emphasis should be given to the money-making side, and more to the educational benefits that can accrue through adequate support and instruction. Too often, energy is misdirected in an effort to make a profit (or worse yet, to lead the members to believe they will make a profit) when, because of the scale of the project it would not be possible.

Income-generating projects - An increase in this type of project is important, because through real monetary incentives, rural life becomes more attractive, thus slowing the tremendous out-migration of rural youth to urban centers.

Resources are limited, as shown by the relatively smaller area of the upper portion of the triangle in the diagram. Fewer members will be able to benefit from this scale project. Since the investment is larger than with other projects, good guidance and support are critically needed. Not only must attention be paid to the production aspects, but more importantly, to marketing. This scale of project requires strict control of finances and accurate record keeping systems.

Provincial Y-K Revolving Loan Fund National 4-H Council submitted a proposal in June 1980 to USAID/Thailand for a supplemental budget of \$ 50,000 to add on to the current project to establish a revolving loan fund in each of the four pilot provinces. The loan funds are designed to expand the opportunity for an increasingly large number of Y-K members to carry out effective income-generating projects.

The funds will be managed by a provincial committee chaired by the governor. This committee will carefully review each request for a loan, approve or disapprove it, and assess progress of current loan supported activities.

If a loan is not approved, the committee must make recommendations on how the proposal can be strengthened to meet loan fund requirements. The provincial Extension Officer responsible for Y-K, will help the club or individual member to improve the project design.



Mr. Yookti Sarikaphuti, Director General, DOAE expresses his gratitude to Mr. Donald D. Cohen, Director, USAID/Thailand, during the check giving ceremony to mark the beginning of the revolving loan fund in the four pilot provinces.

There were some delays in the approval process and with the disbursement of funds, so no assessment of impact of this component can be made at this time.

Accomplishments

The most significant accomplishment during this project was the development and field testing of the two new Y-K project books and accompanying lesson plans. Through this activity, agents became aware that projects can be more than just giving the members chicks and seeds. Many Y-K Extension workers became convinced of the benefits derived from increased knowledge and skills among club members.

Much of the assessment of the new books was of an informal nature. The general feeling of those involved with the use of the new project books were that they are very useful, not only in providing subject matter information to members, but also in guiding Y-K field agents and local volunteer leaders as they try to support members in project work. Members were very happy to have a booklet of their own, to make notes in, take home to study, and use as a resource later on.

The most formal evaluation of the usefulness of the new project books, was the research project carried out by Casey Garten. Although statistical tests have not been made yet, preliminary analysis of data indicates that the teaching done by the Y-K agent using the five lesson plans with the project book did increase knowledge, and evidently the extra attention of the agent as a result of giving the lessons tended to increase interest levels among members carrying out the projects.

Two of the three areas of measure for the research seemed to show differences among groups of members who received only chicks and feed, those who also received the "Chicken Raising" project book, and those who in addition received lesson presentations. The application of knowledge score showed no difference among experimental groups. This could be attributed to the fact that most members came from farms and had raised poultry before. The other reason may be that in order to insure against losses, minimum standards of housing and equipment were set for all groups. In addition, feed was provided to all research clubs on an equal basis.

The overall implication of the study is that it appears that for members to be given a printed project book only is not enough. Knowledge and interest only increased in clubs where project books were used in conjunction with prepared lessons.

Casey Garten also carried out a general survey in four provinces to determine the usefulness of the new "Chicken Raising" project book and to find out in what other subject areas would members like to have project books. The questionnaires were completed by the members themselves.

From the provinces, 164 Y-K members responded to the survey. The general findings indicated that 86 per cent of the members felt they used the poultry project book. Over 90 per cent felt that it was easy to understand and 97 per cent that they contained enough information to be useful. Most of the respondents felt that the pictures in the project book were helpful in explaining the ideas.

The top ten subject matter interest areas, according to the survey, for future project books consideration were: kitchen vegetable gardening, chicken raising, clothing construction, handicrafts, home improvements, food preservation, rice growing, mushroom growing, food and nutrition, and fruit growing.

Detailed records were kept on the nine research clubs in Nakorn Pathom. Out of the 880 baby chicks that started with the project, 804 made it to market. The mortality was significantly lower than the average Y-K poultry projects. All of the nine clubs received a profit from the project although it varied depending on mortality and feed conversion. In July, after the research project, all clubs on their own decided to continue with another round of broiler chickens.

In Ratchaburi, five of the six clubs who received funds from the IFYE Outreach Fund made a profit. One of the clubs lost almost half of the birds to disease. As a result of this project, one of the clubs was motivated to begin layer production. Another of the clubs decided to raise broilers again.

The use of the "Working with Villagers" methodology seems to be working well where it has been applied. This project has demonstrated through the use of the lesson plans, that the methodology based on sound educational principles is very well suited to a village level rural youth program such as Yuva Kasethorn.

As a result of training, record keeping with Y-K club level projects is receiving more attention. Y-K field agents, home economists and local volunteer leaders in the four pilot provinces have received training on how to keep records, and more importantly, on the benefits of good record keeping. On regular visits to club project activities, DOAE staff often ask to see the project records. Members are becoming more aware of the importance of their record books.

Lessons Learned , Conclusions and Recommendations

The national level Y-K Literature Development Committee should meet more often and take a more active role in assessing interest and needs of Y-K members, volunteers and DOAE staff who must support the program. They should also set out strategies for field test implementation and help develop a plan for a systematic evaluation. This committee should be instrumental in developing an immediate, as well as, a long range curriculum/literature development plan.

In terms of the development of new project books, based on the favorable experience of this project, the effort should continue. A lot of work still needs to be done to determine the most effective way to use these new publications. It seems clear that little is accomplished by print a large number of copies and then distributing them over the whole country without adequate instructions or preparation. The most effective learning seems to take place when the project books are used together with meaningful learning activities guided by the local Y-K field agent.

Before project books are sent to a new area, there should be a written agent/leader guide to suggested learning activities and a one to two day workshop to increase competencies in subject matter as well as practice teaching methods.

As indicated by the survey that YDP Casey Garten carried out, many members who used the project book "Chicken Raising" felt that it was very easy to understand. High post test scores, based on information found in the booklet, from the research project, would seem to substantiate this. A recommendation is that certain project books should be developed in a series of increasing difficulty. For example, there should be a "Chicken Raising II" project book.

The current new project book approach may be too costly. An economical analysis in terms of number of Y-K members to benefit should be made. Other booklet type formats should be tried.

Project subject matter support could come in other forms in addition to the project books and accompanying agent/leader guides. Experimentation should be made with many different types of written materials. Possibilities might be a regular subject matter oriented newsletter, designed for Y-K field agents or there may be another in a form for volunteer leaders. Simple one, two or three part lesson guides could be developed, along with outlines for demonstrations to be used during regular club meetings. Prepared visuals including flip charts, flannel board cut outs, and slides should also be tried.

Essential to an expanding publications effort is the development of an effective storage and inventory system. Without this, there will be a feeling that publications must be distributed immediately to the provinces regardless of whether or not they will be used. Too often, such publications sit for years on shelves in back rooms or on top of file cabinets until someone throws them away.

Publication distribution must only be based on specific needs in the provinces. Order forms could become part of the annual planning process. As project subject areas are identified for clubs, an estimate could be made of how many publications would be needed to support the specific project activity.

Effort needs to continue through training and support to encourage the use of practices and principles found in the "Working with Villagers" methodology. The traditional method of lecture is so strong that it will take many years to make a significant change in attitudes about teaching and learning. Practice and the development and use of lesson plans with accompanying visuals should be a part of all Y-K field agent training.

In terms of more members keeping accurate records of their projects, the project results have been good. Continued effort must be made to encourage this practice. Possibilities should be explored to use competition at all levels as greater incentive to members to keep records. This would also be an opportunity to recognize members and groups who have done outstanding job.

Progress has been made during this project by emphasizing the benefits of individual members carrying out projects. By acknowledging the benefits of group projects, a balance should be sought that is appropriate to each club situation. It is suggested that with the encouragement of income-generating projects, more should be of an individual nature. The financial incentives would generally be greater with an individual member project, and would hopefully lead to a satisfying farm career.

More work needs to be done on exploring subject matter project possibilities. Resources can be found out side of the Ministry of Agriculture and Cooperatives to provide meaningful project activity to Y-K members. During this project, some initial contacts were made, but there was no time for follow-up.

Future work needs to be carried out to apply the newly developed Y-K project classification system to benefit the program. The new provincial level revolving loan will provide the opportunity to expand the number of income-generating projects in the four pilot provinces. This area needs to be followed closely and supported to ensure success. Written support materials should now be developed for the discovery level projects and the regular small production projects.

STAFF DEVELOPMENT AND TRAINING

Personnel of any organization need continual updating in relevant knowledge and skills to improve competencies required to maintain or increase productivity. Some type of pre-service or induction training is needed to enable new workers to fulfill initial job requirements. This is true in business and industry, but even more crucial for an extension organization whose primary responsibilities include the diffusion of new ideas and practices.

A comprehensive, on-going program of professional improvement, through training and other staff development activities, is needed to help all Extension staff with Y-K responsibilities maintain a high quality program. Not only is training needed in subject matter, but because of the complex nature of rural youth programming, special attention must be given to teaching methodology and overall program management.

Professional improvement through training is needed for DOAE Y-K staff at all levels. District Y-K agents and kaset tambons must have a clear understanding of the nature of youth programming, how to organize and maintain clubs, how to plan and carry out projects, how to teach, and how to train and work effectively with local volunteer leaders.

Provincial Yuwa Kasetkorn staff members need to know how to administer and support the program at the provincial level. They must be able to train district and tambon agents who have Y-K responsibilities.

Regional Y-K Extension staff must know how to support provincial programs. They should be able to provide training to provincial staff and coordinate youth program events and activities at the regional level.

The national Yuwa Kasetkorn staff must be able to provide overall leadership for all major program functions, including planning, implementation and evaluation. They must provide program direction, overall staff training and development, organizational and subject matter support.

Previous Situation

Yuwa Kasetkorn training activities had taken place prior to the implementation of this project. Typical training sessions were held infrequently, once every two or three years, at the regional level. Much of the training lasted at least seven days and included up to 150 participants at a time. The trainees were primarily district level field agents who had some responsibility with the Yuwa Kasetkorn Program.

National and regional staff gave presentations. Occasionally, guest speakers were invited from agricultural colleges and universities to give two to three-hour technical subject matter presentations. The primary training method was lecture. For the most part, inactive trainees sat and listened.

Goals and Objectives

As a result of the assignment of new district level Extension agents to take on Y-K responsibilities, and because of the importance of their direct contact with members, leaders, and parents, it was decided that a major goal of this project would be to train them. It would be accomplished through the implementation of a systematic, on-going program of professional improvement at the provincial level. Secondary goals included the strengthening of competencies of other Y-K personnel through staff development opportunities. Specific objectives included:

- Build a concept of continuous training for Y-K field workers at the provincial level. There should be a series of at least two training sessions during the project.
- Encourage the use of a greater variety of training techniques to actively involve the trainees.
- Develop and use a systematic approach to the determination of training needs.
- National, regional, and provincial Extension staff are to gain skill as trainers in Y-K subject matter.
- Provide professional growth opportunities for selected Y-K staff in the United States through the Professional Rural Youth Leader Exchange (PRYLE) training.

Activities Carried Out

The first series of formal training, held during the initial phase of this project, was reported on earlier in this report under the heading "Accomplishments Prior to Project Revision". These eight regional level sessions were, for the most part, typical of past training. Each session lasted for one week, involved more than 150 people at a time, and consisted mostly of lecture.

Surat Thani training workshop After project revision, the first major activity was a three-day workshop held in Surat Thani Province, July 19-21, 1979, for district level home economic and assistant agricultural agents. At that time, these 35 participants had the primary responsibility for the Yuwa Kasatkorn Program in their respective districts.

The first major training, planned and implemented jointly by DOAE and Project staff, was designed to actively involve the learners as much as possible. Subject areas covered included roles and responsibilities of youth field workers, formation of new clubs, working with club officers, how to hold meaningful club meetings, planning Y-K project work at the club level, effective method demonstrations, the importance of recordbooks, volunteer leadership development and the value of competition and recreation. This was the beginning of what was hoped to be a series of Y-K training workshops in all four of the pilot provinces.

"Working with Villagers" workshop The next major training activity was carried out in cooperation with the DOAE Home Economics Section and the American Home Economics Association during September 1979. The purpose of this two-week workshop was to train regional and provincial DOAE staff and U.S. Youth Development Project (YDF) delegates to be able to use the "Working with Villagers" methodology, but more importantly, to be able to train Y-K field agents in the use of this participatory type learning approach. The workshop was coordinated by Miss Patchnee Matpracha, Regional Director for the American Home Economics Association Family Planning Project.

Western regional pilot province training As a preparatory step for the implementation of activities in the pilot provinces, a week-long training program took place from December 16-21 at the Nonformal Education Center of the Ministry of Education, located in Photharam District of Ratchaburi Province.

Eighty newly appointed district Y-K agents and home economists from three provinces in the Western Agricultural Extension Region participated. Mr. Chamroon Vimornvit, Regional Director and Mrs. Laksana Ditsayabutr, Regional Y-K Officer, gave major leadership to this training.

Topics covered included such areas as youth psychology, human relations, and Y-K activities planning and preparation. Almost three days were devoted to learning activities associated with the "Working with Villagers" methodology. Field agents spent time developing visual aids and planned, prepared, and each one actually gave educational presentations. Video tape equipment was used, so participants could evaluate their own performance.

Pilot province planning During the month of January 1980, plans were finalized to hold at least five days of training for newly appointed Y-K district officers in each of the four pilot provinces. In order to begin to build a concept of continuous, on-going training, a decision was made to hold two sessions in each province. The first would be a three-day session, followed by another two-day training after one or two months.

