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**Support for Ukrainian Private Farming Sector and Scientific
Collaboration: A U.S./Ukrainian Partnership**

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19 Nizhniy Val Street

254071 Kiev, Ukraine

**Eleventh Quarter Report
April 1, 2001 ~ June 30, 2001**

July 2001

Submitted by

International Programs

Louisiana State University Agricultural Center

Baton Rouge, Louisiana

In association with

Vinnitsa State Agriculture University

International Center for Scientific Culture

World Laboratory Ukraine Branch

With the participation of the

National Agricultural University of Ukraine



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July 31, 2001

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**Eleventh Quarter Report for Period April 1, 2001 to June 30, 2001
USAID Cooperative Agreement No: 121-A00-98-00631-00**

Dear Dr. Muliar:

Enclosed please find the Eleventh Quarter Report for the above Cooperative Agreement executed between USAID and the LSU AgCenter. The report covers the project activities for the period April 1, 2001 to June 30, 2001, of the project entitled "Support for Ukrainian Private Farming Sector and Scientific Collaboration: A U.S./Ukrainian Partnership."

One hard copy of this report, as required in Section 1.5.2 of the Cooperative Agreement, "Monitoring and Reporting Program Performance," will be delivered to you by Federal Express. Due to circumstances beyond our control an addendum to the report will be sent to you at later date containing Ms. Michele Abbington-Cooper's trip report. We apologize for the inconvenience.

Thank you for your continued assistance and guidance.

Sincerely,

Lakshman Velupillai
Director

LV:bwc

f/muliar.eleven quarter report.073101

cc: Dr. William B. Richardson
Dr. Leonid Sereda
Dr. Gennady Palshin
Mr. Larry Brock
Mrs. Margaret O. Blackwell

Table of Contents
Eleventh Quarter Report
April 1, 2001 -- June 30, 2001

1.	Table of Contents	2
2.	Section I. Summary.....	3
3.	Section II. Project Activities	4
	A. Introduction.....	4
	B. Project Objective #1: Establishment of the Ukrainian Center for Private Farmer Training and Outreach	4
	C. Project Objective #2: Development of Outreach Services	4
	D. Project Objective #3: The Development of a Formal Education Program	15
	E. Project Objective #4: Agricultural Technology Research Programs.....	16
4.	Section III. Attachments	18
	A. Report on Publishing Activity of the Center	
	B. Michele Abbington-Cooper Report	
	C. Becky White Report	
	D. Satish Verma Report	

Section I. Summary

The eleventh quarter starting April 1, 2001 and ending June 30, 2001 begins the farming season for the year 2001. During these months, the Center and raion offices have been active in providing advice to private farmers throughout the oblast. This report elaborates on the activities performed during this quarter.

During this quarter, the Center had two evaluations. The first was an official USAID evaluation. The evaluators indicated that the project had had very positive impact on the farmers in Vinnitsa oblast. The evaluators also indicated that they were strongly pleased with the project results. In addition, Dr. Satish Verma performed the annual internal evaluation and began a process to collect data from the private farmers in Vinnitsa oblast to establish the Center's effectiveness.

In our outreach activities under Objective #2, seminars, visits, and consultations increased as reported in this document. Further, farmer and HPOs inquiries and farm visits have seen an increase during this farming season. In addition, the "Farmers Library" has had a number of brochures added to its series. Demonstration and field days have provided the opportunities for the agricultural sector to interact and learn new technologies and methods.

The Credit Union has continued to do well during this quarter. The membership has continued to increase providing the opportunity for more loans to be administered.

The marketing department has received requests from a number of farmers. As a result, a database was developed which contains information on farm inputs available inside and outside of Vinnitsa oblast. This database has been very helpful to the farmers in identifying farm inputs at reasonable prices.

The Soil Laboratory has been active during this quarter and has processed 545 soil samples for 115 farmers.

The Information Systems Support team continues to update and add information to the ISS databases. The raion offices have been successfully utilizing this information to assist farmers on a daily basis.

Section II describes in detail all activities and results achieved in this reporting period.

Section II. Project Activities

A. Introduction

During the eleventh quarter there were significant activities related to all four components of the project. The detailed description of these activities is provided below.

B. Project Objective #1: Establishment of the Center for Private Farmer Training and Outreach

Evaluation activities:

Two USAID, Washington representatives visited the project in April 2001 with the purpose of evaluating project activities as to its impact and its cost effectiveness. Mr. Marcus Winter and Dr. Abdel Mustafa were the team members. They interviewed staff, faculty members, raion specialists, and a variety of clientele and potential clientele in their assessment efforts.

Although no evaluation document is available at this time, it seems that the evaluation team was strongly pleased with project results. They felt that there were many positives, which could be built on, and some deficiencies, which need to be strengthened

In addition, an internal evaluation was conducted by the project personnel under the supervision of Dr. Satish Verma, an LSU AgCenter specialist. Dr Verma constructed an interview schedule that was used to interview a sample of 270 Vinnitsa farmers. A random sample of farmers was selected to reduce bias and increase reliability. The interview document received input from faculty, raion specialists, and more importantly, from stakeholders who were invited to present their views on potential inclusion in the questionnaire.

The Centers staff was trained by Dr. Verma to conduct focus group discussions as an evaluation tool. Four focus group discussions were subsequently conducted with HPOs and agribusiness representatives. The results of these efforts will be included in Dr. Verma's final report.

C. Project Objective #2: Development of Outreach Services

As outlined in the Third Annual Work Plan, education, consultation and information support for farmers continued. The actual numbers for these support activities are given in the following table:

#	Activity	Number
1	Informational assistance	926
2	Consultations provided by VSAU faculty specialists	90
3	Consultations provided by raion agents to: <ul style="list-style-type: none">• Farmers• HPOs• New farmers• Women farmers• Farmers' wives• Other categories of clients	655 398 97 50 66 123
4	Visits to farmers and visits of farmers to the office	1699 (767/932)
5	Seminars	10
6	Participants in the seminars	298

7	Seminars for HPOs	5
8	Participants in the seminars	49
9	Brochures of "Farmer's Library series"	10
10	Fact sheets	26
11	Radio programs	2
12	Newspaper articles	12
13	TV programs	4

Seminars/workshops

The number of seminars this quarter decreased, Due to the fact that this is the busy season for farmers. Nevertheless, there were particular needs that the farmers expressed to the raion offices and seminars were designed and implemented on topics such as farm accounting, new technologies of feed production, artificial insemination, veterinary services for private farm livestock, vegetable production, and others. Special attention was given to more active involvement of HPOs in different activities of the Center, especially to the seminars and focus group discussions. A seminar held in Pischanka raion was devoted to issues of applying pesticides on potato, cabbage and sugar beet plants safely and effectively. In all, five seminars were conducted for HPOs, totaling 30 percent of the seminars presented during this quarter.

Farm visits and consultations

Faculty specialists and raion agents provided many consultations. The total number of consultations during this quarter was 1479 of which the raion agents performed 94 percent.

Forty seven percent of the total number of consultations were given to farmers, 29 percent to HPOs, 7 percent to new farmers, 4 percent to women - farmers, 5 percent to farmers' wives and nearly 9 percent to other categories of clients.

Consultations covered a great variety of issues: from the questions of land privatization and receiving land titles to the prediction of agricultural production marketing. A number of financial questions were asked, among which were "How to make a farm entrance balance" and "Peculiarities of book keeping", etc. In order to answer the needs, publication and distribution of Facts sheets continued. Each sheet consisted of 1-2 pages.

Activities involving HPOs have been facilitated. They received nearly 30 percent of all consultations for this quarter. For example, a meeting with A. Matvienko, a Supreme Rada Deputy was organized in Illinty raion. The motto of the meeting was "You are a land owner, treat your land right". At the meeting of HPOs in Illinty raion the participants discussed how one becomes a member of the Vinnitsa Farmers Credit Union. The number of consultations given as well as seminars conducted for HPOs has increased.

Publications

Brochures for "Farmers Library" series were published to address a number of farmers' requests. Six brochures from the total 10 covered such economic aspects as planning and managerial registration; social taxes reforming and leasing inputs by agricultural formations to physical entities. The first brochure touched organizational issues (ex. further assimilation of specialization and rational farm size). The third one pursued technological aspects (ex. protecting pea plants from pests and diseases; rabbit production by HPOs; and bee keeping).

Twenty five facts sheets were issued. Most of them are conducted in a question/answer form. Two recently published Facts sheets explained to former collective farmers how to get a land plot and indicated the conditions of leasing land. We plan to distribute such materials to help the villages to realize their rights in land issues (Attachment A).

Demonstration

During this quarter, the demonstration committee continued its efforts to implement all the plans for this year. All 27 raion offices were involved in the development of demonstrations of "Kleps" growth stimulators. The area under the demonstration plots devoted to this topic was 142 hectares. In most cases, this product was used to treat seeds of potato, spring barley, corn, soybeans, buckwheat, sugar beets and other vegetable crops before planting. On some individual farms, such as the farm of V. Osovsky, V. Krot, Y. Pogrebniak, M. Storozhenko, M. Gutsol, the growth stimulator was used to treat the plants at the stage of vegetation. At the time when this report was being written, the records to date of application had been made and the general visual evaluation of the state of the crops was complete.

A considerable amount of work has been done in establishing connections with many foreign agribusiness, such as *Monsanto*, *Aventis*, *Dupont*, in particular. These companies provided the project with herbicides "Merlin", Grodil Ultra, Betinal Progress, Goltics, Zenkor free of charge. They also gave other chemicals used for seed treatment. With the help of these companies the project faculty developed 16 demonstrations on private farm plots in 13 raions.

With the assistance of the Center, four demonstrations on the private farms of S. Yuhymchuk, A. Sergiyenko, and A. Fill were developed to show the prospects of new hybrid sugar beets and potatoes. They also used a new fungicide to protect the potatoes from phytophthora.

In addition to demonstrations on the farmers' plots, we developed two big multipurpose demonstrations in Illintsi and Verhivka Colleges. In Illintsi College it was planned to study four systems of crop rotation (traditional, bioorganic, biodynamic, and combined). We held two seminars at these field locations where the participants came from all over the oblast as well as guests from Switzerland and Germany. At Verhivka College, the Center demonstrated new farm technologies in plant protection systems and new varieties and hybrids of corn, potatoes, spring barley, winter wheat, peas, soybeans, sugar beets, and perennial grasses. On the 26 of June, a field day was held with the participation of the oblast administration, the heads of the agricultural boards, and farmers of the oblast.

Our contacts with the scientists from the Institute of Molecular Biology and Genetics at the National Academy of Sciences helped in starting demonstrations on the use of bio-insecticides to control the Colorado potato beetle. It was applied on demonstration plots at the University, in Verhivka College, and on the private farms of P. Berzhan, Gorbanivka village, and V. Kyrystsia, at Koziatyn. On the basis of several private farms, small field days were organized for local farmers. Those in attendance included University consultants V. Mamalyga, V. Petrychenko, T. Butkaluk, V. Mazur, T. Mulyk, L. Gutsalenko, S. Kaflevska, raion specialists and 53 farmers.

Credit Union

After issuing the first set of loans, the credit union activities included the addition of five new members (farmers). Now the total membership of farmers is 29. Three new loan requests were submitted by local farmers. Two of them would like to receive loans for purchasing quality cattle breeds, and the third one to pay tuition for his daughter's education. As the 27 of June 2001, a member of the credit union L. Palchak received a loan for 2,000 grivna for the term of 6 months with the annual interest of

25%. The guarantee for payment of this loan is a letter from the director of a large agricultural enterprise, I. Zinchenko, in Kalynivka raion.

The credit committee met twice to discuss different issues of the credit union, and the board of supervisors met three times during the last three months.

Marketing Department Activity

The Center's marketing specialist, O. Kryvokon, received 80 requests from farmers, and through him our clients were provided with 108 consultations on different questions and issues. All of the farmers' needs may be divided into several groups. The table below illustrates the areas that farmers feel are most critical or problematic.

Area of farm activity	Number of requests	Specific weight in %
Marketing of farm products	16	14.8
Purchasing farm machinery	34	31.5
Purchasing seed	6	5.5
Purchasing mineral fertilizers	2	1.9
Purchasing plant protection chemicals	13	12.0
Consultations on the possibility to obtain a loan from a credit union "Farmers of Vinnychyna"	11	10.2
Purchasing fuel	14	13.0
Other (including firm and plants addresses, discussion of cooperation, texts of Ukrainian Laws,	12	11.1
Total:	108	100

At the beginning of the 11th quarter we finished the development of the database of suppliers of farm inputs: seed, saplings, diesel fuel, mineral fertilizers, bio-stimulators, pesticides, feeds, equipment, machinery, cattle, hogs, poultry and others. This database is based on the territorial principle, for example the fertilizer suppliers Vinnitsa oblast and the fertilizer suppliers outside of Vinnitsa oblast. This information was shared with the raion offices. We are planning to regularly update this database.

During the same quarter, the marketing specialist also took part in placing advertisements and announcements on our web site. Altogether, there are 400 different announcements now from 8 companies, which are dealing with seed supply. Twelve companies input their announcements about fuel, 7 – about fertilizers, and so on. In May, we finalized the section on pesticides, which contains now 450 advertisements from 11 companies in Vinnitsa oblast.

For the last three months we also provided our raion specialists with weather forecast every 2-3 days with the help of the Internet and e-mail. It was greatly appreciated by people in raions. As our raion specialist, N. Fill, says, she hangs the information on the weather on the bulletin board and all the employees of the agricultural board come every morning to check the forecast.

In June we introduced one more service for our clients-sending by e-mail to the raion offices the announcements from the local newspaper RIA, that concern the sale and purchase of tractors and other

agricultural machinery and equipment. A variety of information about crop production can be found online and sent to the raion offices.

Last month strong ties were established with Vinnitsa Office for Market Information, the organization that analyzes prices for agricultural products and resources available in Ukraine and other countries. This office publishes weekly fact sheets with the prices for agricultural products in Ukrainian, Moldovan, Romanian and Russian markets, official currency exchange rates, prices at stock exchange, and others. These leaflets are now available to our farmers through the Central office.

Other consulting activity

The National Coordinating Center for Agriculture Advisory Services was organized in Kiev and has as one of its goals to involve experts from other extension or advisory services and organizations in Ukraine. Our faculty members were considered as potential trainers for different seminars, in their training program. Mr. O. Nedbaluk, our Center's economist took part as a trainer in two seminars: "Role and Methodology of Private-Farm Support Centers" and "Farm Business Management / Planning /Accounting and Marketing."

Our participation allowed an opportunity to let experts from other advisory services become more knowledgeable about university systems of extension. The intent is to eventually influence the Coordinating Center to broaden its approach and truly reflect existing and potential growth of the diversity of concepts, which provides assistance to rural residents and communities.

LSU AgCenter Specialists Visits

Three LSU AgCenter specialists consulted with project personnel in Vinnitsa during the last quarter. Two specialists in youth development, Ms. Michele Abbington-Cooper and Ms. Becky White, each spent three weeks working with our faculty and assessing the potential for designing and implementing designed educational activities for youth. They conducted evaluative exercises and educational seminars for our raion specialists and faculty. Their scopes of work and reports are included in Attachments B and C.

Dr. Satish Verma spent four weeks training our faculty on techniques of interviewing for statistical studies, conducting focus group meeting for evaluation and program planning, and developing computer entry schedules for statistical analysis. He also responded to a request to make a presentation on extension systems to an international conference in Kiev. His scope of work and report are also included in Attachment D.

Legal services

The activity of the Center's legal service focused on responding to Vinnitsa farmers' and HPOs' needs in the form of oral and written consultations and explanations on legal issues and in practical assistance while developing the By-Laws and proceeding documents. We also provided them with legal documents including law texts, legislative acts, examples of statutes (regulations), agreements and deeds, etc., as well as, with other forms of legal assistance.

In the second quarter of the year 2001 legal service activity can be characterized by the following numbers:

#	Activity	Number
1	Oral consultations and explanations	108
2	Written responses to farmers' and agents' requirements	10
3	Practical assistance in developing regulations, agreements, claims and other kinds of legal documents (grievances, applications and orders, etc.)	6
4	Drafts of specific agreements, contracts and other legal documents	6
5	Samples of agreements, contracts, applications, acts and other legal documents developed and distributed among agents and farmers	12
6	Examples of the By-Laws to be used by farmers	5
7	Laws, decrees, orders and other legislative acts of Ukraine printed and distributed to farmers and agents	11

During this quarter, the Center supported activity with legal assistance and provided employees with legal consultations concerning their business activity.

Soil laboratory

In this quarter, the soil laboratory has accomplished the following activities:

- 545 soil test have been process for 115 farmers.
- Every farmer who had his soil tested received recommendations made by the University faculty.
- We started operation of "MOTOMCO" moisture meter.
- All lab equipment has been checked, tested, and calibrated.
- Necessary work has been done to prepare the laboratory for certification by the State Standards Commission.
- 35 soil probes for gathering samples have been made and distributed among the raion agents and project specialists.
- All necessary work has been done to prepare Atomic Absorption Spectrophotometer for operation.

Youth Programs

Research indicates the importance of the interplay among family, school, and community in the socialization of children and youth. A vital component in the development of children and youth is the acquisition of life skills necessary for individuals to reach their greatest potential through agricultural and other educational programs. The Center's faculty and the raion specialists have planned activities to start this spring.

At the beginning of the year Mr. Larry Brock, our project coordinator, made a suggestion to involve youth in the process of raising livestock on their parents' farms. The project received the name, "Pig Chain". The children of farmers and HPOs, from 9 to 17 years of age, were interviewed in different places and expressed their willingness to organize the youth clubs with the Center faculty. It was commonly understood, that a final outcome of the program would be improvement of the participants' living standards in the future.

Regional supervisors together with raion specialists selected one or two families of HPOs or farmers who have children from 9 to 17 years old and who show interest and desire to cooperate with the Center in the area of livestock production. Raion specialists helped to select 6 children and the contracts with the families were signed. These contracts stipulated that the children would receive piglets and raise them with the help and advice of the Center's consultants. The Center bought six pigs from the Selyshche

village-breeding farm. The animals described as the "big white breed" had certificates of pedigree. These pigs weighed between 47 and 57 kg each.

As it is stipulated by the agreement developed by the livestock faculty-consultant and the Center's lawyer, one or more children from each family can participate in the program. After a sow farrows a farmer has to give 2 sixty-day female piglets back to the Center. These piglets will be given to other children and the sow becomes their family's property.

The family is financially responsible for the pig's feeding, keeping and insemination. Raion agents are responsible for determination of families' interest in the project, for signing a contract and for the control of its implementation. Faculty specialists are responsible for the sow selection, purchasing, providing consultations on raising them and receiving offspring.

Two LSU specialists visited the Center to help our faculty in launching the youth development programs. Ms. Michel Abbington-Cooper organized an Open Forum, visited schools and held many personal interviews with children, farmers, teachers and the faculty. She developed a list of recommendations, giving important suggestions about the focus of the future programs. On the basis of these recommendations and the results of focus groups with school directors the youth development team (Y. Vanzhula, T. Mulyk, T. Butkaluk, S. Kaflevska) was formed at the Center. Together with another specialist from LSU, the team started strategic planning for future youth programs – main goals, mission, structure, activities and projects. This youth development team initiated and conducted many different activities in the village schools of the oblast. In Bershada, they worked with the children of a vocational school and formed a youth club "Young Master Farmers." One of the club children received a pig from the "Pig Chain" program. The club members were invited to the University and the Center to learn more about the Center's activities, to have a tour to the insectarium, and visit the museums. They also spent time in the computer laboratory and wrote an e-mail to Ms. Abbington-Cooper and American counterpart, 4-H club children. Exchange of e-mails will be a continuing activity in an effort to inform youth in each country of the others culture and thus gain an appreciation for the "global village".

Links to agribusiness, growers associations and organizations in the agricultural sector

This quarter the Center established and continued cooperation with many groups in the areas of modern inputs, technologies and marketing. Various organizations, projects, and agribusiness companies were involved in the planning and implementing of activities. In addition to farmers and household plot owners (HPOs), several activities targeted associations of agricultural producers that have been increasing in numbers and aimed to assist in their development.

Cooperation established in March 2001 between the Center and the former USAID funded Virginia Tech project educating farmers on the safe and proper application of plant protection chemicals continued on April 25th when former coordinator of the Virginia Tech project and Director of the Lviv Plant Protection Station, Olena Chalovska, trained a second group of rayon specialists from the Center. As a result of the second training, all rayon specialists have had an opportunity to become familiar with the experience of the Lviv plant protection station's educational programs on the safe and proper application of plant protection chemicals.

During this quarter agreements were reached with the Vinnitsa Plant Protection Station on areas of cooperation that include publication of educational literature and linkage of the Vinnitsa Plant Protection Station to the Center's computer based information support system (ISS). On June 16th, the Vinnitsa Plant Protection Station participated with agribusiness companies in a seminar for the Center's rayon specialist on plant protection against the Colorado Beetle. At the seminar, rayon specialists were

informed on the effectiveness of Bancol and biological chemicals as well as advantages of their use concerning environmental issues.