Determination of training needs Much of the time between February and April 1980 was devoted to the planning and preparation of the provincial level Y-K program management work groups as they attempted to apply a systematic approach to training needs determination.

As a first part of this procedure, national, regional, and provincial staff were asked to analyze the jobs of the Y-K district level agents to help determine some training objectives. In addition to ascertaining the knowledge, skills, and attitudes needed to accomplish the various job tasks, the trainers must also look into Y-K agents educational and experience background. Finally a consideration of subject matter available that could be used in a training program should be made. Any assessment to be made should include "unfelt", as well as "felt" needs.

Once these needs have been identified, priorities should be set. Some needs are probably more important than others. Resources including budget, time, and personnel should be considered. An analysis of training needs should come from many sources, such as research and evaluative reports, records, performance evaluation, the trainers criteria based on his or her own experiences and observations. Equally important is the trainees own ideas as to what they think they need to know in order to do a better job.

As it turned out, most training needs came directly from the field agents themselves. Time was limited, so a decision was made to use this method. During regular monthly program management meetings in each of the four pilot provinces, agents were asked what subjects they felt they need. Those needs were recorded on a list. Priorities were set based on available resources and potential impact on program improvement.

At one of the Joint Pilot Province meeting, the training needs from each province were compared and discussed. The list of identified priority subject areas included:

- Motivation
- Planning
- Visual Aids
- Use of Volunteers
- How to get youth to join Y-K
- Principles of working with youth
- Y-K Club Formation
- How to get private sector funding

Pilot province training preparation Training teams were formed for each of the pilot provinces made up of national, regional, and provincial Extension personnel. Some outside resource persons were also used. Some of the provincial Y-K officers had training responsibilities in one or more of the other pilot provinces, as well as their own province. Training topics were assigned and a schedule was developed for each province. The teams were asked to consider the priority areas, but adapt them to the particular needs of each province, as well as add other areas that may be more appropriate.

Ratchaburi first training The first pilot province training of the new two-part series took place in Ratchaburi Province on March 5-7, 1980. Twenty-seven district level Y-K and home economic agents participated in the training. The actual topics and persons responsible were as follows:

- Stage of youth program implementation, Pravit (national)
- Principles of working with parents and leaders, Charoen (outside resource person)
- Recreation, Natthaphum (national)
- Planning and implementation of Y-K projects and activities, Laksana (regional)
- Human relations and principles of working with youth, Chamroon (regional)
- Selecting and utilizing volunteer leaders, Somrit (provincial)
- Motivating Y-K Members, Laksana (regional) and Seiders
- Methods of club formation, Chavalit (provincial)
- Y-K fund raising, Suthi (national)
- How to improve Y-K clubs, Suthi (national)
- "Y-K Implementation Problems", panel discussion

Prachuab Khiri Khan first training The second of the first series of training took place in Prachuab Khiri Khan on March 24 to 26, 1980. There were a total of 21 participants including district level assistant agricultural Y-K and home economic agents. The topics and presenters were:

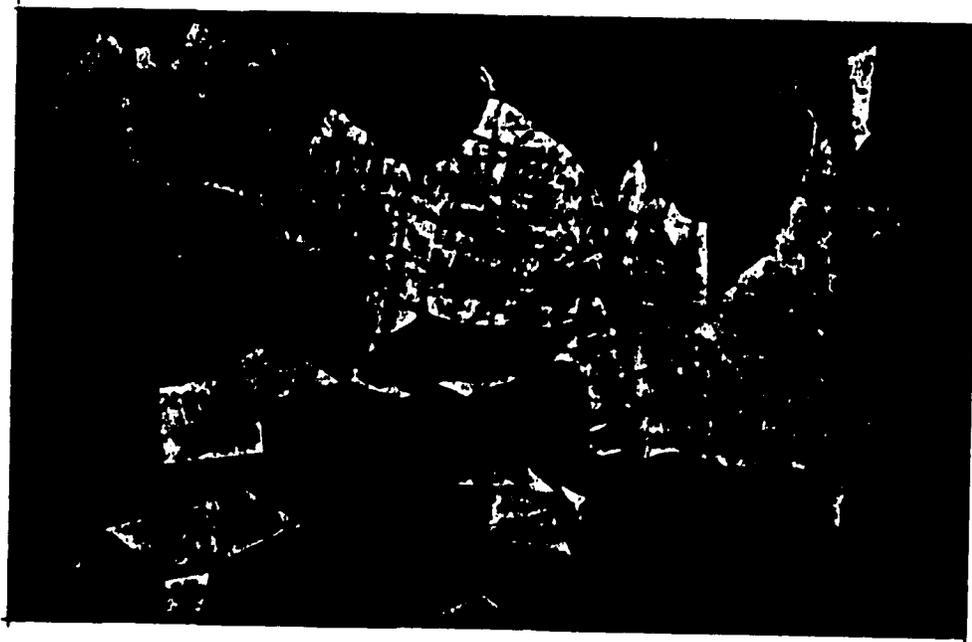
- Stages of youth program implementation, Pravit (national)
- Principles of working with parents and leaders, Charoen (outside resource person)
- Y-K club formation, Chavalit (provincial)
- Using Y-K record books effectively, Thunvit (provincial)
- Y-K fund raising, Suthi (national)
- Motivating Y-K Members, Laksana (regional) and Seiders
- Planning, Laksana (regional)
- Psychology and working with youth, Chamroon (regional)

Surat Thani first training The three-day training was carried out in Surat Thani Province on April 1 to 3, 1980, involving 51 district level Y-K agents, assistant agricultural agents, and home economists. The subjects covered and the persons who gave the presentations were:

- Stages of youth program implementation, Pravit (national)
- Provincial policy on Y-K, Ananta (provincial)
- Motivation of Y-K members, Praphai (regional)
- Recreation, Chatuporn (provincial)
- Y-K club formation, Nives (national)
- Principles of working with Y-K parents and leaders, Payao (provincial) and Cathy Solheim (YDP)
- Planning the Y-K program, Payao (provincial)
- Using record books, Suthi (national)



Returned Professional Rural Youth Leader Exchange (PRYLE) participant and Surat Thani provincial Y-K leader, Payao Rattanaivibulaya works with agents on a training activity.



Trainees learn valuable leadership skills through selected gaming techniques used during Surat Thani training.

Nakhon Pathom first training The last of the first series of three day training took place in Nakhon Pathom Province from April 16 to 18, 1979. The topics covered and the trainers were as follows:

- Stage of youth program implementation, Pravit (national)
- Principles of working with Y-K parents and leaders, Charoen (outs resource person)
- Y-K project planning and implementation, Laksana (regional)
- Principles of recreation, Somkiat (national)
- Methods of motivating Y-K members and leaders, Nives (national)
- Y-K fund raising, Payao (provincial)
- Methods of using record books, Suthi (national) and Casey Garten (YDP)
- Club formation and implementation, Suthi (national)
- Selecting and using Y-K leaders effectively, Somrit (provincial)
- How to improve Y-K clubs, Laksana (regional) and Seiders

Surat Thani second training Surat Thani was the first province to hold the second part of the two-part training series. The training took place on July 30 and 31 and again included 51 district level Extension staff members. Topics included human relations, "Working with Villagers" teaching methodology, and experience and problems in implementation the Y-K Program. Panel discussions, practice work exercises, games and role playing were among the varied training methods used. There was also a good use of visuals to complement the subjects being covered.

Prachuab Khiri Khan second training The second training for Prachuab Khiri Khan took place on August 13 and 14. The Governor opened the training with a talk on the importance of Y-K in providing meaningful and profitable activities for rural villagers. He stressed that when government assistance programs are strong and really help the masses of rural poor people, insurrection movements seem less attractive. Thus, the Y-K Program, by reaching more and more rural families, can make a major impact on the stability of Thailand.

Khum Thuavit, provincial Y-K officer, reviewed the lesson preparation aspects of the "Working with Villagers" methodology. All of these district field agents had attend the December 1979 training in Ratchaburi Province where this subject was first covered.

YDP Steve Hecht gave a presentation on how to use the lesson plans with the Y-K members during club meetings. He stressed the importance of identifying what new knowledge a member should know or what new skill or behavior a member should be able to demonstrate, as a result of being involved with the lesson. He also talked about the importance of sequence in planning lessons. The lessons should start from the simple and gradually progress to the more complex.

The morning session ended with a discussion on what can be done to prepare Y-K members for adulthood. There was a group discussion on personal goals and values of members such as happiness and the satisfaction of certain psychological needs.

For the afternoon session of the first day, a district level agent from Koh Samui, Surat Thani Province, gave a presentation on his work with Y-K. Later several Girl Guide leaders came to give a presentation on the techniques of making and using visuals.

YDP Steve Hecht and Peace Corps Volunteer, Debbie Thompson led most of the training activities on the second day. They presented the "Fun with Foods" project book to the Extension agents. Each agent received a set of materials which included the project book and the lesson plans. The group was divided into agents from the different districts and each one in a workshop setting, made visuals to accompany the lessons on food and nutrition. A representative of each subgroup gave an actual lesson in front of the entire group.

Nakhon Pathom second training The second session for Nakhon Pathom was held August 25 and 26, 1980. Part of the training dealt with how to implement vegetable and livestock judging activities in the Y-K club program. Another part involved discussions on how to evaluate Y-K activity and how to determine an outstanding club where the agents had a chance to use evaluation techniques. They observed Y-K club activity, including individual and group projects, and interviewed members, parents, and leaders. The second day was used for a field trip to visit the best Y-K club in the Western Agricultural Extension Region, located in Suphanburi Province.

Ratchaburi second training The first day of the second training in Ratchaburi Province on September 4 and 5, 1980, involved field trips to two model Y-K clubs. On the second day, there were several presentations, including one by Payao of Surat Thani Province, who spoke about her experiences as a participant in the Professional Rural Youth Leader Exchange (PRYLE) training program in the United States, and on her ideas for improving the Y-K Program based on those experiences. The final session dealt with ways to improve the Y-K Program, using a small group discussion format.

Other training In addition to the five days of training in each of the four pilot provinces, the Y-K districts agents also participated in Y-K related training at the regular fortnightly meetings of the National Agricultural Extension Project and the monthly provincial Y-K program management meetings.

Professional Rural Youth Leader Exchange (PRYLE) The other major staff development activity of this project was the four month training program for Thai Extension personnel in the United States. The Professional Rural Youth Leader Exchange (PRYLE) represents one of the several two-way exchanges that National 4-H Council has with countries all over the world.

As a part of this project, six DOAE Staff with Yuwa Kasetkorn responsibilities participated in a four-month training program with fellow youth workers from many countries. The training included orientation, visits to two state university Extension systems and a mid-program workshop. During the course of this project, two groups of DOAE Y-K staff went to the United States. The first group of two people left in August 1979 and the second group of four went during June 1980.

The first group to leave Thailand included Mr. Suthi Chaiso, a national Y-K Extension officer, and Miss Payao Ratanavibulaya who works with Yuwa Kasetkorn in Surat Thani Province. Mr. Suthi studied U.S. 4-H program management in Ohio and Montana and Miss Payao in Virginia and Minnesota. Both attended a two week workshop at South Dakota State University.

The second group left Thailand on June 10, 1980. These Thai PRYLE trainees, their positions and states visited were:

Mr. Pravit Tomyavit, Chief, Yuwa Kasetkorn (Maryland-Minnesota)

Mr. Nives Rojanachai, National Y-K Officer (California-South Dakota)

Mrs. Laksana Disyabutru, Regional Y-K Officer (North Dakota-Virginia)

Mrs. Somrith U-Thaichay, Provincial Y-K Officer (Oregon-Iowa)

After a brief orientation in San Francisco, each PRYLE went to their first state assignment to study U.S. 4-H programming. From July 9 to 30, 1980, all participants attended a workshop held at South Dakota State University under the leadership of Dr. Joseph McAuliffe. Objectives of the workshop included:

- Become acquainted with the organization of the U.S. Cooperative Extension Service on the national, state, and country level.
- Become cognizant of the position that South Dakota State University and other land grant universities hold in supporting 4-H programming and research.

- Develop knowledge and skills in leadership administration, fund raising, teaching methods, and staff development in the 4-H Program.
- Obtain knowledge in technical subject areas, such as animal science, horticulture, crafts, nutrition, agricultural education, marketing, home improvement and interpersonal relations from department heads, faculty and craftsmen.
- Interact with fellow PRYLE's from other countries, university staff, and community leaders, professionally and socially, in order to expand the cultural understandings of all persons involved.
- Gain knowledge of administration, management, maintenance, program and teaching methodology for youth camps.
- Develop skills in recreation, sports and health, nature, crafts and music in a camp setting.
- Become aware of the needs of special audiences, such as handicapped, and low income, and observe 4-H and community programming designed to meet those needs.
- Experience living and sharing with South Dakota families.
- Learn how to develop teaching materials, write news articles, use audio visual equipment, and photography for use in youth programming.
- Select information, teaching materials, and skills that can strengthen programs in their respective countries.
- Evaluate the learning experience provided by the 1980 PRYLE workshop and establish goals for future learning.



Dr. Anson R. Bertrand, Director, Science and Education Administration and Dr. Hope S. Daugherty, 4-H/Youth, United States Department of Agriculture, met with three of the 1980 Professional Rural Youth Leader Exchange Thai participants, Mr. Niwas Rojanachai, Mrs. Somrith U-Thaichay and Mrs. Laksana Ditsyabutra.



Dr. Bertrand and the three Thai Yuwa Kasetkorn officers are shown with their fellow 1980 Professional Rural Youth Leader Exchange (PRYL) participants during consultation in Washington, D.C. Other countries represented included Trinidad and Tobago Republic of China, Nepal, Sri Lanka, Swaziland, and Botswana.