Visiting the Center on June 21st and proposing collaboration related to environmental issues, Director of the Holland Ukraine Fruit Project Nico DeGroot traveled to Mohiliv Podilskiy rayon to meet with private farmers and introduced plans for a project to produce soft fruit organically. The Center's rayon specialist identified and arranged meetings with interested farmers. Mr. DeGroot explained the project is currently considering selecting one rayon in Vinnitsa oblast. Assistance will be provided with inputs, technologies, and markets. Mr. DeGroot envisions a role for the Center in order to reach a greater number of farmers. Additionally, in September 2001 the Holland Ukraine Fruit Project will make available to the Center varieties of Dutch strawberry plants for demonstration plots.

A meeting in Mohiliv Podilskiy also was arranged with a local processing plant to discuss opportunities for farmers to supply the plant on contract. The processing plant is interested in making these arrangements with farmers and to provide inputs on credit. The rayon specialist will assist interested farmers to receive consultations from the Center's lawyer on supply contracts.

On May 23rd U.S. volunteer Richard Eshleman on a Farmer to Farmer assignment for the USAID funded CNFA project arrived in Vinnitsa to assist fruit growers in technologies and marketing. The Center coordinated with the Vinnitsa Orchard Growers Association visits for Mr. Eshleman to six rayons in Vinnitsa oblast. Mr. Eshleman provided recommendations to HPOs, farmers, and rayon specialists on site and during a June 6th seminar sponsored by the Center that included a presentation by Dr. Melnik, head of the fruit department at Uman Agricultural Academy. Seminar topics included organizing marketing cooperative within the Vinnitsa Orchard Growers Association.

In Zhytomyr on June 8th the Center's plans to assist in the development of agricultural cooperatives were discussed with Vitaly Zinovchuk, President of the National Union of Cooperatives. A collaborative program has been outlined and arrangements are being prepared for VSAU and National Union of Cooperatives specialists to consult groups such as the Vinnitsa Growers Associations.

This quarter assistance was provided to HPO and farmer groups interested in registering an affiliate office to the Vinnitsa Potato Growers Association in Bar Rayon by the Center's rayon specialist. On July 7th these potato growers and others will take part in a Vinnitsa farmers market the Vinnitsa Potato Growers Association has requested the Center support in organizing. Center rayon specialist have informed HPOs and farmers on the opportunities to market their fruits and vegetables at this event and it is anticipated that agribusiness companies will take part including Zeleniy Svit agricultural inputs store which provided a 5000 hrivna credit to the association and has indicated to the Center its interest to link with similar groups or associations for future partnerships.

Information Support System

In the reported period, the team of the Ukrainian Branch of the ICSC-World Laboratory continued to develop the computer-based Information Support System (ISS) for private farmers and other agricultural producers. A special emphasis was placed on completing the components of the ISS and their preparation for further installation and application at the Central and Raion Offices of the Center. Distribution of information about the ISS and building awareness of its applications and potential uses among agricultural producers not only in Vinnitsa Oblast but also nationwide were given special attention by the ISS Group.

Crop Production Component

1. Databases and Software

The **fertilizer database** has been supplemented with the additional subdirectory on micro-fertilizers (covering 27 items). In order to search the database, the search form has been redesigned. The description of mineral fertilizer characteristics has been restructured thus making it possible to view the micro-fertilizer components.

New weed characteristics have been added to the **weed database**, which enables the user to ascertain the attributes of a certain weed group. The data has been restructured and tables completed on the weed groups most commonly found in Ukraine. A map of Ukraine has been generated which shows the geographical distribution of the most typical weed groups among the different agricultural areas. The map is considered necessary in the preliminary scheme for agro-technical works and weed control measures by chemical and biological agents. Additionally 75 new pictures of weeds have been digitally processed and added to the database.

The database on crop varieties has been updated and additional characteristics for some vegetable crops, such as; cucumbers, potato, onion, bell-pepper, have been introduced along with some additional characteristics of small fruit crops (for example, content of solids, sugar, organic acids, pectins, phenol compounds and Vitamin C etc. – totally 27 new characteristics). Structure and algorithm for the visualization of qualitative characteristics and output of data on small fruit crops have been worked out.

The database on crop pests has been redesigned and complemented with new data. The database currently houses information on 578 pests. Additional subsections dealing with economic thresholds of pest harmfulness has been designed and structured with regard to the different methods of evaluation and numbering of samples depending on the plot size. A special directory on crop resistance to different pests has been completed as part of the program.

2. Computer-Aided Identification Guides

Twenty four additional pictures of wheat diseases have been digitized and added to the crop disease identification guide – the actual number in the guide is now 38. The guide is being tested and adjusted, and when necessary supplemented with updated information.

Additionally, data on 27 buckwheat diseases and 25 millet diseases have been processed and entered into the database of the guide. Five hundred sixty pictures of affected and unaffected parts of different crops, (such as, whet, rye, barley, millet, oats, corn, flax, sunflower, sugar beets, potato, peas, and soybeans), have been collected by plant pathology experts for further processing into digital form has been started.

Differentiation of affected parts of peas and soybean plants into 420 characteristics has been completed which makes possible the development of the part of disease identification guide program for the these crops.

3. Interactive Computing Programs

The program for **fertilizing scheme calculations** has been divided into a series of factors to calculate the needed fertilizers for grain and feed crops. Algorithms have been completed to calculate the fertilizing schemes when only the nitrogen compensation is needed. A structure and

algorithm for viewing the options received as result of computer-aided calculations have been worked out.

Development of a new program dealing with computation for lime application in soil reclamation work has been started. The combined data on the Ukrainian standards for this and the algorithm following two essential methods – by hydrolytic acidity and pH values is used to establish baseline factors to enable the calculation for different crops and soil types. By taking this into account and any fertilizer residues, the program should be able to accurately calculate the required amounts of lime needed for the crop.

4. Technologies

Development of this program that enables automated choice for optimum plant protection schemes, continued as a part of the crop production flow chart, particularly, described are phenological phases of growth for wheat (both winter and summer), barley (winter and summer), corn, sunflower, sugar beet and flux, with specification of duration at each phase. The division into phenological phases is meant to be used for the development of recommendations as to disease monitoring, control and plant protection schemes. The project expert on Plant Pathology has collected data and classified them into 24 typical schemes of plant infestation based on different phenological phases.

The forms of process flow-charts construction and choice of optimum combination of mechanical units, as well as, calculation of technological and economic characteristics have been completed. The visualization of economic indicators on different levels of details is made possible.

5. Economics

An electronic form for showing economic indicators by technological periods, operations and resource types has been worked out.

In order to facilitate the delivery of information to farmers, the algorithm has been developed to print out the resulting information from the following programs of Information Support System:

- choice of herbicide
- calculation of mineral fertilizing scheme;
- choice of pesticide;
- characterization of crop varieties;
- analysis of yield and income uses;
- data on farm employers.

Animal Production Module

The physical structuring of the data collection has been completed and prepared for the Animal Ration computing program, which is under development now, to be integrated into the Animal Production component. In order to enable this, data tables have been designed and completed. The methodological approach to this program design has been worked out for cattle and takes into account the differences between the production groups of animals, which have importance for the optimum animal ration design.

The computer-aided guide on bee keeping has been supplemented with a new chapter dealing with information in questions and answers for beginners. The appropriate software has been designed and database completed. Today, this component of the ISS contains answers to:

- 31 questions on the bee-garden arrangement and necessary logistics, to start apiculture;
- 96 questions on biology and reproduction of bees;
- 31 questions on feed resources;
- 30 questions on bee diseases and pests;
- 100 questions on the bee garden running
- Beekeeper calendar, where expanded by months are different works, which have to be completed at the bee garden during a year.
- Answers to questions are followed by pictures, which help identify the disease and pests; and honey plants; to understand principles of Apiculture techniques.

Reference data system on animal diseases – data are being edited and the database is almost completed. Today the number of diseases described totals to 1335. Program software which allows identifying probable diseases by symptoms has been completed. The computer-based diagnostics is followed by a set of recommendations for the identified disease treatment.

Cartography

A compact disk has been produced with the full version of the Geographical Atlas of Vinnitsa Oblast for Private Farmer Use. Today this atlas is prepared for distribution in hard and digital copies.

Distribution Of ISS Resources And Program Products

1. An article for the Bulletin “Research Herald of the Ukraine National Agrarian University” entitled “Computer Technologies and Fertilization (Bringing Research Knowledge and Expertise to Each Farmer)”
2. The ISS Group reported on the achievements of the Project in the 3-hour presentation for the USAID/Washington evaluators in April 2001.
3. As result of the presentation on the ISS developments made to the Rectors of Agrarian Universities during their meeting in Vinnitsa Agrarian University on July 3, 2001, a number of Universities and Agriculture development programs addressed the UBWL to start cooperation in the ISS components development for their respective purposes, namely, TACIS Project on Agricultural Consulting System Development in Lviv and Lugansk, Development of Agricultural Extension system in Odessa Agrarian University, Company “Agroconsulting” in Dontsk and others.
4. The member of the ISS Group in Vinnitsa – Ihor Valukh has completed the update of the system installed in all 27 Raions Outreach offices of Vinnitsa Oblast. Improvements made in the format of the data input in private farmer database allows revising and updating information by outreach agents themselves, which makes possible quick feedback and update of the information in the database located in the Central office.
5. Thanks to Internet connections in Raion Offices, outreach agents have had the opportunity to contact the group of experts at the University regarding requests that they needed assistance in answering. In

the reported period 80 farmer requests were answered in this way through Raion agents (their total number including those requests made directly to the Central Office).

6. Using the Project website, a new directory has been opened to address information regarding marketing. Private farmers can get information on plant protection chemicals, mineral fertilizers, fuel and lubricants, agricultural machinery supply and marketing opportunities for their products and a feedback information from agribusinesses. In order to enable the work with private farmers in this manner, special request forms have been designed for input supplying companies to place their commercial information on the Project's website. Using this request form, eight companies placed 400 announcements in the directory "Seeds," 12 announcements were placed by 12 companies in the directory "Fuel and Lubricants," totally 13 announcements were placed in the directory "Mineral Fertilizers" (of which 8 were made from Kyiv office of a company on-line), and 450 announcements were placed in the directory "Plant Protection Chemicals" from 11 companies. Generally, cooperation through the Project website was set up with companies located in Vinnitsa. The number of visitors on the Project website in last three weeks totaled 230 people.
7. Development of a new directory of the website has started, where research information, description of standard and advanced practices recommended for use in Agriculture are planned to be placed, as well as, other methodological developments of the Center, which may be helpful in private farming (animal production, agronomy, etc.). It is planned that the faculty and outreach specialists of the Center will prepare materials for the said directory, which will be updated once every two weeks.

D. Objective #3: Formal Education Component

Formal education component of the Center's activity was continued and provided agricultural producers with the necessary theoretical knowledge and practical skills in legal issues, technological topics and other areas of agricultural production.

During this quarter, we were able to implement the following:

1. The second session (it lasted for 20 days) of the first group of new farmers was organized and conducted. During their classes at the University, the participants were able to study microeconomics, organization of farm operations, planning and forecasting farm operations, analysis of agricultural and commercial activity, accounting, taxes, management of the farm, marketing of agricultural products, civil, economic and cooperative laws, computer technologies, soil cultivation and agro - chemistry, plant physiology and plant protection, animal physiology and livestock keeping, and several issues of the mechanics and servicing tractors and other agricultural equipment. The participants received their assignments for individual work.
2. With the purpose to expand the activities of the Center and to train specialists for the advisory service, the Department of Economy at the University introduced a new specialization "Information and Advice for Farm Operation Support". To get approval, we prepared a package of organizational documents and methodological materials. In addition, a work plan and curricula were developed.
3. All necessary materials and teaching aids were prepared for the third session of the formal education group and all necessary procedures for recruiting of the second group of new farmers were undertaken.

E. Objective #4: Agricultural Technology Research Programs

Endophytic Colonization of Wheat (*Triticum vulgare*) and Rice (*Oryza sativa L.*) with Nitrogen Fixing Bacterium *Klebsiella oxytoca*.

APRIL-JUNE. Field trials of different formulations of Kleps-Z

Novel formulations of inoculants based on the technology of co-cultivation of *Paenibacillus sp.* and a bacterium of choice. The KLEPS-Z recommended for field trials in Vinnitsa region and variants of novel preparations based on *Paenibacillus sp.* and *Pseudomonas sp. 5*, *Pseudomonas sp. 7*, *Pantoea agglomerans*, and *Bradyrhizobium japonicum* IMBG 293 have been treated in microplot experiments in IMBG NASU (buckwheat, potato, soybean, "Pseps7", "Rhizopae"), Institute for Agroecology and Biotechnology of UAAS (potato, "Pseps5", "Pseps7"), Institute of Microbiology and Virology of NASU (wheat, "Pantopae") and private green-house company "Kyiv Vegetable Factory" (cucumber, KLEPS-Z, "Pseps5", "Pseps7").

Isolation, characterization and utilization of insect resistance genes that will benefit Ukrainian and US agriculture

Colorado potato beetle is a pest insect which does a lot of harm for Ukrainian agriculture because it damages potato – the second Ukrainian bread. Chemical insecticides which are in use against Colorado potato beetle larva take the basic place among chemical insecticides used in Ukraine. So far as potato in Ukraine grows everywhere and on the large areas the harm for environment as a result of these plant protection means is obvious. Due to these reasons, the creation of bio-insecticides against Colorado potato beetle larvae is the first task while elaboration of safe plant protection means.

The study of thirteen new strains which have definite toxicity to Colorado potato beetle larvae have demonstrated the absence of the crystal proteins of Cry3 group in these strains genome. The mentioned above gene determines narrow specificity of definite protein to Colorado potato beetle larvae. Nine of studied strains have genes coding crystal proteins of Cry1B group.

These proteins in native form are very toxic to some Lepidoptera and their toxicity to Colorado potato beetle larvae is not quite as high (in our experiments it's 0,3 – 0,6 mg/ml). So that during the last year of the project there were elaborated different means of these proteins solubilization and their molecular weight decrease with the aim of their toxicity increase to Colorado potato beetle larvae. While in the final stages of the project, it is time to elaborate on the laboratory variant of biopreparation on the basis of one of the studied *Bacillus thuringiensis* strains. There were selected some media and other conditions providing the maximum production of suitable insecticidal activity and laboratory variant for preparation was prepared in the quantity necessary for the treatment of one hectare of potatoes. In June at the moment of Colorado potato beetle larvae infestation, the preparation was handed to Vinnitsa for providing field trials on restricted potato fields.

At the same time, laboratory tests of different variants of insecticidal *Bacillus thuringiensis* formulations against Colorado potato beetle larvae took place.

Development of the way for gene vaccines creation on the basis of the system assembling in liposomes

The work directed on the study of the immunogenicity of the protein vaccine against CSF in swine is being continued. The first test of the immunization of naturally sensitive animals has been performed.

Five piglets aged three months with the weight 18-20 kg were used. The immunization was performed intramuscularly, using different adjuvants. After finishing the immunization, swine sera were analysed in ELISA together with sera taken prior to the immunization from these animals.

It has been shown that the best adjuvant was the modified aerosyl – organic silicium substance. Using it, the titers of anti recombinant protein antibodies reached 1:3200, while other adjuvants [Freund's Al(OH)₃ gave much more low titers (1:400 – 1:800)].

In the next experiment, which is being performed now (the first injection is made, the second is planned for July,7) six pigs are used - they are of the same age and weight. The aim of this experiment is the comparison of the routes of the immunization – intramuscularly and subcutaneously, as well as, the determination of the optimal dose of the immunization (the preliminary data were got in the first study). The amount of the immunogene introduced for every animal is from 0.5 to 1.5 mg. After the end of the experiment, swine sera will be tested in ELISA, and in immunoperoxidase assay for the revealing of neutralizing antibodies.

Attachments

- A. Report on Publishing Activities of the Center.**
- B. Michele Abbington-Cooper Report**
- C. Becky White Report**
- D. Satish Verma Report**

Attachment A. Report on publishing activity of the Center

#	Name and number of pages	A performer	Publishing series	Publication Plan	Fulfillment	Notes
1	Renting asset shares of physical entities by big agricultural enterprises. 5 pages	L. Gutselenko	"Farmer 's Library"		Published	On farmers' requests
2	Specialization in production of definite crops and the most appropriate size of a private farm. 5 pages	S. Kaflefska	"Farmer's library"		Published	
3	Compulsory State Social insurance 13 pages	N. Pravdyuk	"Farmer's Library"		Published	
4	Accounting of Long term financial investments, 5 p.	N. Pravdyuk	"Farmer's library"		Published	
5	Accounting of reserves on agricultural enterprises, 25 p.	N. Pravdyuk	"Farmer's library"		Published	
6	How to keep rabbits, 17 p.	Y. Vanzhula	"Farmer's library"		Published	On farmers requests
7	How to pay taxes on farm profit, 2 p.	L. Gutsalenko	Facts sheet		Published	On farmers requests
8	Rent and fixed tax	T. Mulyk	Facts sheet		Published	On farmers requests
9	Income taxation	T. Mulyk	Facts sheet		Published	On farmers requests
10	Farm costs, 2p.	S. Kaflevska	Facts sheet		Published	On farmers requests
11	Registration of coming and quitting inputs (answers-questions), 42 p.	N. Pravdyuk	Facts sheets #32-50		Published	On farmers requests
12	Credit unions in financial provision of agrarian business development, 2p.	A. Kryvokon N. Pravdyuk	An article in the collection of scientific papers issued by Poltava Agricultural Institute		Published	

Attachment B.

Due to circumstances beyond our control, Ms. Abbington-Cooper's report will be submitted as an addendum at a later date.

Attachment C.

Report on Assignment
to
Ukrainian Center for Private Farmer Training and Outreach
May 24-June 16, 2001

Rebecca White
Extension Associate
Louisiana State University Agricultural Center - Cooperative Extension Service

Contents

Acknowledgments	3
List of Appendices	5
Executive Summary	6
Report of Assignment	7
Purpose	7
Objectives	7
Schedule of Activities	7
Objective 1: Understanding of positive youth development theory	7
Objective 2: Incorporate focus group findings into a youth outreach program.	8
Objective 3: Development a Ukrainian model for agriculture youth development.	11
Recommendations	13
Appendices	14

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Special thanks to our youth development planning team, Yuri Vanzhula, Tanya Butkaluk, Tanya Mulyk, Svetlina Kafleska. These exceptional faculty members were a joy to work with. Because of them the Ukrainian youth development project will be grounded with a sound strategic plan.

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List of Appendices

Appendix 1: Scope of Work	14
Appendix 2: Schedule of Activities	17
Appendix 3: Positive Youth Development Bibliography	20
Appendix 4: Youth Development Seminar	23
Appendix 5: Michelle Cooper's Recommendations Regarding Ukrainian Youth Development Organization Direction	24
Appendix 6: Dr. Satish Verma's Material on Conducting Focus Group Sessions	25
Appendix 7: Focus Group Plan for Youth Development	26
Appendix 8: Focus Group Session Results	29
Appendix 9: Strategic Planning Process	34
Appendix 10: National 4-H Strategic Plan	35
Appendix 11: Ukrainian Model for Youth Development	36
Appendix 12: Assignment Photos	37
Appendix 13: Strategic Planning Process Training for VSAU/Center Staff	38

List of Appendices

Appendix 1: Scope of Work 14
Appendix 2: Schedule of Activities 17
Appendix 3: Positive Youth Development Bibliography 20
Appendix 4: Youth Development Seminar 23
Appendix 5: Michelle Cooper’s Recommendations Regarding Ukrainian Youth Development
 Organization Direction 24
Appendix 6: Dr. Satish Verma’s Material on Conducting Focus Group Sessions 25
Appendix 7: Focus Group Plan for Youth Development 26
Appendix 8: Focus Group Session Results 29
Appendix 9: Strategic Planning Process 34
Appendix 10: National 4-H Strategic Plan 35
Appendix 11: Ukrainian Model for Youth Development 36
Appendix 12: Assignment Photos 37

Executive Summary

The primary purpose of this assignment was to provide center personnel with information on positive youth development theory and application strategies; continue work on the public forum/citizen input process; and assess the feasibility of and develop with staff a model for a youth development program.

The assignment began in Vinnitsa on May 26 and concluded in Kiev on June 15. Scheduled activities included three weeks in Vinnitsa to work with center faculty to plan a model for an agriculture youth development organization, conducting a faculty seminar on positive youth development and trips to various raions to gain information about the Ukrainian education system and Ukrainian community culture.

Other activities that were achieved was the planning and conducting of a focus group session with school officials throughout the oblast of Vinnitsa and the sharing of 4-H educational resources with Center staff. The purpose of the focus group session was to determine the current situation for Ukrainian youth and their development of life skills and future directions for a potential youth development program offered by the Center. The purpose of sharing the 4-H educational materials was to provide the proposed youth development program with materials they could translate and find useful in youth development activities.

Accomplishments of the assignment included: (1) VSAU/Center staff learned of current research in positive youth development; (2) incorporation of previous assignment and current assignment youth development information into a plan for a model of Ukrainian Youth Development; (3) conducting a focus group session to gain school official stakeholder input and advice on future directions for a Center sponsored youth development program; (4) initial development of a model for Ukrainian Youth Development program.

Report of Assignment

Purpose:

Provide staff with information on positive youth development theory and application strategies; continue work on the public forum/citizen input process; and assess the feasibility of and develop with staff a model for a youth development program.