Most PRYLE participants returned directly to Thailand after the U.S. training, however Mr. Pravit and Mrs. Laksana made special visits to Korea and the Philippines as a part of the project. Upon leaving the United States, Mr. Pravit spent a week in Korea to observe their youth program and to study the management of the Korea 4-H Foundation. Mrs. Laksana studied the Philippine youth program and visited with staff of their foundation.

Accomplishments

A major accomplishment of this component was the successful implementation of a series of training sessions at the provincial level for district Y-K field workers. Over 117 of these agents from the four pilot provinces received up to 10 days of intensive training designed to help them to improve the Y-K Program. At least half of this training was held at the provincial level.

At each of these sessions, the number of participants was much smaller than had been the case of previous regional training, thus facilitating the use of a greater variety of teaching methods. With past regional training, that had at times included from 150 to 200 participants, it had been difficult to actively involve them in the learning.

It was found that there were two major benefits to having split training sessions, as a part of building the concept of continuous, on-going provincial level training. Assignments could be made during the first session that would encourage activity in the field. Related follow-up work could be carried out during subsequent training. The other advantage is that the second training should be of better quality, based on the experiences and evaluation of the previous training.

For the first time, a systematic approach was used to determine training needs of district level agents with Y-K responsibility. For the most part, the learners themselves were actively involved in the process, through a self-assessment technique.

Working together as team members, Y-K staff from the national, regional, and provincial levels gained valuable experience in planning, preparing, carrying out and evaluating training programs. National 4-H Council staff, including YDP delegates cooperated as team members.

Although somewhat difficult to evaluate, there were ample examples of the tremendous benefits that have resulted from the six Thai PRYLE's who participated in training in the United States. From the first group, Mr. Suthi Chaiso returned from the United States to assume a co-coordinator role, helping to implement this project. He worked directly with the National 4-H Council Manager on all subsequent phases of project planning and implementation. He provided great assistance in the areas of staff training and volunteer leadership development. After having observed his training approach prior to the PRYLE experience, there was a marked change upon his return to Thailand. His presentations were more animated, he used visuals and other materials extensively, and was conscious of the active participation of the trainees.

Also from the first PRYLE group, Miss Payao Ratanavibulaya returned from her U.S. experience to give major leadership to the Y-K Program in Surat Thani. She also applied many new ideas to improve the program. One of her initial efforts was to develop a Y-K newsletter that is now being distributed not only in Surat Thani, but because of its outstanding usefulness, to all provinces in Thailand. She has also helped to apply many techniques she learned in the U.S. to agent and volunteer leader training.

The four PRYLE participants from the second group have also made major contributions upon their return to Thailand. Mr. Pravit, as national Y-K leader, was very new to rural youth programming. As a result of the U.S. 4-H experience, he now has a better overall concept of youth club activities that has influenced his day-to-day decisions relating to national implementation of Yuwa Kasetkorn. He also returned with a good understanding of the benefits of a systematic nation-wide awards program. By learning about the nature of private foundations based on private sector support to help rural youth programs, he immediately initiated action upon his return to move ahead with the official formation of a Thai Y-K Foundation. While in the United States, he observed the actual management of private sector support foundations, including National 4-H Council and various state level entities. A visit to the Korean 4-H Foundation in Seoul was also helpful. The Thai Yuwa Kasetkorn Promotion Foundation became formally established during November 1980.

Mrs. Laksana Ditsaybutra returned to her job as regional Y-K leader of eight provinces in the Western Agricultural Extension Region. As a result of her experience, she came back with many ideas on how to improve agent training, volunteer leadership development, and youth camping programs. She also gained insight into the advantages of a systematic national awards program.

Mr. Nives Rojanachai was the youngest member of the 1980 Thai PRYLE group. He has now assumed major leadership responsibilities at the national level. He will be in charge of support to and coordination of all staff training activities throughout the country, with special emphasis on the newly assigned 14 pilot provinces. Mr. Nives has demonstrated increased self confidence as he has begun to assume these new responsibilities.

YDP Casey Garten, in a recent report about his co-worker, Mrs. Somrith U-Thachay, from Nakhon Pathom Province, stated that after her three-month stay in the United States, including visits to 4-H Programs in Oregon and Iowa, and the South Dakota PRYLE workshop, "she has returned with a good understanding of the 4-H Program and the roles of agents and leaders in its implementation". He goes on to say that the major new ideas she hopes to implement include a junior leader program, and a monthly newsletter for leaders and Y-K agents.

Overall, the PRYLE participants have gained a greater understanding of youth programming, have increased in professional stature and have aggressively applied new ideas to the Thai situation as a result of their U.S. training.

Lessons Learned, Conclusions, and Recommendations

One of the major problems encountered with the implementation of the five-day, two session training in each of the four pilot provinces was the lack of adequate time for planning and preparation. Due to the circumstances of the progression of the project, all of this training was crowded into the last part of the project. Ideally the training should have been spread out over a longer period of time.

Another constraint was that an attempt was made to have most of the training before June 1980, since the principle training leaders were scheduled to leave for the U.S. as PKYLE participants. Another additional complicating factor was that, simultaneously, volunteer leader training at the provincial and district levels was squeezed in between the agent training. All of the same people, either as participants or trainers were involved with both the agent and volunteer leader training.

Beginning with the first agent training, which was held in Ratchaburi Province, once the topics were set and assignments made to the trainers, there was only two weeks to prepare before the first session began. The preparation for that training was rushed and the problem was to continue as other provincial training followed in seemingly rapid-fire order interspersed with volunteer leader training. In spite of the limitations, the training was good, being far superior to the infrequent, large scale regional training sessions of the past. Especially, the new Y-K agents felt they learned a great deal to help them work with members, leaders, and parents.

A suggestion for future training is that a "2-1-1" planning and preparation sequence be adopted for each session. Once needs have been identified, a first planning meeting should take place no later than two months prior to the date of the training. During this meeting, a general schedule should be made and topics assigned to training team members.

The second meeting should take place one month before the training. At that time, all trainers should have a detailed outline of their presentations, including a list of activities, exercises, and visuals.

One week prior to training, the group should meet again to review the presentations and make a final determination of sequence and time allotments. All visuals should have been prepared by this time and presented to the group for review.

Although great progress was made in terms of trying to systematically determine training needs, much work remains to be done in order to develop a more comprehensive approach. An important outcome of the system that was used was that many people were involved in the process, and most importantly, and perhaps for the first time, the trainees themselves.

Due to the rushed nature of the whole process, the groups made decision based almost entirely on the felt needs of the Y-K agents, to the exclusion of other critical needs that did not surface immediately. The determination of training needs should involve the learners themselves, but should also look to other sources, such as the trainers own professional opinions, based on experience and observation, performance evaluations, records, and research studies.

The trainers should consider three major areas as sources of training needs. An analysis of the learners themselves should be made. What is their background? How much actual work experience have they had? What formal education have they had? What are their interests?

Next a consideration of the job of the trainee should be made. What are the roles and responsibilities of district level Y-K agents? What knowledge, skills and attitudes do they need to be able to carry through with the program effectively.

The other area to think about when determining training needs is what subject matter resources are available to deal with the needs identified? Are the trainers able to carry out presentations effectively with their present knowledge or will they have to review literature for appropriate support? Are there outside resource persons available who can make a meaningful contribution?

Although there was a great progress in the use of training methods, there is room for much improvement. Perhaps due to the lack of sufficient time for preparation, too often the trainees turned into inactive listeners. The use of visuals was encouraged and used to some extent, however some presenters still persisted in standing in front of the group and talking with no visuals or the use of audience participatory techniques.

The new concept of continuous, on-going training for district level Y-K staff at the provincial level seemed to be fairly well accepted. A continuation of this effort will reinforce the idea. Again, because of the rushed nature of the training, not enough was done to connect the two sessions in each province to provide for adequate follow-up of topics covered in the first training.

To help overcome this problem, a long range planning schedule of two to three years should be developed, with the understanding that changes should be made as the situation changes. By so doing, plans can be made to include topics of perhaps lower priority, but nevertheless important, to cover in later training programs. A review and adjustment procedure should be implemented as often as necessary to allow for needed flexibility.

A better job needs to be done to more systematically evaluate each training activity. A comprehensive evaluation should include not only the quality of the actual training as a process, but more importantly, the impact in terms of the Y-K agents being able to do a better job. The results of evaluation of training should be considered during the planning of subsequent training.

Overall, the PRYLE training in the United States was perceived by the participants as excellent. Only a few concerns were raised during some evaluative discussions with the returnees. Some felt that host states did not know who they were before they arrived. There seemed to be some confusion, as in several instances where local Extension staff thought they were youth club members, instead of professional youth workers. One Thai participant felt that the programs in several counties were designed to show more about American agriculture than the 4-H Program. Again, the concerns were minor, however, better communication of individual participants specific needs and interests may be helpful in the future.

As mentioned previously, all regular Y-K program management meetings should include some staff training activity. In addition, these meetings can also be used as follow-up sessions to major training programs. They should also be used to evaluate training.

VOLUNTEER LEADERSHIP DEVELOPMENT

There is a potential to make a significant impact on the poor rural farm population of Thailand by providing the opportunity for a large number of youth to receive the benefits of Yuwa Kasatkorn. The program has demonstrated that it can improve the living situations of rural farm youth and their families through informal, practical education and assistance with the initiation of income-generating agricultural enterprises. Even with the success of the program, the results are not significant, because only a small fraction (80,000 members) of the estimated potential audience of over 12 million rural youth are being reached.

Yuwa Kasatkorn club formation, projects and other educational activities are now limited primarily by government budget and personnel. These constraints may be overcome through an expansion of the non-government, voluntary side of the movement.

A significant expansion of an Extension youth program is not possible without adequate volunteer leader support at the local level. The Extension agent can provide the materials and techniques, but human resources must come from the community. A key to major program expansion is leadership development. The four generally recognized areas of volunteer leadership development are recruitment/selection, training, support, and recognition. The most important and time consuming of these are leader training and subsequent support.

There are many responsibilities at the club level that must be carried out in order to have a successful youth program. An Extension agent can and often does carry out most of these jobs. Agents who in fact do most or all of the work themselves, are only able to manage a small number of clubs. On the other hand, an Extension worker who provides regular leader training and adequately support, volunteers, can form and effectively maintain many clubs. Volunteer local leaders, with proper guidance, can carry out most of the club level responsibilities.

Previous Situation

Prior to the implementation of this project, any organized volunteer leader training took place at the regional level, and then generally only once every two or three years. Since it was at the regional level, and eventhough as many as 200 leaders participated at one time, only a very small percentage of all the volunteers in a region could ever hope to attend. Such a large group limited the type of training methods that could be used. Most leader were not able to actively participate in the discussion of problems or the exchange of ideas. For these five to seven-day sessions, the predominant teaching method was lecture. Any other learning activity was generally limited to field trips.

Among DOAE Extension agents, the concept of what local volunteer leaders can do is still very limited. Agents feel they must go to every club meeting. All clubs have at least one adult volunteer leader. They generally attend most of the meetings and often provide some of the resources for member project work such as land and tools. Many of the leaders help to find meeting places and coordinate the meeting date with the Extension agent.

It is felt that there are certain other important roles that volunteer leaders could carry out, but are generally not doing so. Among these are orienting new members, training members in proper meeting procedures, supervising individual and group projects, giving simple educational presentations and guiding regular meetings so that agents will not have to come every time.

Goals and Objectives

A major goal of this project was to demonstrate the benefits of on-going leader training and support at the provincial and district levels to enable local volunteers to assume more and more of the responsibility that make a successful Y-K program at the club level. Instead of spending so much time with any one club, Y-K agents would have more time to work with more clubs and be better able to support existing clubs through leader training. Specific objectives included:

- Hold volunteer leader training at the provincial and district levels in all four pilot provinces.
- Provide volunteer leaders with the skills and knowledge to enable them to carry out more of the responsibilities at the club level.
- Demonstrate the advantage of a series of volunteer leader training sessions at the district level.
- Use improved training techniques with leaders.
- Encourage recognition of volunteer leader assistance.

Another very important objective was to provide the opportunity for district Extension field agents to assume an increasingly larger role in leader training. Up until the beginning of this project, any organized leader training had been carried out by regional and occasionally provincial staff. The goal is for Y-K district level agents to be completely responsible for regular, on-going training at the district level. District field agents will be able to accomplish this through backstopping from provincial level staff training and regular Y-K program management meetings.

Activities Carried Out

The first formal volunteer leader training was a two-day session, February 14 and 15, 1979, at the provincial level in Surat Thani. Over 120 local leaders from the various districts participated. Topics covered included new club formation, how to train new Y-K club officers and the role of volunteer leaders. Ms. Payao Ratanavibulaya, provincial Y-K officer, led this training with the assistance of YDP Elaine Simon. Visual aids, as well as variety of training methods were used. The National 4-H Council Manager gave an illustrated presentation, using a flannel board, to show the importance of volunteer leaders to the expansion of the Y-K Program.

The volunteer leaders indicated, during group discussion sessions, they needed more of this type of training. Some suggested that if possible they would like to receive some of this training in their own districts.

The major activity of this component came toward the final phase of this project, as the Department of Agricultural Extension made enough money available to hold five days of training in each of the four pilot provinces.

Since it was felt that a provincial training such as the one in Surat Thani had too many people at one time, the planners were anxious to try leader training at the district level. A series of one or two-day training sessions could potentially be more effective, because it would focus on the specific needs within the district, involve a smaller group, more conducive to interaction, and be less expensive, since overnight per diem would not be needed.

A recommendation was made to the Y-K program management groups in each pilot province to hold a series of district level training. These groups felt that it was too soon to move from regional training of the past to district level leader training. A compromise was made so that the first part of the training would be two days at the provincial level, followed by various arrangements of district level training.

Guidelines were established, but generally each of the four pilot provinces developed their own plans, which resulted in quite a bit of variation. All the plans were approved with the idea that the variations could be valuable to study and learn from in order to make recommendations for future work.

Time was spent during several provincial level Y-K program management meetings discussing training needs of volunteer leaders. The district level Y-K agents and home economists were asked to consider the job to be done

by the leaders as they help the members. Who are the leaders in terms of their background, and what subject matter is available to use in a training program. A special interview form was developed to be used by Extension field workers to determine from leaders what they themselves felt they needed to know to do a better job.

During a Joint Pilot Province meeting that took place in Surat Thani on March 27, 1980, a list of identified training needs from each pilot province was analyzed and a combined list of priority needs was determined. Common high priority training needs would facilitate the preparation of training materials on the part of inter-provincial cooperation and regional and national support. The following common priority areas were determined.

- Roles and responsibilities of volunteer leaders
- Planning and implementing club level project work
- Understanding and working with Y-K members
- Leadership skills
- Y-K fund raising
- Using project record books
- Y-K club meeting procedures
- Using demonstrations for teaching

Prachuab Khiri Khan leader training The first volunteer leader training at the provincial level took place in Prachuab Khiri Khan Province on April 21 and 22, 1980.

Fifty leaders participated in the two-day session, which was carried out jointly by both provincial and district Y-K staff. Topics included:

- Roles and responsibilities of volunteer leaders
- Leadership skills
- Fund raising
- Planning and implementing Y-K project work
- Understanding and working with Y-K members



Small group discussion activity during provincial level training of local volunteer leaders in Prachuab Khiri Khan.

Their plan called for a two-day provincial leader training followed by three one-day district sessions. At first, the intention was to hold training in each individual district, but because of time constraints and the newness of this approach, a decision was made to form two groups of leaders, one from the southern districts and the other from the northern districts. District Y-K staff worked together to help plan and carry out this training.

The first of the three-part series took place for volunteer leaders of the southern districts on May 26 in Tapsakae District and on May 27 in Hua Hin District for the northern districts. Thirty-three leaders participated in the Tapsakae training and 30 at Hua Hin. Subjects covered were how to use project record books and how to run a Y-K meeting.

The second set was on July 16 in Bangsapan for the southern districts, and on July 17 in Pranburi for the northern districts. These day-long sessions dealt primarily with how to give demonstrations.

The last of this series in Prachuab Khiri Khan started for the southern districts leaders in Ging Bangsapan Noi on September 25, and for the northern district leaders in Guiburi, on September 26. Training included session on basic agricultural principles and group discussions on ways to improve the Y-K Program. Guest speakers from the Livestock Department gave presentations on poultry and swine.

Ratchaburi leader training In Ratchaburi Province, the provincial Y-K program management group decided to have a two-day provincial training, followed by two one-day sessions for three groups made up of three districts each.

The provincial level training took place on April 25 and 26, 1980 for about 50 volunteers and included the following topics: role and responsibilities of volunteer leaders, Y-K club project planning, leadership skills, understanding youth, working with Y-K members, Y-K fund raising, and small group discussions on "ways to improve Y-K".

Three groups of district Extension agents worked together as teams to carry out these multi-district level training sessions. The first set of one-day training took place in Muang District on May 9, followed by training in Damern Saduak on May 19, and Pak Thaw on May 22. The second series took place in Chaum Bueng, Ging Suan Peung and Bang Pong on June 10, July 4 and July 12, respectively.

Nakhon Pathom leader training Forty-seven leaders attended the two-day provincial level training in Nakhon Pathom Province on May 22 and 23, 1980. The district Y-K agents, home economists, and assistant agricultural agents worked together to present the following topics:

- Duties of local volunteer leaders
- Characteristics of effective volunteers
- Planning Y-K activities at the club level
- Working with youth
- Fund raising ideas at the village level

Again, due to time limitations, a decision was made by the provincial Y-K program management team to hold the remaining leader training on three consecutive days at the multi-district level. Each training group would be made up of leaders from three districts. The first session took place from July 9 to 11, 1980 with leaders from Kamphaengsaen, Don Thom, and Bang Lane Districts. The second for Muang, Nakhon Chaisri and Samphan Districts was on July 23 to 25.

The topics for these sessions included using club project record books, presenting a demonstration, conducting a Y-K meeting, subject matter in crops, livestock and fish production, as well as a demonstration on making a compost pile. A "Y-K Leaders Handbook" was developed by provincial and district Y-K staff to give to each volunteer leader. The handbook included resource materials that supported the presentations.

In Surat Thani Province, due to a heavy schedule of Y-K activities already planned, the Y-K provincial program management group decided to hold all five days of the volunteer training at the provincial level in conjunction with the Surat Thani Y-K Congress. There were separate and some joint activities for both groups of 450 Y-K members and 50 local volunteer leaders. Surat Thani did hold one district level volunteer training in Phun Phin District on August 15, 1980.

Volunteer leader recognition A very important part of volunteer leadership development is recognition of local leaders for their assistance to the Yuwa Kasetkorn Program. A public acknowledgement of this service helps leaders to feel that others appreciate the time and effort that they devote to Y-K club activities.

As one way to recognize volunteer assistance, certificates acknowledging years of service to the Yuwa Kasetkorn Program were printed and handed out to leaders.



Mr. Samuang Rodpothong, Governor of Surat Thani Province, presents a certificate of appreciation to a local volunteer leader.

Accomplishments

Considering the overall time constraints, much progress was made toward accomplishing project objectives. A significant accomplishment is that now provincial, and to some extent, district volunteer leader training activities have been accepted as beneficial. In addition, for the first time, district level DOAE personnel began to assume a major role in training these leaders.

There was quite a bit of variation as to how the provinces tried to carry out the objectives. In addition to the provincial volunteer training, all four of the provinces attempted to have some sort of district level training. Surat Thani was the only province to have an actual one-district leader training. The others used a modified approach to save time and pool trainer resources, by combining leaders from at least three districts to receive training together.

Prior volunteer leader training had been generally at the regional level and lasted from one to two weeks at a time. Not only was this project able to bring the leader training down to the provincial and district levels, but also attempted to demonstrate the effectiveness of shorter, more frequent training contact with volunteers. Due to lack of adequate time, it was difficult to show any results on this last aspect. Prachuab Khiri Khan and Ratchaburi Provinces did attempt to have a series of training, with some success. Prachuab actually had a series of three, one-day sessions and Ratchaburi had a series of two, one-day sessions.

Through a systematic process of needs determination training topics were selected to help carry out the objectives of providing leaders with the knowledge and skills necessary to enable them to carry out more responsibilities at the club level.

Efforts were made to encourage good participatory training techniques instead of the traditional lecture approach. There was a lot of variation as to how successfully this was carried out in the four provinces. Some of the training was outstanding and most was good. Occasionally, lecture without the use of visuals crept in, usually, indicating poor preparation on the part of an individual trainer.

Lessons Learned, Conclusions, and Recommendations

Overall, this project did accomplish the basic objectives set out in relation to volunteer leader training. However, there is still much that remains to be done. The program is a long way from the ultimate goal of having a strong core of well-trained and supported volunteer leaders capable of assuming major responsibilities to assist their local clubs.

A systematic approach was developed to assess needs of volunteer leaders. As with the staff training, the primary basis for decision making was what leaders themselves felt they needed. Agents used a questionnaire to interview the leaders. Felt needs are very important, but there may be other needs that perhaps volunteers are not themselves aware of, but are nonetheless important enough not to be overlooked. The felt and unfelt needs should be considered together.

Once these training needs were determined from the local leaders in the districts, they were summarized at the provincial level and then pooled with needs from the other pilot provinces. Priorities were determined from this combined list to identify topics used for training in all provinces. This, in itself, may have some advantages, because under the circumstances, assignments can be made and training teams from different levels can prepare materials to be shared in all provinces. A word of caution is that by doing this pooling, perhaps local needs, important to a specific community, but not significant to most other areas, may easily be overlooked or ignored.

A recommendation is that this pooling may only be appropriate at the level where the training will take place. For provincial training, it makes sense to determine priority needs by combining results from all the districts in the province. The same goes for regional training, where results should be pooled from all provinces in the region. It should be kept in mind that the advantage of district level training is that it can focus on special needs of each individual community.

One of the biggest problems encountered in trying to implement this section of the project was the lack of time for planning and preparation. In many cases, there was very limited support from the national and provincial levels, as district agents went ahead and did the best they could on their own. Even with these limitations a good start was made.

Enough time needs to be allowed for adequate planning and preparation. A preparation schedule similar to the one suggested for agent training could be adopted. Continual testing should be done to determine the appropriate intervals of time between district level training. To support the notion of continual, on-going training, it seems there should be sessions at least four or five times a year. This may be too often, however, some areas may even desire more frequent contact. The frequency of training should meet the specific needs of each community.

The idea of district level leader training needs further testing. The original objective was to have a series of one-day sessions in each district of the four pilot provinces. The advantages were considered to be that small groups would be formed where individual volunteers would feel at ease, and participate more or less on an equal basis. In addition, specific needs of the district could be dealt with, and DOAE costs would be low, since there would be no need for overnight per diem.

Due to time limitations, certain concessions were made in each province to work out the most practical approach to implementing leader training. Decisions were made by each Provincial Y-K Program Management group and the Joint Pilot Province committee. All province representatives felt that since they had never had a district or even provincial level leader training before, except Surat Thani, that there should be a provincial training first, followed by district level training. This was agreed to by all. The next concern was that Y-K district field agents had never had the responsibility for leader training and that they should be allowed to work together as a team with agents from at least two other districts. This also was agreed to. Individualized planning in each pilot province resulted in variations as discussed previously. An advantage of having these variations was that it allowed the opportunity to study the strong and weak aspects of each.

Again, considering the limited time for planning and preparation, the provincial training seemed to go real well. Most volunteers felt that it was worthwhile. They gained some new ideas, but maybe even more importantly, shared information with other leaders from all over the province.

From Prachuab Khiri Khan, YDP Steve Hecht observed that still too much of the time was spent in lecture and not all the material covered was pertinent. At the provincial level training, an evaluation session at the end of the first day improved the second day of training. The large group was broken down into small groups for discussion purposes. Steve had the feeling that too often agents had the tendency to just pass on concepts directly as they were taught in school. This approach was generally not within the understanding or interest level of the leaders. He states that they want to hear about things they can use, not about leadership theory and the stages of psychological development of youth.

In Ratchaburi Province, YDP Karen McAlexander reported that the provincial level volunteer leader training was much better than the field agent training held previously. She felt that most of the leaders seemed to be activity involved throughout the two-day session. Although the blackboard was used occasionally, and there were some prepared charts, the use of other visuals was limited. Most of the speakers seemed to be well prepared. Some of the comments from an evaluation that was made indicated a need for more activity, recreation during breaks, and use of the overhead project to explain ideas. The leaders also felt that it is important for them to eat together and stay at the same place in order to interact more informally, exchange ideas, and develop some unity. All the leaders felt the training was good, however some felt it should be longer and others felt it should be shorter.

In Surat Thani, all five days of the leader training was held at the provincial level for 50 volunteers. While visiting a club in Ban Takhun District, a Y-K leader told YDP Cathy Solheim that he felt the training was very good. Based on some ideas he got from the week-long session, he has decided to meet with neighboring farmers to recruit project leaders to help members with their projects.

YDP Casey Garten from Nakhon Pathom Province observed that with the provincial training "much preparation was done by the agents involved and a lot of visual aids were used. Some even included activities where the leaders themselves were able to get involved. Although the training wasn't a model training program, it was a good start in providing the 47 leaders in attendance with the knowledge they need to take on more responsibility with Y-K".

The district level leader training varied greatly, not only in how it was carried out, but also in terms of quality from poor to very good. Probably the weakest training occurred in Prachuab Khiri Khan Province with the series of three one-day sessions in two parts of the province. The training was generally poorly planned with little evidence of adequate preparation. Lecture was the principle teaching technique used with few visuals. The last of the three part series turned out to be the most useful, where two Livestock Department specialists received very enthusiastic responses to their presentations. Each talk was followed by an attention-holding question and answer session.

The district level leader training in Ratchaburi was carried out during the month of May, with three training groups of volunteer leaders coming from three districts each. YDP Karen McAlexander observed all training sessions. She felt there were some problems and that it was not as effective as it could have been. There seemed to be a lack of adequate support from the provincial office. Although topics were generally decided upon by provincial level officers, the actual training was completely in the hands of the district level Extension personnel.

Karen feels that the two-day provincial leader training was much more effective than the district training. Some of the problems seemed to be:

- Lack of time. Since the training combined leaders from three districts, some had to travel long distances. For many, it was about the same distance to travel for the one-day district level session as it was to go to the two-day provincial training. By the time a sufficient number of leaders arrived, most of the morning of the one-day training was gone.
- Lack of adequate support. Most of the decisions about training topics were made by provincial staff, without consulting district agents. There was also very poor follow-through on the part of provincial staff to help prepare for and carry out the training.
- Low attendance. Attendance by leaders was low, whereas at the provincial training almost 100 percent of all those invited came. Part of the reason could be attributed to the fact that the training was scheduled at the beginning of the rainy season, when farmers are anxious to be out in their fields. Another reason could be that the provincial training, with overnight per diem, sounds more important.

Considering the benefits of provincial level leader training and some of the problems with district level training, it is recommended that training at both levels be encouraged. Contrary to the original thought of having only district level volunteer training, there is now considerable evidence of the benefits of provincial level training. There could be an annual two-day provincial level leader workshop or seminar followed by a series of one or two-day district meetings. Due to the potential problem of distance and travel, generally if two or more districts decide to combine resources and go together, then perhaps training should last at least two days.

Continued work should include further testing of the idea of the series of one-day district leader meetings. This concept was definitely not adequately tested in this project.