Objectives:

1. VSAU/Center faculty to develop an understanding of positive youth development theory.
2. VSAU/Center faculty to incorporate findings from community forums into a youth outreach program.
3. VSAU/Center faculty to begin development of a model for youth development applicable to their context.

Schedule of Activities:

The assignment began in Vinnitsa on May 26 and concluded in Kiev on June 15. Scheduled activities included three weeks in Vinnitsa to work with center faculty to plan a model for an agriculture youth development organization, conduct a faculty seminar on positive youth development and trips to various raions to gain information about the Ukrainian education system and Ukrainian community culture. Appendix 2 gives details of these activities.

Objective 1: VSAU/Center faculty to develop an understanding of positive youth development theory.

Rationale

The rationale for assisting VSAU/Center faculty to develop an understanding of positive youth development theory was based on the follow precepts:

- The development of a successful model for youth development requires that those stakeholders involved in the strategic planning and implementation process have a broad understanding of positive youth development theory
- The VSAU/Center faculty are all trained in disciplines related to agriculture (animal science, agriculture economics, plant science, etc.) and have limited knowledge of the theories of positive youth development

Methodology

To complete this assignment, a review of literature was conducted prior to coming to Vinnitsa (see Appendix 3). A seminar/interactive learning activity was developed and presented to

VSAU/Center faculty on June 7 to 45 faculty, specialists and center staff (see Appendix 4).

Objective 2: VSAU/Center faculty to incorporate findings from community forums into a youth outreach program.

Rationale

The rationale for VSAU/Center faculty to incorporate findings from community forums into a youth outreach program was to include stakeholder views and advice in planning a model program for a Ukrainian Agricultural Youth Development program. Research indicates that successful youth development programs incorporate a carefully designed community engagement process to provide opportunities for citizens to come together to develop and implement successful program.

Methodology

Prior to my assignment, Michelle Cooper of the LSU AgCenter had completed an related assignment in Vinnitsa in April 2001. She had conducted with the assistance of a translator Vanda Yamkovenko, a open forum with VSAU/Center faculty regarding youth development issues and possible activities offered by the Center. Ms. Cooper developed several recommendations as a result of this activity to be incorporated into future planning regarding youth outreach (see Appendix 5). Prior to my assignment, I reviewed these recommendations and met with Ms. Cooper to gain information and useful insights to guide my efforts in completing this objective. Ms. Cooper recommended that a follow-up forum (a focused forum with faculty) might be valuable in the development of the youth development model. I carried with me to Vinnitsa, examples of American educational resources for youth featuring information in the agricultural and domestic sciences for review by Center faculty.

Six Center faculty (Larry Brock, Vanda Yamkovenko, Yuri Vanzhula, Tanya Butkaluk, Tanya Mulyk, Svetlina Kafleska) had been designated to work on a planning team for the creation of a Ukrainian model of youth development. My assignment was to collaborate with this planning team and create a model for a Ukrainian youth development organization focused on students learning about life skill development in agriculture and domestic sciences. During early meetings with the planning team it was determined that rather than a focused forum with Center staff, that a focus group session with school personnel from the Vinnitsa Oblast would be more useful. This was considered an important action to take to gain additional stakeholder input regarding the creation of a successful youth development organization in the Vinnitsa Oblast.

The Center faculty had been previously trained in the focus group process by Dr. Satish Verma and had already had experience with this method of gaining stakeholder input regarding issues. The planning team reviewed Dr. Verma's material on conducting focus group sessions and used this information to guide the planning and implementation process for the focus group session (see Appendix 6)

Selected raion specialists from seven raions were asked by the planning team members to invite school personnel in their raion to participate who had indicated an interest in youth development and had expressed interest in collaborating with the Center. The planning team advised them to invite school directors, assistant school directors, local school youth development coordinators, and teachers involved in agricultural science or domestic sciences education.

The purpose of the focus group session was to determine the current situation for youth in regard to their development of life skills and future directions for a potential youth development program offered by the Center. On June 5-7 and 10-11, 2001 the Youth Development Planning Team and I met to plan the Youth Development Program Focus Group process (see Appendix 7). Fourteen questions were developed for the focus group session.

At 11:00 AM on June 12, 2001 the Youth Development Program Focus Group was conducted at the Ukrainian Center for Farmer Outreach and Training office in Vinnitsa. Eleven individuals from six raions attended to participate in the focus group on youth development. Three were school directors, three were youth development coordinators, two were teachers, and three were assistant directors. Seven raion specialists observed the focus group session as a professional development activity. Tanya Batkaluk (planning team member) moderated the focus group. Ultimately, ten questions of the developed fourteen were asked of the focus group participants due to time constraints. During the session, Dr. Batkuluk determined to eliminate several questions as the group sessions was getting too lengthy and some of the questions expected responses were addressed by the participants in questions already asked. Questions 6, 7, 9, and 11 were dropped.

Focus Group Findings

Review of the translation of the focus group session reveal four emergent themes (see Appendix 8). They include:

- I. Problems associated with the current youth development situation
- II. Former and current youth development programs
- III. Limited view of the volunteer model concept for youth development
- IV. Potential for agricultural and domestic sciences youth development organization

Problems associated with the current youth development situation

Most all focus group participants alluded to the lack of resources being the major problem they associated with the youth development activities within their school. Several mentioned negative influences of television, lack of teacher involvement due to low teacher morale which in turn is due to lack of education resources, lack of parental involvement, emerging anger and disrespectfulness in children, alcohol and bars as contributing problems.

Former and current youth development programs

Most focus group participants shared positive views of the former Pioneer youth development clubs found in all schools during the Communist era. They liked the common uniforms the youth wore, the songs associated with the program, the activities that the children participated in. Several did say that there were some practices in the Pioneer youth development clubs that would no longer be appropriate, but then quickly added that strong consideration should be given to taking what was best of the former youth development programs in any newly created programs offered in the Ukraine today. One participant indicated that they thought the Pioneer clubs were too "political or propagandist" in nature and that should be avoided. Another mentioned that children were never asked what they wanted and the clubs were very adult developed and "top down" with commands on how to operate coming from above.

Current youth development activities participants mentioned were sports, art, English, science, history, work development, creative thinking (writing). Current clubs that were operating in the schools were dance, mechanics, clothing, crafts, writing, culinary science, tourism, computing, driving, animal products, and young traffic police.

Limited view of the volunteer model concept for youth development

In reviewing the translated data, it became apparent that the focus group participants understand the word "volunteer" in a different way than is common in America. Volunteers were always mentioned in a role of providing resources. Volunteers mentioned usually were politicians (elected officials) and agri-business representatives who provided land, equipment (tractors, etc.), food for lunch for the school children or the monetary resources for children to participate in special activities and events designed by the school representatives.

Potential for agricultural and domestic sciences youth development organization

Much of the discussion by the focus group participants centered on the recognition of the importance of youth development and how limited current youth development activity was due to lack of resources and other related difficulties. In addition several participants in the focus group mentioned that children need to learn "how to work". One participant mentioned they had little going on in agriculture youth development and need a lot of help in this area. One school had some limited activities in clothing design and construction as well as culinary science. One participant mentioned they had plenty of parental involvement, but most indicated that parent involvement was lacking in their youth development programs, that the school personnel were completely responsible for all youth development. Several recognized that parent and community involvement were key to successful youth development. One participant acknowledged that the VSAU/Center raion specialist was the reason they had successful youth development activities going on at their school. Several participants mentioned they hoped that the VSAU Center would work with them in youth development in the future.

Post focus group activity

Following the focus group session, light refreshments were served. A planning team member asked if I would make a brief presentation to the focus group participants and raion specialists on the volunteer model in America. After expressing my thanks to the focus group participants and the specialists, I briefly shared the Volunteer Leadership Model for Youth Development. This was to acquaint them with the notion that school personnel, parents, grandparents, and other community members have the potential of helping youth in a positive way by serving as volunteer leaders conducting informal educational programs and activities. I shared the story of my grandmother who served as a project leader in animal science, gardening, and canning and helped a number of children gain life skills. I also told them of my mother who served as a club leader and project leader in cooking and forestry at a school in the village where I grew up and taught many children how to effectively lead a group, public speaking skills, and how to work as a team to get goals accomplished. Later I sat with the focus group participants and answered questions that they had about youth in America, youth development and my background.

The following day (Wednesday, June 13) the focus group session, the planning team met and went through a debriefing. The team members discussed what was "heard" from the school representatives as potential stakeholders in a new youth development organization. The planning team recognized the need to provide more information to various stakeholders (school officials, teachers, parents, older youth, grandparents, pensioners, other community members) regarding volunteerism as a critical piece of positive youth development. As the model development for the youth development organization had already begun, it was determined that 4-H Club volunteer leader guides from the US should be secured and translated to proceed.

Objective 3: VSAU/Center faculty to begin development of a model for youth development applicable to their context.

Rationale

The key to implementing a successful youth development organization as a component of the VSAU/Center outreach efforts is a thorough, well thought out model of agricultural youth development and strategic plan for implementation. Further, a model and strategic plan should help contribute to greater success and impacts and if successful provide a framework for replication in other oblasts. Additionally, the model and strategic plan should incorporate key stakeholder views and advice.

Methodology

As mentioned before, six VSAU/Center faculty (Larry Brock, Vanda Yamkovenko, Yuri Vanzhula, Tanya Butkaluk, Tanya Mulyk, Svetlina Kafleska) had been designated to work on a planning team for the creation of a Ukrainian model of youth development. Again, my assignment was to collaborate with this planning team and create a model for a Ukrainian youth

development organization focused on students learning about life skill development in agriculture and domestic sciences. Prior to my arrival in Vinnitsa, I assembled various information regarding the 4-H model of youth organization and several sources of strategic planning process information to assist in the collaborative process of model development and strategic planning.

On Monday, June 4 the planning team met with me and I shared information and background regarding the successful 4-H Youth Development program, its structure and organization. They learned of the Louisiana 4-H Club model that features 4-H clubs as a co-curricular and enhancing aspect of schools with informal educational activities. 4-H volunteer leadership and the various roles that volunteer leaders can fulfill were shared. We discussed 4-H projects and club activities as two aspects of youth development (group and individual life skill learning) that youth could participate in. The planning team members from Vinnitsa, immediately saw similarities between the US 4-H model and their own personal youth experiences with the Pioneer clubs of the past. Discussion then occurred about taking what is best from their past youth development and melding it with applicable aspects of the 4-H youth model to come up with a Ukrainian Model for Agricultural Youth Development program. That night I began to work on a tentative model.