It is felt that some of the serious problems with the training was a result of inadequate preparation. Some of this had to do with the tight scheduling of activities, but much of it resulted from trainers waiting until the last minute to decide what they were going to say or do. As was recommended for staff training, a "2-1-1" training preparation sequence should be used.

Agricultural production cycles must be taken into account when planning activities to involve village leaders. During peak periods of soil preparation, planting and harvesting, leaders are generally unavailable for any outside activities. For planning activities to involve leaders, take advantage of the slack seasons, especially the long, hot, dry winter months.

Leader training needs to receive adequate support from the provincial, regional, and national levels. Perhaps the feelings among some leaders, mentioned earlier, about the little importance of the district level training, is in fact, a reflection of the attitudes of the agents themselves. The outcome of this attitude is poor planning and preparation.

Y-K field agents need to not only understand the importance of using leaders, but they must also possess the knowledge and skills of how to carry out an effective training program. A weakness of the needs determination that was used to plan Y-K field agent training, was that it was based exclusively on what the agents themselves felt they needed. Although told that they must work more with volunteer leaders and take a major responsibility for their leader training, at the time, it never occurred to the agents to include this in their own training program. Only after the agent training had finished, and when it came time for them to plan and prepare for the volunteer leader training, did the agents realize that they lacked the know-how to get the job done.

In summary, much remains to be done to develop an effective volunteer leadership development aspect of the Yuwa Kasatkorn Program.

COMPETITION/AWARDS/DEMONSTRATIONS

The closely related areas of competition, awards, and demonstrations are keys to building and maintaining strong interest and enthusiasm in a rural youth program. All competition should be planned and carried out as an educational activity. It can include such things as demonstrations, judging events, illustrative talks, public speaking, exhibits, displays, talent shows, question and answer quizzes, and specimen identification contests.

Competitive, as well as non-competitive demonstrations, should be encouraged as a major learning method of the Yuwa Kasetkorn Program. Demonstrations given by members should form the core of any major competition event. By doing demonstrations, not only do youth have to know their subject matter well, but it also provides members with the unique opportunity of systematically organizing and carrying out public presentations. All members at the club level should be expected to stand up and give very simple talks and demonstrations. Gradually, these efforts can help overcome so much of the natural shyness of rural boys and girls and help them to develop important leadership skills. The benefits in terms of personal development are enormous.

The term "awards" in the context of this project means a well-planned, systematic series of competition, where winners from one level progress to a next higher level. A multi-level awards program, beginning at the district level, can effectively promote long-term interest in the Yuwa Kasetkorn Program. As new youth become members, they soon learn that if they work hard, they have an equal chance to travel to participate in provincial, regional, and national level events.

Previous Situation

Since the beginning, competition has been a part of the Yuwa Kasetkorn Program. Events have been completely unconnected and generally poorly planned and carried out. The lowest level of competition has been at the provincial level, so only a small percentage of the members in a province ever had a chance to take part. In fact, only a few provinces ever had any competition events. The actual number of Y-K members, on a nation-wide basis, who competed at a regional or national event for any one year was really insignificant.

Although regional and national competition events had taken place over the years with some regularity, they had been completely unrelated and poorly planned. Too often, for example, provincial staff would receive word about a certain regional competition only a few weeks before the actual event. This announcement would generally come with instruction to find a certain number of youth to compete. Members selected in a hurry, had too little time to adequately prepare. The same procedure took place for the major national event, the National Yuwa Kasetkorn Congress, that everyone knew took place during May of every other year. The same type of message would go out to the provinces only weeks before this important event, with

a resulting lack of preparation. Each time a search for new competitors was begun anew at any level.

As a result of this poor planning and a lack of relationship of one event to another, much of the educational and long-term motivational benefits were lost. For one thing, prior to a major regional and national competition event of the past, only a few members, the ones selected at the last moment, were ever aware that such activities take place.

If a systematic, long range plan could be worked out, all members would be aware of these important events and excitedly anticipate participation over the years that they stay with the program. More importantly, with proper planning, all members could potentially have an equal chance to be involved. The educational benefits would be high as a result of the majority of Y-K members nation-wide preparing and practicing to enter the various competition events and activities. Potentially, every single member in the country would have a chance to compete at some level.

Goals and Objectives

The overall goal of this component of the project is to improve competition events by enabling more members to gain the benefits of participation, enhancing the educational benefits and providing for long-term motivation within the Yuwa Kasetkorn Program. The specific objectives included:

- Having all pilot provinces hold a provincial level competition event.
- Encouraging district level competition.
- Beginning to develop a systematic national awards program model.
- Encouraging more non-competitive, as well as competitive demonstration giving.

Activities Carried Out

Each of the four pilot provinces held competition events, either in connection with a Y-K provincial congress or a provincial camping program.

Nakhon Pathom held a five-day provincial camp from May 2 to 6, 1980, where 150 Y-K members participated. Competition included public speaking, demonstrations of agricultural subjects, specimen identification competition, agricultural and Home Economics quiz contests and talent events.

Surat Thani held a provisional level Y-K congress in Tahchana District from April 16 to 18. There were agricultural and Home Economics quiz contests and demonstration competitions, with special attention given to the areas of food preparation and preservation.

Ratchaburi's provincial Y-K camp took place from May 11 to 16, 1980 with 151 members participating. Competition at this event included specimen identification and demonstration contests in food preservation and food preparation.

As a preliminary step to the implementation of an awards program model, district level competition was encouraged. There was no special budget available to test this new idea, but even so, two districts in Prachuab Khiri Khan and five districts in Nakhon Pathom held "Y-K Day" competition.

The two district in Prachuab Khiri Khan were Pranburi and Bangsaphan Noi. About 150 members were involved in the Pranburi "Y-K Day", while Bangsaphan Noi, being a smaller district, had 32 members from four clubs come to take part.

The five districts to hold a one-day Y-K competition day in Nakhon Pathom Province were Nakhon Chaisri (January 13), Muang (April 14), Kampaengsaen (April 15), Bang Lana (April 22), and Samphran (April 24). Around 350 boys and girls were involved in this type of district level activity. For the most part, these events were made possible by support from the local business and civic community. The types of competition included pump sprayer assembly and use demonstration, agricultural specimen identification, agricultural and Home Economics quiz contests and various judging contests.

Accomplishments

Due to a limitation of time and budget, not as much effort was devoted to this component as would have been desirable. DOAE funds were available for one camp or congress in each pilot province, and one event at the regional level. Adequate time for coordination, planning, and preparation was the biggest limiting factor. Most available time was devoted to the field agent and volunteer leader training.

The most significant accomplishment of this component was that at least seven districts within the four pilot provinces, without any DOAE budget, went ahead on their own to carry out recommended district level Y-K competition events. This was the first time competition activities had been held at the district level, which allowed more boys and girls to participate, than would have been possible at a provincial event.

There was no time to coordinate the implementation of a systematic approach of winners at one level progressing to a next higher level. The idea was discussed often and seemed to be accepted by DOAE staff.

Again, not enough time was available to do more than to just stress the importance of demonstration giving as part of a competition system. By encouraging demonstrations, and by having the competition in selected districts it is felt that more youth actually had the opportunity to enter demonstration competition.

Lessons Learned, Conclusions, and Recommendations

By building a systematic national awards program, all objectives stressed in this component could be accomplished. More demonstration giving would be encouraged, as this would be a part of any major competition at all levels.

From the experience of this project, it became clear that to organize a competition system at multiple levels requires a lot of time for all of the necessary coordination, planning, and preparation. The overall planning should occur at least six to eight months prior to the initiation of the first event.

A competition schedule should be decided upon, so that activities at the different levels can follow in proper sequence. Although individual district level activity should probably be held on different dates, all should take place before the provincial event. All provincial competition in a region should take place before the regional event and in like manner, all regional competition should take place before the National Y-K Congress.

A standardized set of guidelines and procedures needs to be established and agreed upon by all relevant DOAE staff. It would include such items as the number and types of competition categories, number of participants, and criteria for judging.

The awards system should be tested on a regional basis. Initially, enough budget should be made available to test the full model at that level. It is hoped that the private sector would provide some initial assistance, and eventually assume a major role in funding the National Y-K Awards Program.

PRIVATE SUPPORT/Y-K PROMOTION/PUBLIC RELATIONS

Private Support/Y-K Promotion/Public Relations

The Department of Agricultural Extension, realizing the importance of rural youth as future farmers to the overall development of Thailand, is rearranging its priorities to provide better support to the Yuwa Kasatkorn Program. Current enrollment is about 80,000 members. A goal is to increase the number of youth who benefit from Y-K to about 200,000 within the next three years. It is expected that within two years, the organizational status

of Yuwa Kasetkorn will be raised from the current subdivision level to the rank of a regular division. The most significant indication of increased support during this project has been the assignment of full-time district Y-K agents to the four pilot provinces.

Even with this new direction and added support, DOAE budget of about \$ 4 million, is hopelessly small to carry out all the activities that are required to maintain a sound growing program. It is doubtful that the Government funding will be able to increase at a sufficient rate to keep pace with this rapidly expanding program.

As has been successfully demonstrated in many other countries, including Korea and the Philippines in Asia, the private sector, through a non-profit, educational foundation, can begin to supply the additional funding necessary to support an active, growing program to benefit the masses of rural youth. Not only at the national level, but the private business and industry can also support programs at the local level. Other sources of funds generation can be through club level money raising activities.

Previous Situation

Prior to the implementation of this project, a committee was formed by the Director General of the Department of Agricultural Extension to oversee a national level Y-K Promotion Fund. The committee, although formed with good intentions, was generally inactive. Made up primarily of high ranking Government officials, it did not meet with much success in raising funds from the private sector to support the Yuwa Kasetkorn Program.

A general practice had been to approach a company to ask if it would support a specific Y-K activity that was to take place soon. The response was limited. Generally business concerns were willing to donate soft drinks, "T" shirts, and occasionally pesticides to use for prizes. There was no long range planning or any other systematic approach to identify major Y-K programming needs that could possibly be met by the private sector.

In the past, there had generally been no public relations program. Very little, if anything, had ever been done in an organized fashion to create public awareness of the Yuwa Kasetkorn Program. At the local level, there was also little or no public relations type activity.

Of even greater need, was the overall promotion of Y-K. To be able to participate and support Yuwa Kasetkorn, villagers both adults and youth, need to know about this youth program. Findings from the benchmark study mentioned earlier, indicated that even parents did not often have a very good idea of what their children did as Yuwa Kasetkorn members. In many cases they did not wholeheartedly support their sons and daughters participation. Another finding was that some members felt that other village youth did not belong because, either they were not aware of the activities or could not see any benefit of the program.

Goals and Objectives

Since the early developmental phase of the original project proposal, forming a national private support entity had been a major goal. Other goals of this component include the encouragement of fund raising and seeking private sector assistance at the local level, Y-K program promotion and public relations. Specific objectives of this project were:

- Establish a national level private support entity.
- Begin national and local level public relations and Y-K promotion activities.
- Encourage club and district level fund raising activities.
- Encourage provincial and district level support from the business and civic community.

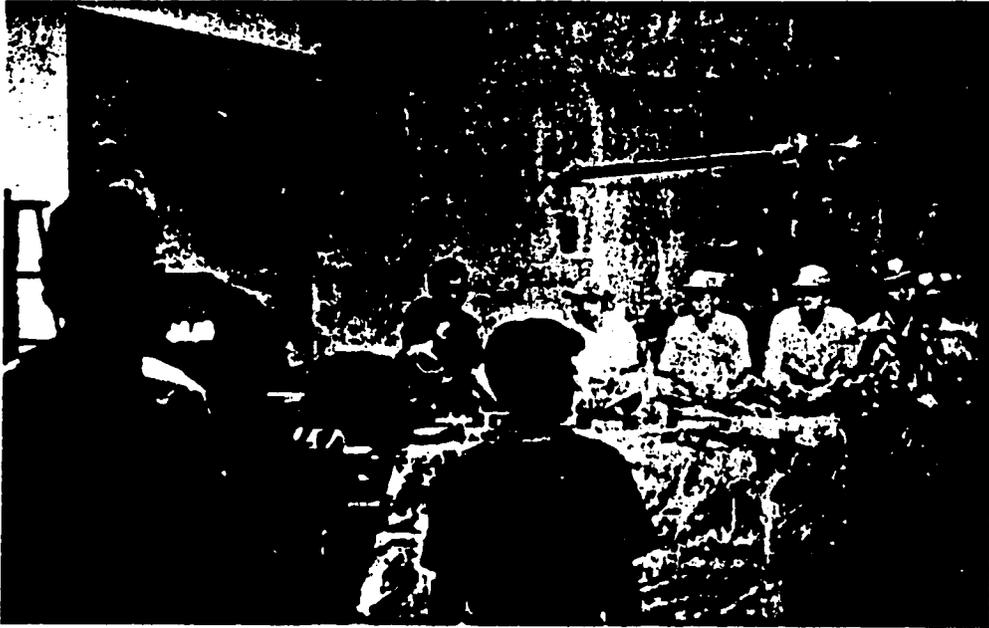
Accomplishments

The formal establishment of a Yuwz Kasetkorn national foundation was included as an objective in the October 1978 revised project document. The idea at that time was that a Thai DOAE officer would give primary leadership to this effort and the National 4-H Council Manager would provide consulting services. It soon became obvious, that among the DOAE personnel available, none could meet the minimum standards for this important leadership position.

Since other components of the project were beginning to demand a great amount of time, a decision was made to delay action until the timing seemed to be better. Other major activities in this component included encouraging provincial and district Extension staff to seek local level private sector support, and help clubs organized and carry out fund raising activities. Time was also expended on public relations and Y-K promotion activities.

As a result of this effort, all four of the pilot provinces were able to obtain contributions from private business at both the provincial and in some cases at the district level. In addition, many of the clubs carried out fund raising activities. Some clubs have ever been able to set up small revolving loan funds to help members carry out project activities. On a larger scale, Surat Thani Province was able to set up small revolving loan funds in each district of the province, as a result of their successful private sector support and fund raising activities at the provincial level.

At the national level, major work was carried out in Y-K promotion and public relations, as a first step toward public awareness and potential business and industry support. Activities included television and radio programs, a series of newsletters, and informative publications in English and Thai. A movie and slide set were produced not only for national public relations activities, but also to be used for Y-K promotion at the local level. The sound tract for the movie and the cassette tape for the slide set is available in both English and Thai.



Y-K members from several provinces participated in this the first of a series of nation-wide television programs to promote the Yuwa Kasetkorn Program.

Towards the final six months of the project, there seemed to be more interest in formally establishing a national foundation to support the Y-K Program. After Mr. Pravit's return from studying youth program support foundations in the United States and Korea, action was taken jointly by him and Mr. Yookti, Director General of DOAE, to proceed.

The foundation obtained legal recognition during November, 1980. This new entity was officially named the Thai Yuwa Kasetkorn Promotion Foundation. The original Board of Director was made up primarily of DOAE administrative personnel, but before the end of this project, a new Chairman had been named and many of the first Board members were replaced by distinguished persons from the business and civic community. At the close of this project, the Board was under the very capable leadership of Professor Rapee Sagarik, a well-known national leader from Kasetsart University.



The new Board of Directors of the Thai Yuwa Kasetkorn Promotion Foundation, under the leadership of Professor Rapee Sagarik. Second from the left, is Mr. Anupongs Chiowcharnulijikit, a successful swine and poultry farmer from Nakhon Pathom Province who was one of the participants in the first Thai International 4-H Youth Exchange (IFYE) to the United States in 1963.

Lessons Learned, Conclusions, and Recommendations

The initial groundwork has been laid for the development of a successful foundation to support the Y-K Program. To become truly effective, the Thai Yuwa Kasetkorn Promotion Foundation must become financially independent of the Department of Agricultural Extension. Currently, the day-to-day affairs of the Foundation are being carried out by one temporary DOAE employee on a full-time basis, supported by a regular Y-K professional staff member, who has some time to devote to the effort.

Funding is being sought to help provide some of the initial administrative costs, so the Foundation can become financially independent and self-supporting. A full-time executive level manager would be hired to run the day-to-day business of the organization. Major responsibilities of this person would be to build and maintain effective working relationships with the Board of Directors and DOAE, develop an effective public relations and Y-K publicity campaign, and to help develop proposals to seek private sector financial support for a Y-K national awards and recognition program, staff training and development, publication of educational aids, special training for members and leaders, and international exchanges and training opportunities.

More attention needs to be given to Y-K promotion at the local level to help adult and youth villagers become aware of Yuwa Kasetkorn and the benefits of belonging. More visuals need to be developed, including flip charts that would be convenient to carry on motorcycles and brightly illustrated to tell the story of Y-K. Additional slide sets and pamphlets should also be developed.

At the beginning of this project the potential for community level fund raising and even the willingness on the part of local business to support Y-K was unknown. By stressing the potential benefits of these activities during field agent training and provincial Y-K program management meetings, many Extension agents decided to try it. The results was much better than expected. Especially in Nakhon Pathom and Surat Thani, where local level private support was impressive. In Nakhon Pathom, much of the money for district level Y-K activities come from local business and civic organizations.

There seems to be a potential to expand the resource base of the Y-K Program at the local level by forming voluntary Y-K promotion organizations at the district level. It is felt that the development of these voluntary, non-governmental associations may be part of the answer to obtaining additional resources to help overcome some of the constraints of limited Government budget and personnel. A field test should be carried out to determine whether or not such organizations can "take-off" on their own after initial stimulation.

SUMMARY OF PROJECT IMPACT

The following is a brief summary of significant project accomplishments.

Program Expansion

The stated goal of the project was to double enrollment of members in the four pilot provinces. At the beginning of the project in April 1978, there were 2,245 members enrolled. By November 1980, 6,127 boys and girls were active in Y-K activities in all four provinces.

The number of Y-K clubs showed a similar increase. In April 1978, there were 69 clubs in the pilot provinces. The November 1980 statistics indicated that 100 additional clubs had been formed.

There was also a significant increase in the number of volunteer leaders. At the beginning of the project, 223 local leaders were helping the Y-K clubs, and by November 1980 there were 668.

Planning

There had been no previous record of surveys or studies to determine

needs and interests of Y-K members. As a part of this project, a detailed benchmark study was carried out in all four pilot provinces. About 90 per cent of all existing clubs within the four pilot provinces were contacted. Members, parents and volunteer leaders were interviewed. A formal report was written that summarized the findings. This information was used in subsequent project planning.

Program Management

Previously, there had been no systematic procedure set up to plan, coordinate, evaluate, and communicate Y-K activities on a national scale. There had been only infrequent meetings at the national level involving Extension staff at the regional meetings.

As a part of this project, a Y-K program management model was developed and partially implemented. The model consists of regular meetings at the provincial, regional and national levels to allow for frequent and continuing communications up and down the organization to provide support and a basis for problem solving, planning strategy sessions, brain storming, learning, and the assessment of progress.

Meetings of provincial and district level Y-K staff took place on a monthly basis in all four pilot provinces. During a period of major activity, a Joint Pilot Province (regional level) management team met once a month. The national Y-K program management group was started and met at least once every three months. This is the first time that such a system had been implemented.

Staffing

The only full-time Y-K Extension staff at the beginning of this project were located at the national level. At all other levels, personnel were assigned to support Yuwa Kasetkorn, but in addition, had other major responsibilities.

As a result of this project, and the DOAE administrative support to it, district level field agents were reassigned to work on a full-time basis with Yuwa Kasetkorn in all four of the pilot provinces. This action had a significant impact on project results.

In addition, arrangements were made so that the regional officer in charge of Y-K for the Western Agricultural Extension Region could spend most of her time with the project. Although the actual amounts varied, provincial staff spent more time with the Y-K Program in the four provinces, than they had in the past.

Curriculum/Literature Development

Prior to this project, there were no printed subject matter support materials suitable for use by Yuwa Kasetkorn members. Generally, club level

teaching was limited and when it did occur was poorly carried out. Even to members, the lecture method was used. Too often, for example, members would receive seeds, chicks, ~~or~~ baby pig and after some initial instructions, not have any further contact with the agent or leader on how to carry out the project.

To improve the club level learning by the members, printed Y-K project books were developed and field tested as a part of this project. Lesson plans with accompanying visuals were developed to be used with each project book. Field tests were made of both the foods and nutrition, and the poultry materials. A small research project was carried out in Nakhon Pathom Province to determine the effectiveness of the "Raising Chickens" project book. This is the first time that subject matter club level project support materials had been developed and used. The field tests and research indicated that increased interest and improved learning had occurred.

As a result of regional and provincial staff training and the reinforcement of these newly developed materials, district Y-K field agents were able to develop and carry out more meaningful learning activities for the members.

Staff Development and Training

Before the implementation of this project, there had been only irregular training at the regional level for district level field agents with Y-K responsibilities. There had been no training for Extension staff working with Y-K at any other level. Professional development opportunities had also been limited.

This project successfully demonstrated the benefits of regular training of district Y-K agents at the provincial level. A series of two and three day training was carried out in each pilot provinces.

An approach to systematically identifying field agent training needs was tried for the first time. Although improvements need to be made in the procedure, it was relatively effective in identifying priority areas to include in the training programs.

As part of the project's Professional Rural Youth Leader Exchange, six Thai Extension staff with Y-K responsibilities received training in youth program management in the United States.

Volunteer Leadership Development

Volunteer leader training of the past had been carried out only once every two or three years at the regional level. Needless to say, only a very small percentage of the total number of volunteers ever had a chance to benefit from this type of contact.

As a part of this project, volunteer training was brought down to the provincial and district levels in all pilot provinces. To promote the idea of regular, on-going training, each pilot province had at least two sessions. With regular leader training at the district level, potentially all volunteers can participate.

Awards/Competition/Demonstration

Competition events have been an important part of the Yuwa Kasetkorn Program, but the activities have been unconnected and generally poorly planned and carried out. In the past, only a few select members have ever had a chance to learn how to give a demonstration.

This project has attempted to systematize competition to enable all members the opportunity to take part, to enhance the educational benefits and to provide long-term motivation for the Y-K Program. Efforts are being made to build a National Awards Program model.

Due to limitations of time and budget, only certain aspects of this model were tried. The most significant accomplishment was that at least seven districts held Y-K competition activities. This was the first time that organized district level competition had taken place. What was most encouraging was that many local business helped out financially to make these events a success. Eventhough it took place on a small scale, the results were sufficient to show that these Y-K activity days would be popular and provide the opportunity for most club members to participate.

Private Support/Y-K Promotion/Public Relations

Although there had been interest in seeking private sector support and eventually forming a national foundation, limited results had been obtained prior to the implementation of this project. Only one of the pilot provinces had been involved in fund raising activities and had had some success in finding support from local business and civic organizations. There was no such activity in any of the other three pilot provinces. There had generally been no organized public relations or Y-K promotion activities at any level.

The most significant accomplishment was the formal establishment of the Thai Yuwa Kasetkorn Foundation in November 1960. The first Board of Directors was made up almost exclusively of DOAE administrative personnel, but has gradually been replaced with prominent business and civic leaders. The Board is now under the very capable leadership of Professor Rapee Sagarik, a well-know national leader from Kasetsart University.

The results of emphasizing fund raising activities and the seeking of private sector support in each of the pilot provinces was much better than originally expected. Local businesses and civic organizations at the provincial level, and in many of the districts, wholeheartedly supported organized Y-K events and activities.

Many individual clubs have been able to set up their own revolving loan funds as a result of their fund raising activities. In Surat Thani small revolving funds have been set up in each district for member project work.

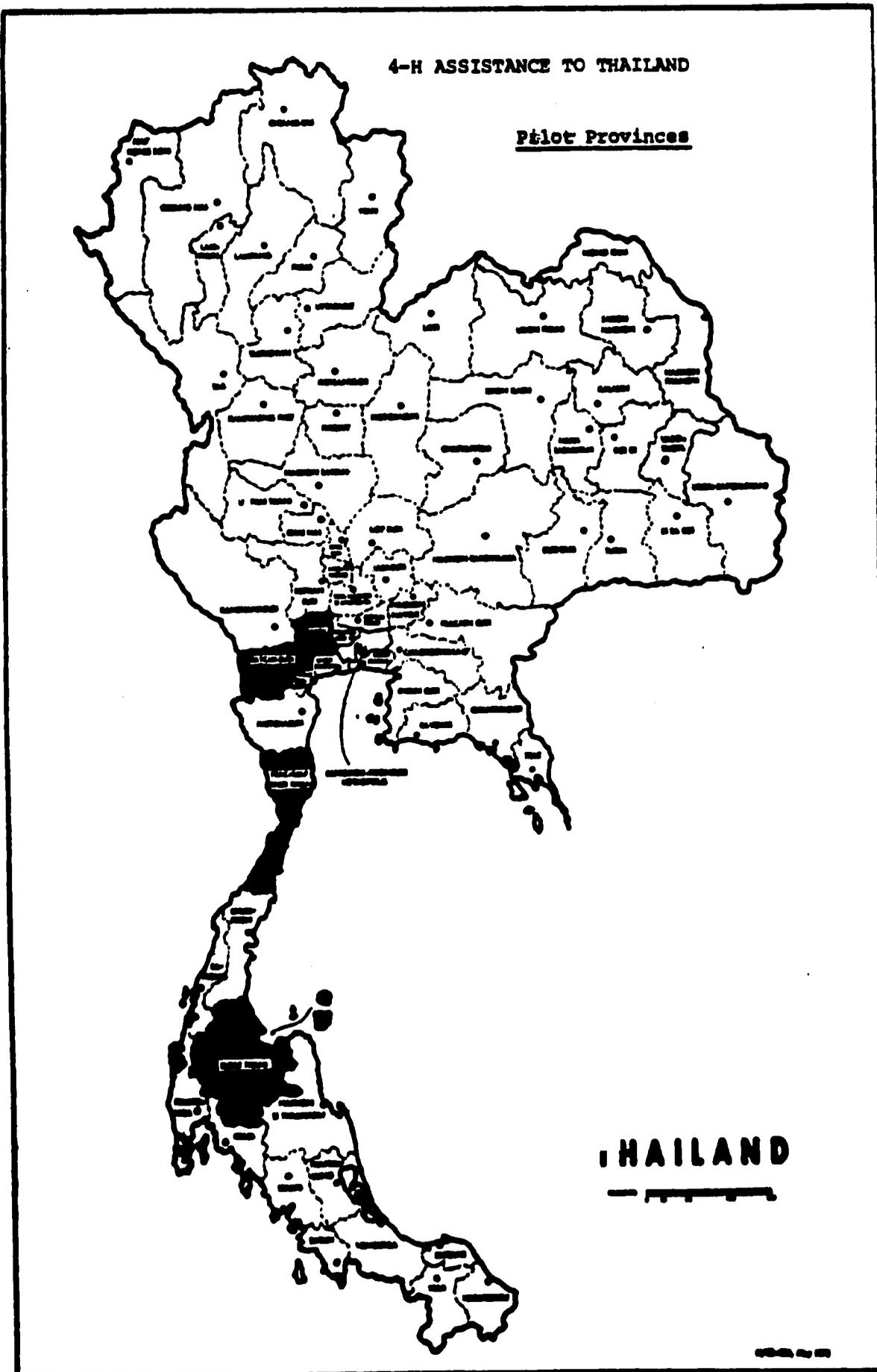
Y-K public relations work at the national level included television and radio programs, newsletters and informative publications about Yuwa Kasetkorn in both Thai and English. A movie and slide set were produced to assist Y-K promotion at the local level.