On Tuesday, June 5 the planning team continued its collaborative process and we explored the strategic planning process for youth development. The group learned of various steps to the strategic planning process (see Appendix 9). The process included developing a vision and mission statement; conducting a community assessment to include assets and needs; developing strategies and then goals; developing action plans; conducting consistency checks and then implementing the youth development program. We discussed briefly the fact that they already had three clubs established before this important work had been completed and how they need to proceed as quickly as possible with the strategic planning process to guide those clubs. An example of vision, mission statement and strategic plan including goals and objectives of the 4-H youth development program were shared (see Appendix 10). Additionally, the draft of a tentative pictorial model for Ukrainian Agricultural Youth Development was shared with the planning team (see Appendix 11).

As the planning team members began to process this information they quickly realized that a focus group session would be beneficial and as mentioned previously plans were soon underway to plan that event. The team noted that a vision, mission statement and community assessment should be conducted immediately for the Center's youth development outreach program to get the process going. Previous to June 5th and following I was taken by planning team members to visit various community sites they considered assets and we noted where there were needs that we might address though a youth development program focused on agricultural sciences and domestic sciences. Visits were made to seven schools (3 comprehensive, 2 special education, one vocational and one kindergarten/preschool) raion offices, local sites, farmers markets, villages, visits with farmers, school representatives, public officials, and farm and garden operations connected to schools. In effect we began to conduct a community asset and needs assessment.

To assist the planning team in sharing the strategic planning process with raion specialists I developed a powerpoint presentation (to be translated) for their use and left with Vanda Yamkovenko for translation and use in the future.

On the day of my departure for Kiev (June 13) I met with the planning team to share my observations and make recommendations to the team for continued progress. We decided that it would be important for them to train the raion staff in the strategic planning process, continue the community assessment, develop a vision and mission statement, work on prioritizing which youth development resources to translate for their use. I recommended particular leader guides and key project books for prioritization. I also agreed to contact Craig at the LSU AgCenter International Programs to begin to assemble materials they would need for their youth development reference library.

Recommendations

1. VSAU/Center faculty continue to visit with local school officials and community members regarding the establishment of a Agricultural youth development organization in their school that involved parents and community members as informal teachers and activity leaders in the areas of life skills, agricultural sciences and domestic sciences.
2. VSAU/Center Raion Specialists each set as a goal the establishment of at least one pilot "Young Farmer Hosts" club in the raion they are serving.
3. VSAU/Center faculty receive community volunteer leadership training as expeditiously as possible. Focus should be on developing helping raion specialists to learn the information required to provide training for the following types of volunteer leaders: (1) school club leaders (mainly teachers), (2) educational project leaders (parents, community members) and special activity volunteer leaders (can be teachers, parents or other community members).
4. For Rebecca White to provide additional youth development resources (to include leader and club officer training materials, Louisiana 4-H enrollment card and 4-H project books) to the VSAU/Center office staff and youth development team for prioritization of translation for use in the Vinnitsa youth development program.
5. For Rebecca White to coordinate with Vanda Yamkovenko a further expansion of the Louisiana 4-H/Ukrainian Youth Pen Friends program.
6. For LSU AgCenter International Programs to assemble youth development resources (list provided by Rebecca E. White to appropriate individual) for the creation of a Ukrainian Youth Development Resource Library at the VSAU/Center.

Appendix 1
Scope of Work

Ukranian Private Farmer Training and Outreach Center
Vinnitsa State Agrarian University

Proposed Scope of Work of Rebecca White, Extension Associate, LSU Agricultural Center
May 24, 2001-June 15, 2001

PURPOSE:

Provide staff with information on positive youth development theory and application strategies; continue work on the public forum/citizen input process; and assess the feasibility of and develop with staff a model for a youth development program.

OBJECTIVES:

7. VSAU/Center faculty to develop an understanding of positive youth development theory
8. VSAU/Center faculty to incorporate findings from community forums into a youth outreach program.
9. VSAU/Center faculty to begin development of a model for youth development applicable to their context.

PLANNED ACTIVITIES:

Objective 1.

1. Conduct seminar for VSAU/Center faculty on positive youth development theory.
2. Interact with select VSAU/Center faculty and Vinnitsa citizenry to explore aspects of youth development theory which may apply to Ukrainian context through group conferences and personal interviews to get their input.
3. Interact with select VSAU/ Center faculty to get their input regarding feasibility and applicability of positive youth development theory to the youth development program in Vinnitsa.

Objective 2.

1. Review findings of open community forums conducted by Michelle Cooper and VSAU/Center faculty in April 2001.
2. Work with VSAU/ Center faculty to incorporate open community forum findings into youth development program.
3. **Conduct focused community forum process with Vinnitsa citizens to assist VSAU/Center faculty in future program efforts.**

Objective 3.

1. Work with VSAU/Center faculty on youth development program.
2. **Collaborate with Center faculty to develop a vision/ mission/organizational model for a Vinnitsa youth development program.**

Duration/Time Line

Week One -

Objective 1 - Planned Activity # 2

Objective 2 - Planned Activity # 1

Objective 2 - Planned Activity # 2

Week Two -

Objective 1 - Planned Activity # 1

Objective 1 - Planned Activity # 2 (continued)

Objective 1 - Planned Activity # 3

Objective 2 - Planned Activity # 3

Week Three

Objective 3 - Planned Activity # 1

Objective 3 - Planned Activity # 2

Expected Outcomes

- VSAU/Center faculty will develop an understanding of positive youth development theory.
- VSAU/Center faculty will incorporate findings from community forum and focus group session into a strategic plan for a youth outreach program.
- VSAU/Center faculty will begin the development of a model for youth development applicable to their context.

Appendix 2
Schedule of Activities

Schedule of Activities, May 24-June 16, 2001

May 26 (Saturday) - Arrival in Kiev. Meetings with Dr. Palshin, Director, Ukraine Branch, World Laboratory; Dr. Lakshman Velupillai, Director, LSU AgCenter International Programs; Larry Brock, LSU AgCenter Project Coordinator; and Wanda Yamkovenko, Project Interpreter. Traveled on to Vinnitsa. Also met with Gregorii Linac, Ludmilla Tesluk and Larissa Kovalchuck, Dr. Satish Verma and Mrs. Nimmi Verma.

May 27 (Sunday) - Tour of Vinnitsa with Larry Brock, Dr. Satish Verma, Mrs. Nimmi Verma and Wanda Yamkovenko. Informal orientation meeting with Dr. and Mrs. Verma.

May 28 (Monday)- Meeting with Project Center staff. Assisted Dr. Satish Verma and Center staff in loading farmer outreach survey/project assessment data into an access program.

May 29 (Tuesday) - Continued assisting Dr. Verma and Center staff in loading farmer outreach survey/project assessment data into an access program. Met with VSAU professors who will form the Youth Development Program Planning Team. Established my itinerary. Work on draft of a tentative model for the youth development program in Vinnitsa. Visited with Center Staff to learn more background about the project.

May 30 (Wednesday) - Visit **Mogyliv Podilsky raion and town** with two VSAU faculty and regional Farmer Outreach and Training Supervisor for the southern region. Met with the Agricultural Commissioner for the raion. Visited with the Sports and Culture Commissioner for the raion who served as our tour guide. Visited Mogyliv Podilsky school - met with school officials. Gave presentation and visited with youth in the English Club, their English teachers and school officials. Answered many questions. We then left and visited a religious monastery located in the mountains on Moldavian border. Visited the Mogyliv Podilsky street market. Attended a dinner hosted by the Vermas for VSAU faculty and center staff.

May 31, 2001 -(Thursday) - Visit three schools in **town of Stryzhavka** - a kindergarten and later the graduation ceremony for kindergarteners and a special school and a comprehensive high school (attended 11th grade graduation). Met school officials, English teachers, kindergarten teachers, a local agribusiness leader, local mayor, medical doctor, doctor in charge of sanitation and utilities for town.

June 1, 2001 - (Friday) - Visit **Village of Prybuzke** and special school for retarded children. Visited with 40 teachers and school director at a faculty meeting. Gave brief presentation to teachers. Visited the **village of Staponivka** to the school Michelle Abbington Cooper visited during recent visit. School out and only Asst. Director of school was there. Rescheduled another visit to see some school children.

June 4, 2001 - (Monday) Religious holiday but held brief meeting with VSAU professors serving on the youth development planning team to review visits and work on strategic planning process for organizing youth development program focused on agriculture.

June 5, 2001 - (Tuesday) Youth project book translation. Continue work with VSAU professors serving on the youth development planning team to review visits and work on strategic planning process for organizing youth development program focused on agriculture.

June 6, 2001 (Wednesday) Youth project book translation. Continue work with VSAU professors serving on the youth development planning team to review visits and work on strategic planning process for organizing youth development program focused on agriculture.

June 7, 2001 (Thursday) Faculty seminar for all university faculty and raion specialists on youth development.

June 8, 2001 (Friday) Visit town of **Bershat** - youth club at votech school present a program for youth.

June 9 & 10, 2001 (Saturday and Sunday)

June 11, 2001 (Monday) Planning Meeting with planning team for focus group process

June 12, 2001 (Tuesday) Focus Group with selected Directors of Target Schools for youth development programs. Visit village of **Staponivka** school. Give presentation to youth and teachers.

June 13, 2001 (Wednesday) Meet with staff to review and share my thoughts of Ukrainian experience. Departure for Kiev.

June 14, 2001 (Thursday). Tour of Kiev. Visit AID office.

June 15, 2001 (Friday) Departure from Kiev.

Appendix 3
Positive Youth Development Bibliography

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Appendix 4
Positive Youth Development Seminar



Positive Youth Development İĩçèòèâĩâ âèõĩâàíĩý ñeĩã³

By

Rebecca E. White

Extension Associate

Louisiana State University Agricultural Center

Louisiana Cooperative Extension Service

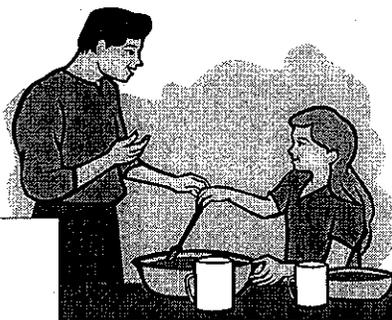
Đáááàà Óàéò

Èó³ç³àĩñüèèé Óí³áàðñèòòò

What Do Youth Need?

Ùĩ íáĩáõ³áĩĩ ñeĩã³?