IMPLICATIONS FOR FUTURE ACTIVITY

It is felt that this project has had a major impact on the progress of the Yuwa Kasetkorn Program. In so many ways, it seems as though only a small portion of the full potential has been uncovered. Much remains to be done. The new ideas, materials, methods, and procedures begun by this project need to be further tested to ensure appropriate application as a means to improve the quality of the Yuwa Kasetkorn Program.

APPENDICES

APPENDIX A

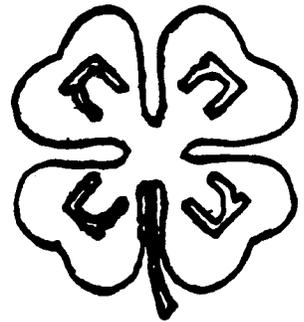


Dept. of Ag. Extension



Yuwa Kasetkorn Manual

RAISING CHICKENS



Y-K FLEDGE

I pledge that

I will use my brain to work for progress,

I will be faithful to myself and others,

I will use my hands in a useful manner, and

**I will work to create strength and health for my
family, my community, and my country.**

Introduction

"Raising Chickens" has been an occupation in our homeland for a long time, whether raised freely and naturally in villages or on modern farms. No matter which method of raising is used, if the chickens are under adequate care the hopeful profit will come true. For Yuwa Kasatkorn members, training prepares them to be contact farmers in the future as well as enable them to increase income for themselves, their families, and their Y-K club.

We wish to thank Assistant Professor Dr. Suwan Kasetsuwan and Instructor Suphaporn Isariyodan of the department of animal husbandry, Faculty of Agriculture, Kasetsart University, who gave suggestions and review to this Yuwa Kasatkorn Manual "Raising Chickens" prepared by Mr. Casey Garten and Mr. Steven Hecht, (Youth Development Project) and translated by Mrs. Vasana Srisopha, a staff member of the Y-K section.

It is hoped that this manual will be of benefit to Y-K members and others interested.

Department of Agricultural Extension
February 1980

- What is a Chicken?	1
- Where do Chickens Live?	5
- What do Chickens Eat?	7
- Chickens Can Get Sick Too!	12
- Special Care for the Laying Flock	16
- Results of Your Work	19

What is a chicken?



A chicken is a bird A bird is an animal

Birds differ from most other animals in the following ways:

- A bird has 2 wings and 2 legs.
- A bird has feathers instead of hair or fur.
- A bird has a beak for a mouth and no teeth.
- A bird is hatched from an egg.
- The body temperature of a bird is higher than other animals.
- Birds live shorter lives than other animals.
- Because they live shorter lives, birds breathe faster and use their food faster than animals like pigs and cattle.

Project Requirements

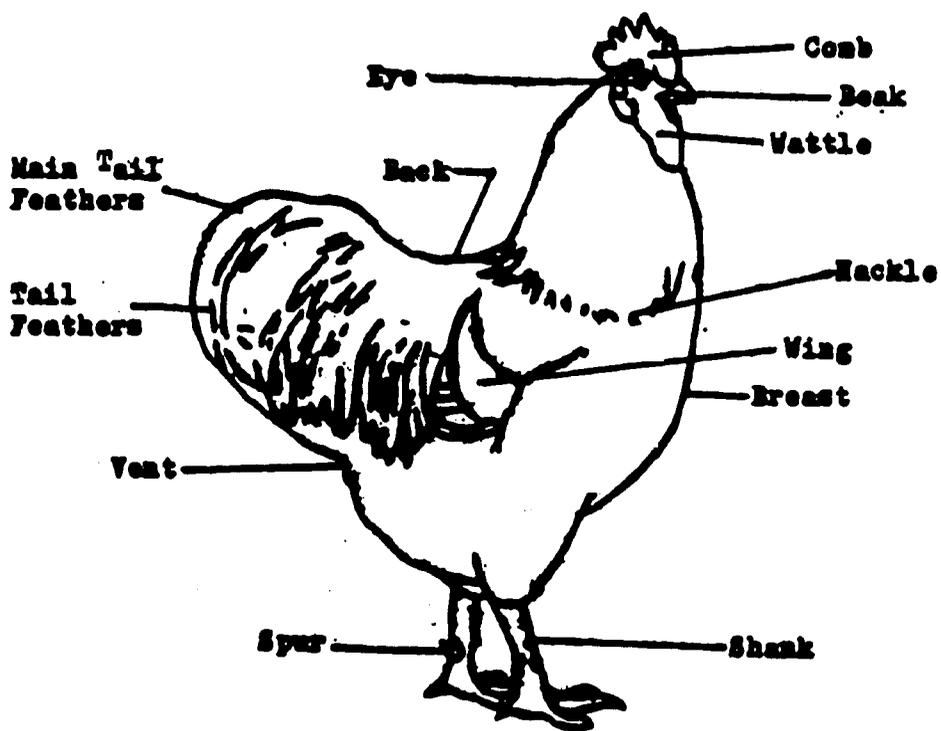
1. Participate in your Y-K club events.
2. Select a suitable chicken project and use this project book as a guide in raising them.



3. Keep accurate records in your record book.

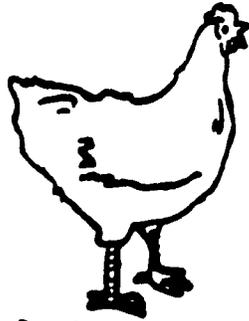


Because chickens differ from other animals, certain words are used to describe their body parts. The picture below shows some of the common body parts.



96

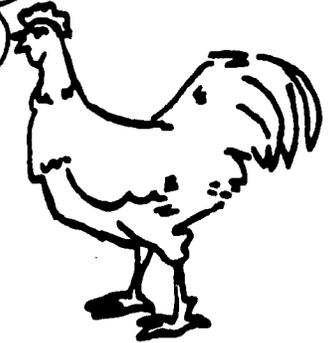
Chickens are divided into 2 kinds



Laying Hen

My job is to
lay eggs!

My job is to grow
fast for meat!



Broiler

Laying hens are bred specifically for laying eggs. Some lay white eggs, some lay brown depending on the breed. Hens begin laying at five months of age.

Broilers are chickens bred specifically for fast growth. They put on weight faster than other chickens that eat the same amount of feed. Broilers are ready to go to market at five to eight weeks of age.

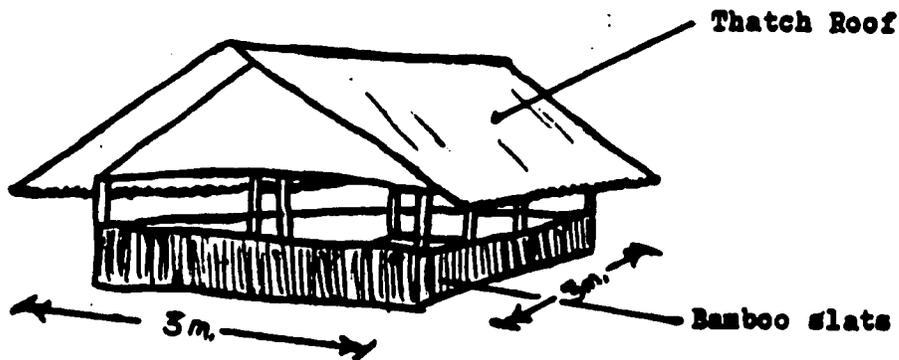
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Where do chickens live?

Wherever chickens live, they have basic needs

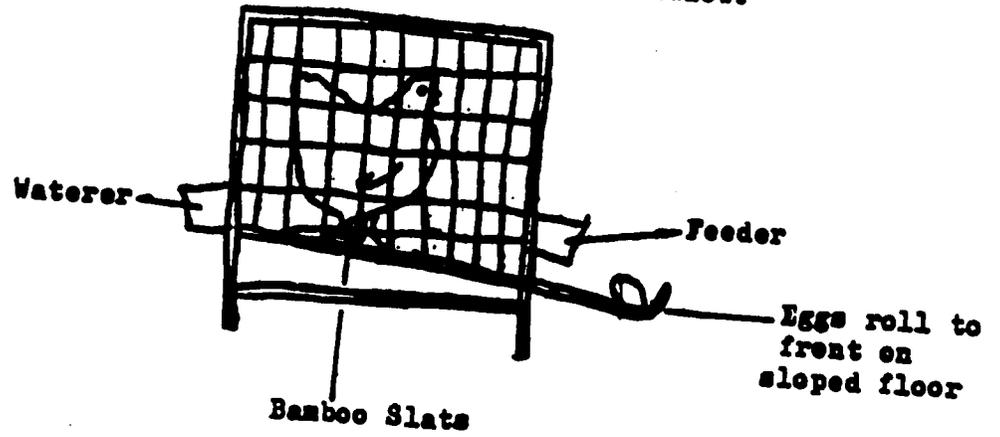
- Protection from weather and predators.
- Plenty of fresh air.
- Enough space for each bird. You can have 9 broilers or 4 laying hens for every square meter.
- Clean floor and litter. (example: straw, ect.)
- Plenty of feeders and waterers.

Let's first look at where broilers live. The picture below shows an example house for 100 broilers.



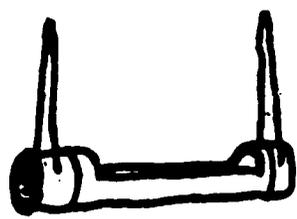
Be sure the roof extends over far enough on all sides to keep the rain out.

Houses may also be used for laying hens. They should be more protective. One way of raising a small laying flock is in cages like the one shown below.



Each cage can be built to hold about ten birds and more cages can be built as you get more birds.

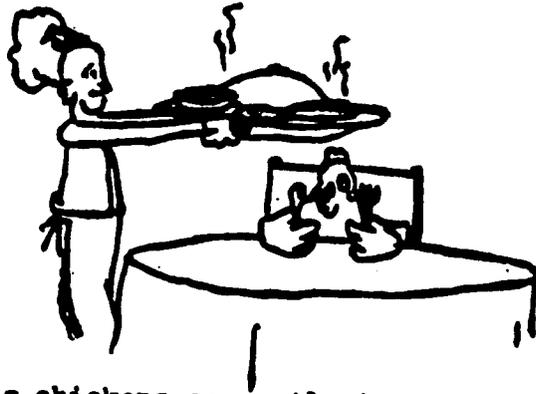
Be sure to provide plenty of feed and water. Below is an example feeder made from bamboo.



Don't fill feeders over one-half full to prevent wastage

Hang 15 centimeters above floor for adult birds

What do chickens eat?



Feeding chickens correctly is very important. If you do a poor job of feeding them, you probably won't make any money. Some of the chickens may even die.



Rice and grass is not enough. I need more.

Chickens need a balanced diet called a ration. A good ration has six important parts. These parts and why they are needed are listed on the next page.

Protein

Protein is needed for chickens to grow and help maintain their bodies. The broiler chicken needs protein to grow fast and the laying hen needs protein to produce eggs.



Carbohydrates

These give chickens energy. If chickens do not get enough carbohydrates, they cannot grow and laying hens will not lay eggs.

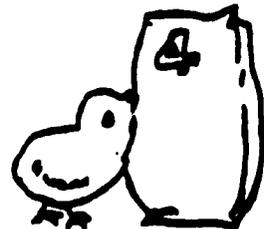


Fats

Fats also give chickens energy and are needed in a balanced diet.

Vitamins

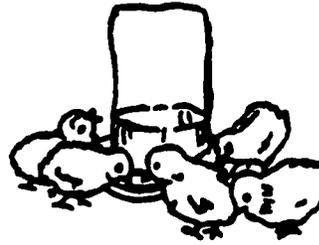
These are needed to keep the chickens healthy. Without vitamins, chickens can get sick very easily.



Minerals

As chickens grow, minerals are needed to help their bones grow and stay strong.

Water

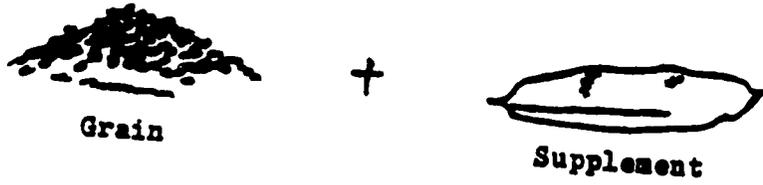


Over half of a chicken's body is water and two-thirds of every egg is made up of water. It helps digest the food. Just as you cannot live without water, chickens also need it all the time.

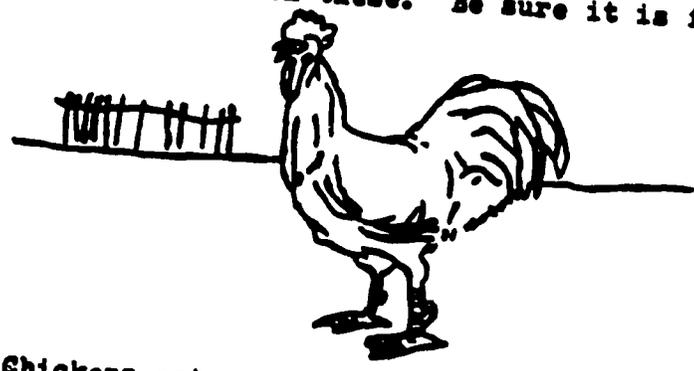
These six are essential in order to raise chickens that will make you money. Rice, grass, and water cannot provide all six. Let's look at some balanced rations that will.



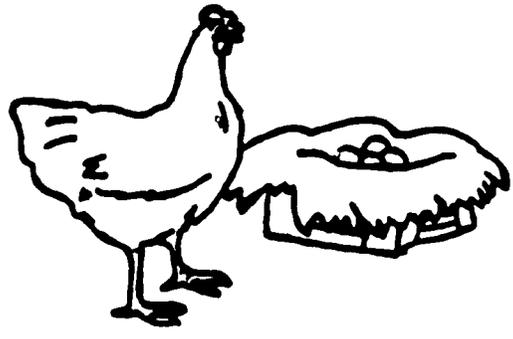
A commercial ration has all six parts in the right amounts. It is easy to use. Chickens fed it give the best results.