- To Belong
- To Achieve
- To Become Independent



- Íàèãæàòè
- Äĩñýààòè
- Ñòàòè íâçàèãæíèì

Benefits of Positive Youth Development Programs

Īāðāāāēē ïðĩāðàì àèõĩāāĩíý ĩēĩā³

- Increased contact with adults
- Teaching and learning useful, practical skills
- Practice in formal leadership and organizational roles
- Opportunities to practice community responsibility
- Increased family involvement in the education of youth

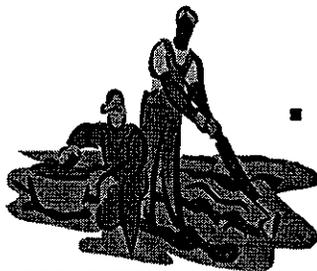


- Á³ēūøā ēĩōāēò³ā ç āĩðĩēēēē
- Âēēēāāāĩíý³ çāñāĩĩíý ēĩðēñĩēõ ĩðāēòē÷ĩēð ìāāē÷ĩē
- Īðāēòē÷ìà ĩ³āāĩōĩāēā ē³āāð³ā ĩðāāĩ³çāòĩð³ā
- Īāēēēāĩñò³ äēý àèõĩāāĩíý āðñāāñūēĩç ā³āĩā³āāēūññò³
- Á³ēūøā çāēó÷āĩíý ñ³ĩç āĩ ìāā÷āĩíý³ àèõĩāāĩíý ĩēĩā³

Youth Development Education

Àèõĩāā ðĩāĩòà ç ĩēĩāāþ

- Community youth development work is called informal or nonformal education, in contrast to the formal education carried out in schools



- Àèõĩāā ðĩāĩòà äēý ĩððāā āðñāāē ìāçēāāððūñý ĩðĩðĩāēūñþ ĩñā³ðĩþ, ìā ā³āĩ³íó ā³āðĩðĩāēūñĩç ĩñā³ðē, ýēā ìāāāððūñý ó øēĩē³

Similarities of informal and formal education

Ñĩ³ëüíá ó òíðìàèüí³é ³ íáòíðìàèüí³é ìñâ³ò³

- Both have purposeful curriculum
- Both have intentional learning activities
- Both are committed to helping youth to learn



- Íáéää³ ìàpòü ìáòó ³ó÷áíá³ ìðíáðàìè
- Íáéää³ ìðíáíàÿòü ìáâ÷àèüí³ çàòíàè ç àèçíà÷áíèèè ò³èÿìè
- Íáíá³ÿçéíí ìáíó ° áííííàà ìíèíá³ ó ìáâ÷áíí³

Distinctions between informal and formal youth education

Ð³çíèöÿ ì³æ íáòíðìàèüí³ òíðìàèüí³ ìñâ³ò³ ìíèíá³

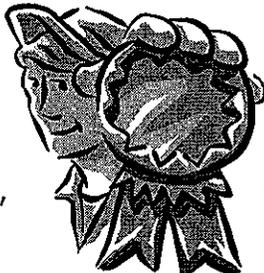
- | | |
|--|--|
| <ul style="list-style-type: none"> ■ Schools – have trained certified teachers- to teach/work with youth | <ul style="list-style-type: none"> ■ Informal programs – have caring adults (often volunteers) to teach/work with youth |
| <ul style="list-style-type: none"> ■ Øéíèè ìàpòü ì³ääíòíàèèíèè ìèèíííááíèè ã÷èðáèè³á, ùíá ìáâ÷àðèè/ìðàòpáàðèè ç ìíèíáäp | <ul style="list-style-type: none"> ■ Íáòíðìàèüí³ ìðíáðàìè àèèðèñòíàópòü çàò³èààèèíèèè áíðíñèèè (÷àñòí áíèííòáð³á), ùíá ìáâ÷àðèè/ìðàòpáàðèè ç ìíèíáäp |

Distinctions between formal and informal youth education

ᎠᎩᎠᎩᎠᎩᎠᎩ ᎠᎩᎠᎩᎠᎩᎠᎩ ᎠᎩᎠᎩᎠᎩᎠᎩ ᎠᎩᎠᎩᎠᎩᎠᎩ ᎠᎩᎠᎩᎠᎩᎠᎩ

- FORMAL - Grades, tests and diplomas are associated with formal schooling

- INFORMAL - Ribbons, badges, trophies, and awards are associated with informal youth development programs



- ᎠᎩᎩᎩᎩᎩᎩᎩ - ᎠᎩᎩᎩᎩᎩᎩᎩ, ᎠᎩᎩᎩᎩᎩᎩᎩᎩ, ᎠᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩ

- ᎠᎩᎩᎩᎩᎩᎩᎩᎩ - ᎠᎩᎩᎩᎩᎩᎩᎩᎩ, ᎠᎩᎩᎩᎩᎩᎩᎩᎩ, ᎠᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ

Distinctions between formal and informal youth education

ᎠᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩ

- FORMAL - education centered in the school building

- INFORMAL - education happens everywhere in the community



- ᎠᎩᎩᎩᎩᎩᎩᎩᎩ - ᎠᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ

- ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ - ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ ᎠᎩᎩᎩᎩᎩᎩᎩᎩᎩ



Role of Youth Development Programs

Ḑîëü ïðîãðàì äëÿ âèõîâàííÿ ïîëüã

- Central role in social education
- Compliments, but does not duplicate school work
- Addresses personal and social skill development



- Äîëîâî ðîëü - ñîõ³àëüîâ ïñâ³òà
- Äîñîâîððòü, àëã ïâ äóáëððòü
øê³ëüîâ ïàâ÷àííÿ
- Íàõ³ëäí³ ïà âèðòóâàííÿ
ïñîâèñòèò³ ñîõ³àëüîëõ ðèñ³
ïàâ÷àííè

Why Youth Development?

×îîó ïòð³áî âèõîâàííÿ ïîëüã?

- Deepening appreciation of researchers and educators in the interplay between family, school, community, peers and events



Why Youth Development?

×ñíó ñòð³áíá àèõíààííý ñèíä³?

- Youth and families face enormous challenges and can benefit from well-designed, community-based resources
- ² ñèíäü, ³ ñ³ì'¿ çóñòð³÷àpòùñý ç ñáðéíçíèè òðóáííùàìè ³ ñæóóü ìàòè àáèèéó éíðèñòù á³á áíáðá ñíèàííààíèõ ññá³òí³õ çàõíä³á, ññííààíèõ ìà ñæèèáñòùõ áðííàèè

Four C's of Successful Youth Development Programs

×íðèðè ññííààíèõ àñíáèòè äèý óñí³ðíèõ ñðíáðàì àèõíààííý ñèíä³

- Competence (literacy, employability, other practical skills)
- Connection (leadership, mentoring, tutoring, other aspects of caring human relationships)
- Character (responsibility, community service, concern for fairness and other core values)
- Confidence (hope and self-esteem through opportunities for personal goal-setting and successful experiences)
- Éñíáòáíó³ý (áðáìòí³ñòù, ñ³ááíòíáèáí³ñòù áí ìàéáóòííí¿ ðíáíòè, ³íð³ áí³ííý ³ ìááè÷èè)
- Ñòííóíèè (è³ááðñòáí, áí³ííý ááááòè ñðááè, ìá÷-áííý ³íðèõ òà ³íð³ áèèè òóðáíòèèáíáí ñòàáèáííý).
- Òàðàéòáð (á³áíá³áèúí³ñòù, ìáñéóáíáòááííý ÷éáí³á áðííàèè, ÷áñí³ñòù ³íð³ ÷áñííòè)
- Áíááíáí³ñòù (ñííá³áííý ³ ñáííó³íèà ÷áðáç ñæèèá³ñòù áèçíá÷áííý ññííàèñòèð ò³éáé ³ ñòèèàííý óñí³ðííáí áíñá³áó)

Characteristics of Successful Youth Development Programs

Õàðàèòððèñòèèà óñí³ðíèõ àèõíáíèõ ïðíãðàì àëÿ ïíèíà³

- Aim to develop youth's acquisition of critical thinking and life skills (encouraging practice and experience in targeted activities)
 - Promote youth to practice active decision making
 - Provide opportunities for youth to be useful, make contributions to the program, participate in program decisions
 - Foster young people's feelings of belonging to peer group, yet working in partnership with caring adults
- Ðíçàèààðòù ó ïíèíà³ èðèèè÷ íá ìèíèáííÿ òà æèðòòà³ íáàè÷èè (íááóòòÿ áííá³áó çà áíííáíð ò³èáñíðÿíáíèõ çàõíá³á.
 - Çàíõí÷òðòù ïíèíà³ ïðèèíàòè ò³ðáííÿ ìà ïðàèèèò³
 - Ñòáíððòù óííàè àëÿ òíáí, ùíá ïíèíà³ áóèà èíðèñíð, òíáèèà ñá³é áèèàà ó ïðíãðàìè, áðàèà ò÷áñòù ó ïðèéíÿòò³ ò³ðáííÿ
 - Áíííàààðòù ïíèíàèì èðáÿì òíçàèààòè á³á÷òòòÿ ïðèíàèèáííò³ áí áðòíè ñíá³ ïíá³áíèõ, ÿèà ñí³áíðàòð³ ç çàò³èàáèáíèè àíðíèèèè

Features of Successful Youth Programs

Ðèñèè óñí³ðíèõ àèõíáíèõ ïðíãðàì àëÿ ïíèíà³

- There is:
 - A hopeful vision of the future
 - A clearly focused and defined mission
 - A team of dedicated staff/volunteers who value youth and are committed to their success
 - A positive image or identification
- Ìòèè³ñòè÷ íá àà÷áííÿ ìàéáòòííáí
- Õí÷í ñóíèóñíáàà³ àèçíà÷áíá ì³ñ³ÿ
- Èíáíáà à³áááíèõ ïðàò³áíèè³á/áíèííòáð³á, ÿè³ ò³íòðòù ïíèíà³ ïðàáíóòù óñí³ð³á àëÿ íáç
- Ìíçèèèáíèè ò³áæ

Features of Successful Youth Programs

Deñe óñi³øíeõ ïðíãðàì äëý ïëíã³

- Youth feel welcome, respected and comfortable
- Structured activities to stimulate caring relationships between adults and peers
- Information, counseling and expectations provided to help youth define what it means to care for self and others
- Activities and expectations encourage youth to contribute to the greater good through service, advocacy, philanthropy and active problem solving
- Ìíëíãü á³ã÷óãã° ñãáã ïòð³áñþ, ùí ˆˆ ïíããæàþòù, éñíóíðòñ.
- Ìðíãíãýòùñý çàðíãè äëý ñòèíóëýò³ˆ òóðáíðèèèèèð ñòñíóíé³ã ì³æ áíðíñèèèè³ ïëíããþ
- Ìíëíãü íããã°òùñý³ ìóíðíàò³ý, ïðããè, äëý òíãí ùíã ñýñíéòè, ùí ç ìà÷-èòù ì³ééóããòèñý ìðí ñãáã³³ ì³èèð
- Çàðíãè³ ñííã³ãáíý çàíðí÷òþù ïëíãü áññèèèèè ñã³é áèèèèè ó íããáíý ññèéã, ïðãã, çàðèñòó, ìðíýãèíý ò³èáíðòí³ˆ ì³ àèèèèññíí àèð³ðáíý ìðíãèí