You can also feed home grown grains. Because grain does not have enough protein and vitamins, you will need to add a supplement with these. Be sure it is fed in a feeder.



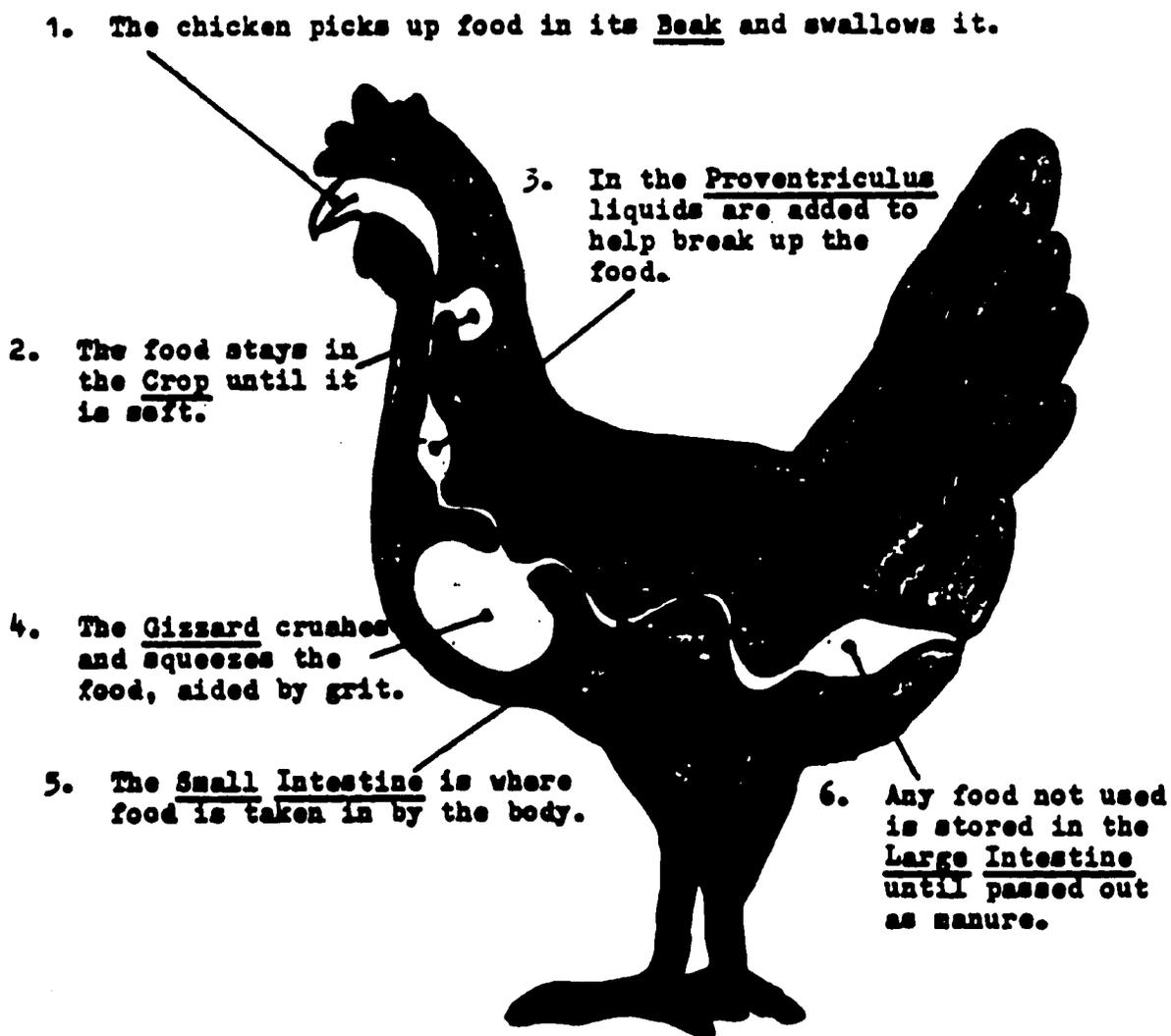
Chickens eat more feed as they grow larger. Broilers must have feed to eat all the time. During the eight weeks they are growing, each broiler will eat about 3 kg. of feed.



For laying hens during the first 20 weeks, each layer will eat about 8 kg. of feed. When they begin laying eggs, each hen may eat a little more.

Where does food go once it is eaten?

The diagram below follows food through a chicken's digestive system and explains what happens along the way.



Chickens can get sick too

When chickens get sick, they stop growing or laying eggs and may even spread their sickness to other birds in the flock. By caring for and feeding your flock correctly, the chances of having sick birds are decreased.

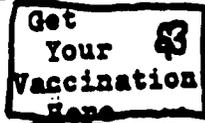
I'm not going to work today. I feel terrible!



There are two things you should do that will greatly reduce disease problems. These are Vaccination and Sanitation. First let's define what each of these mean.

VACCINATION

This is where you give each bird a vaccine to help prevent disease.



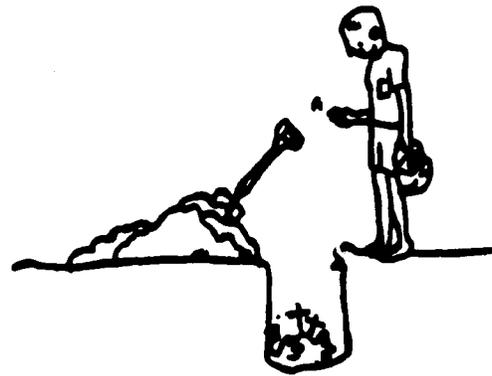
Follow a vaccination program and record it in your record book.



SANITATION

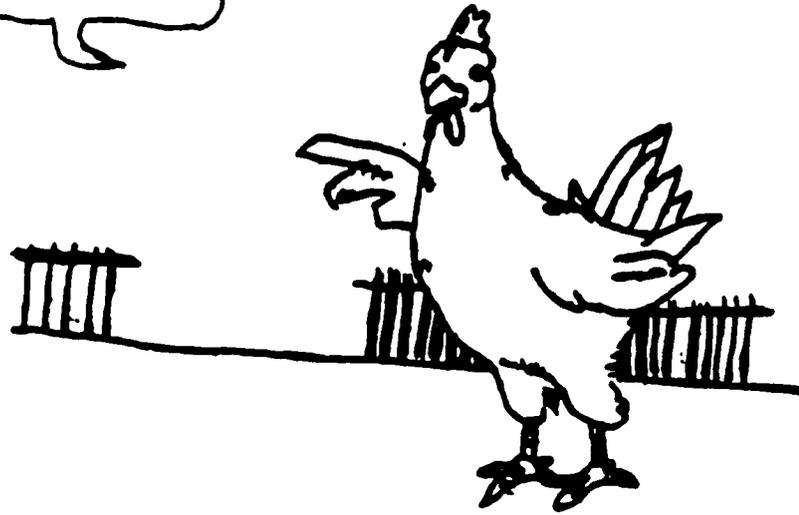
Here you do certain things to keep the birds and their home clean and healthy.

Regular washing of feeders, waterers, and other equipment is part of sanitation.



Get rid of dead birds immediately by burying or burning to prevent spread of disease.

Follow this schedule when raising us chickens.



For Broilers

Before We Arrive:

- Clean out the house and disinfect with Lysol or Zephren.
- Make sure you have enough space for all of us.

The First Day:

- Vaccinate us for Newcastle and Infectious Bronchitis.
- Put an antibiotic in our water and add it again for two more days to help keep us from getting sick.
- Make sure we have plenty of feed and water.

Day 10:

- Vaccinate us for Fowl Pox if it's the rainy season.

Week 2:

- Vaccinate us again for Newcastle.
- Clip our beaks to prevent feather picking.

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For Laying Hens

Before We Arrive:

- Clean out the house or cage and disinfect with Lysol or Zephren.
- Make sure you have enough space for all of us.

The First Day:

- Vaccinate us for Marek's disease.
- Make sure we have plenty of feed and water.

Day 3:

- Vaccinate us for Newcastle and Infectious Bronchitis

Week 4:

- Vaccinate us against Newcastle and Bronchitis again.

Week 6:

- Vaccinate us against Bronchitis.

Week 8:

- Vaccinate us for Fowl Pox.

Week 10:

- Vaccinate us for Newcastle and Bronchitis again.

Week 16:

- Vaccinate us for Bronchitis again.

Week 18:

- Vaccinate us for Newcastle and Bronchitis again.

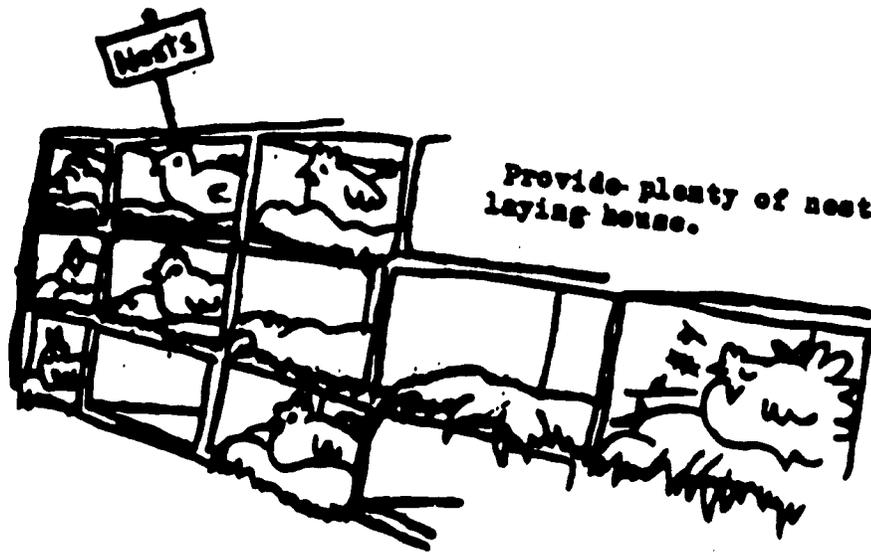
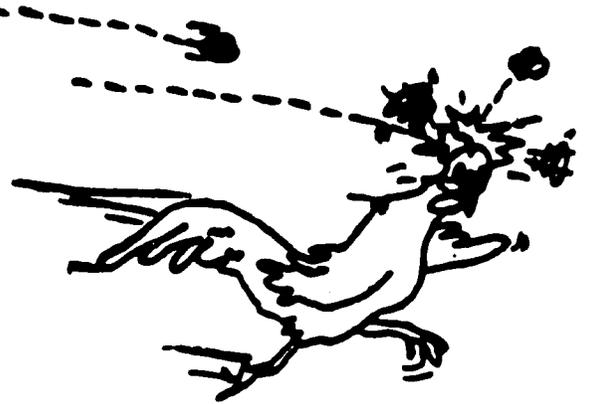
Special care for the laying flock



I'm hungry.

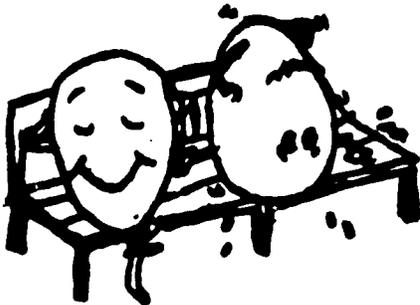
Provide plenty of feed and water for the hens.

Keep roosters away from the laying hen flock.



Provide plenty of nests in a laying house.

Gather the eggs at least twice a day.



Store eggs in a cool place and small end down to preserve quality.

If you don't lay enough eggs, you're going to market.

Call your flock to rid of hens that only eat and don't work.



Keep a daily egg record.

Whenever you pick up a chicken it is important to handle it with care. The drawings below show the correct way to hold a chicken.

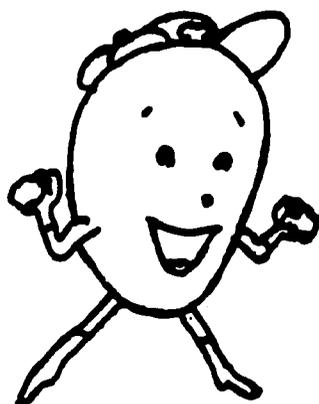


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Results of your work

There are two products that chickens provide:

1. Eggs



I am high in protein
and many of the vitamins.

2. Meat

This barbecued chicken
sure tastes good!



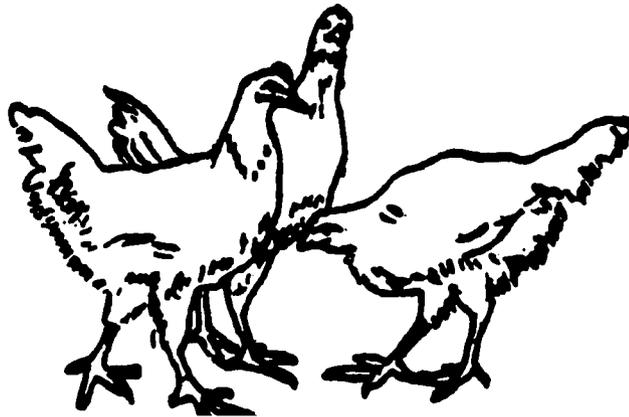
The meat from chickens is also high in protein.

Whether you use the eggs or meat at home or sell them in the market, they have a value. Record this value in your record book.



Have Fun

REMEMBER



- Select a Good Breed
- Feed a Good Feed
- Prevent Disease
- Plan Ahead for Marketing
- Learn from Experience

Head To create activity

Heart To be faithful to everyone

Hands To do good work always

Health To strengthen and honor agriculture

Yuva Kasetkarn Mettes

**TO MAKE THE BEST BETTER
LEARNING BY DOING**

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