Features of Successful Youth Programs

Deñe óñi³øíeõ ïðíãðàì äëý ïëíã³

- Activities are developmentally appropriate
- Caring adults monitor activities
- Caring adults involve youth
- Provide variety of activities
- Varied rhythms of work and play activities
- Çàðíãè ì³ãðíãýòù äëý àèðíãáíý
- Çàð³èããèèè³ áíðíñè³ ñè³ãéòþòù çà àèèíãáíýì çàðíã³ã
- Çàð³èããèèè³ áíðíñè³ çàéó÷àþòù ïëíãü
- Ð³çñíãá³òí³ñòù ìðíãðàì
- Ð³çñíãá³òíéé òèò çàðíã³ã äëý òíãíèè³³ á³ãíí÷-éíéó

Features of Successful Youth Programs Ẹ̀nẹ̀ ńńí³øíèõ ìlẹ̀ä³æíèõ ìðlǎ̀ðàì

- Focused on developing youth, rather than just teaching a lesson or producing a product
- Youth provide planning and leadership and are responsible for program
- Responsive to changing needs of youth and families
- Have strong one-to-one relationships
- Have strong small group relationships

- Níòyíààí³ ìà àèòíààíy ìlẹ̀ä³, á³èùøð ì³ç ìà àèà÷àíy yéíàíñù éíéðàòííàì ìàðàð³àèó, ààí àèðíàèàíy ìðíàóèõ³ç
- Ìlẹ̀äü çàáàçíà÷ó³ ìèàíóààíy³ èàð³àíèòòàí³ à³àííà³àà³ çà ìðlǎ̀ðàìè
- Ìðlǎ̀ðàìè à³àííà³ààòù ìððàààì ìlẹ̀ä³³ ã³ìáé, éíðð³ ìíò³éí çì³íòùñy
- Çàáàçíà÷òòù ì³òí³ ñòíńóíèè ìàèí ìà ìàèí
- Ìàòù ì³òí³ ñòíńóíèè ó ìàèèõ ãðóíàõ

Two Aspects of Youth Development Äàà àñíàèòè àèõíààíy ìlẹ̀ä³

- Ecology, or environmental aspects
- Individual aspects

- Àèíèä³y³ ã ìðííà ìààéíèèøíúíàì ñàðàäíàèùà
- Íńíàèñ³ñòù

**Five Levels
of the Ecology of Youth Development**
 Ǫ³âáíü ð³âí³â áéíéíá³ú áèõíâáíý ïíéíá³

- | | | |
|---------------|---|----------------------|
| ■ Level One | → | ■ The Child |
| ■ Level Two | → | ■ Immediate Setting |
| ■ Level Three | → | ■ Connections |
| ■ Level Four | → | ■ Systems with Power |
| ■ Level Five | → | ■ Society |
-
- | | |
|-----------------|---------------------------|
| ■ Ǫ³âáíü íâéí | ■ Äèèèà |
| ■ Ǫ³âáíü äâà | ■ Ñâðâáíâèùâ |
| ■ Ǫ³âáíü òðè | ■ Çá'ýçèè |
| ■ Ǫ³âáíü ÷íðèðè | ■ ñèñòáìè, ùí ìàðòù áèääó |
| ■ Ǫ³âáíü ï'ýòüü | ■ Ñóñí³èüñúâí |

Level One – Child
 Ǫ³âáíü ïâððèé



Circle of Life Learning Activity

Êîêî æèèòò°âîî³çîàâèèüîèð çàðîä³â



Individual Aspects of Youth Development

²îäèâ³äóàèüî³ àñîäèèè ó âèðîäâîî³ îîèä³

- Identity development
- Autonomy development
- Achievement development

- Ðîçâèèè îñîäèñòîñò³
- Ðîçâèèè àâòîîîîñò³
- Ðîçâèèè îñîäèñòèð
äîñüäîü



Identity Development Âèõîâàííÿ îñîáèñòîñò³

- Involves changes in self concept, self-esteem, and sense of self
 - Most identity development takes place in late adolescence and early adulthood
 - Teens need time to explore self and determine who they are and where they are headed
-
- Âèëþ÷à° çí³è ó ñàíîçîí³í³, ñàíî³³³³, ââ÷óòò³ ñâî° îñîáèñòîñò³
 - Íàéá³ëüø àèòèáíèé ðíçàèòíè îñîáèñòîñò³ â³ááóâà°òüñÿ ó í³çí³é þííò³ ³ ðáí³é áíðíèíò³
 - Î³äè³òèàì îòð³áíí ÷àñ, ùíá àèâ÷àòè ñááá³ àèçíà÷èòè, òòí áííè òàé³ ³ éóàè áííè íàðàâèþòüñÿ

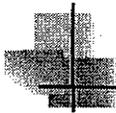
Autonomy Development Ðíçàèòíè àâòîíîííî³

- Emotional independence in relationships with others
 - Independent decision making abilities
 - Development of personal values and beliefs
-
- Áíî³éíà íçàèáæí³ñòü ó ñòíîíèàð ç³èèè
 - Çá³ííò³ áí îèéíòòÿ íçàèáæíèð ð³ðáíí
 - Ðíçàèòíè îñîáèòèè ÷àñíò³ ³ íðáííàíí



Achievement Development Điçàèòìè ìñíàèñòèõ äññyáíáü

- Key to academic and career success
- Critical during adolescence when skills, abilities, attitudes and behavior are developed
- To achieve teens need: to believe their abilities can be developed, to be motivated from within, to have self confidence in abilities, to believe they can create their own success
- Èèp÷ äí óññ³õ³â ó ìàâ÷àí³ ³ õíáíò³
- Êðèèè÷íéé òàèòíð ó þññò³, êíèè ðíçàèââþòüñý ìàâè÷èè, çã³áññò³, ñòààèèáíý ³ ñíââ³íéà
- Äëý äññyáíáü ñ³äè³òèàì ñòò³áñ: à³ðèèè ó òð, ùí Ìõ çã³áññò³ ñæóòü ðíçàèââèññü, ìàèè áíóòð³þ ñòèààò³þ, ìàèè äññáíáí³ñòü ó ñáíìõ çã³áññò³, à³ðèèè, ùí àèíé òàíòò³ ñáíìõ óññ³õ³â



Individual Protective and Risk Factors

²íàè³äóàèüí³ òàèòíðè çàðèñòó ³ ðèçèèó

- | | |
|-------------------|-------------------------|
| ■ Intellect | ■ Learning difficulties |
| ■ Problem solving | ■ Hyperactive |
| ■ Social skills | ■ Anti-social nature |
| ■ Self esteem | ■ Low self esteem |
-
- | | |
|---------------------|----------------------------|
| ■ ²íàèèèèè | ■ Òðóáññü³ ³ ìàâ÷àí³³ |
| ■ Ð³þáíý ñíáèè | ■ Ä³íðàèèèèèññòü |
| ■ Ññò³àèüí³ ìàâè÷èè | ■ Áíòè-ññò³àèüíéé òàèèèèðð |
| ■ Ñàññò³íéà | ■ Íèçüèè ñàññò³íéà |



Question to Consider:

İèòàííÿ äëÿ ðîçäèòéóâ

- How do we structure a youth development program to help youth in your oblast considering what we know about the ecological model of youth development and what we know about individual aspects of youth development?
- ßëîþ ïîäëíà áóòè ïðîäðàà àèòíäàíÿ ïëíà³, äëÿ òíäí, ùíà äíííèäèè ïëíà³ ó äèàø³é íáèàíò³, ïèèäàþ-èíó íà òä, ùí è çíàíí ïðî äëèèíèä³÷íó ïîääëó ðîçäèèòéó ïëíà³ ³ íà ³íäèä³äòàèóí³ àííèèèè ðîçäèèòéó ïëíà³?



Appendix 5
Michelle Cooper's Recommendations Regarding
Ukrainian Youth Development Organizational Direction

Youth Development and Outreach in Ukraine

Based on the results of the Open Forums, school and farm visits, and personal interviews conducted during my trip to Ukraine, these are my thoughts/recommendations:

1. Program Focus: Personal Development – Leadership Development
Communication Skills
Decision Making Skills
Critical Thinking Skills
Personal Responsibility
Time Management
Money Management

Career Exploration and Workforce Preparation
Citizenship
Character Education*
Service Learning
2. Beginning Project-Focus: Computer Science
Culinary Arts/ Food Preparation
Textiles and Clothing
Animal Science – Swine
Beef
Dairy
Poultry
Plant Science/Agronomy/Soil Science –
Employing BMP's
3. Training Needs: "T-3" Training to give the professionals a tool with which they can train others who will work with youth.

Some of the information in "Moving On"
4. Needed Materials: Project Books in these areas to serve as a "model" for the Specialists in Ukraine to use for developing their own.
I will get these to send with B and R

* Many, if not most of the rural schools are K-11, so having older youth work with younger is ideal

Appendix 6
Dr. Satish Verma's Material on Conducting Focus Group Sessions

Planning and Conducting Focus Groups

What is a focus group?

- A focus group is a carefully planned discussion to obtain people's perceptions on a defined area of interest in a permissive, non-threatening (conducive) environment. It is conducted with about 7-10 persons by a skilled moderator. The discussion is comfortable and often enjoyable for participants as they share their ideas and perceptions. Members of the group influence each other by responding to ideas and comments in the discussion.
- Focus groups are widely used today to both shape and find out people's attitudes and perceptions relating to concepts, products, services, or programs. When people interact with others in a group they are influenced by the views and opinions of others and they can disclose their own feelings and thoughts. This kind of sharing is not possible in individual interviews.
- Focus groups should provide a permissive environment in which disclosures are encouraged and nurtured by a skillful moderator using open-ended questions.

Characteristics of Focus Groups

- Focus groups typically have 6-10 people, but the size can range from 4 to 12. The group must be small enough to give everyone the chance to share insights, yet large enough to provide diversity of views.
- Focus groups are conducted in a series to detect patterns and trends across multiple groups, and avoid problems that can arise if only one group is planned.
- Focus groups are composed of people who are similar to each other but do not know one another that well.
- Focus groups are a method of collecting data. They are not intended for planning or decision making purposes.
- Qualitative data are gathered through focus groups using open-ended questions and observing people's interactions, body language, nuances, etc.
- The discussion in focus groups is focused on predetermined topics in a logical sequence using carefully worded questions that are understood by the participants.
- Focus groups can be used before a program begins, during a program, or after a program ends.
- Focus groups can give valid data if properly used.
- Advantages of focus groups include the ability to capture real-life data in a social environment, and their flexibility, relatively low cost, and quick results.
- Limitations of focus groups include less control than individual interviews, data that are

Steps in Planning Focus Groups

- Determine the Purpose: Several questions should be addressed in establishing purpose of a focus group: Why is the study being done? What kinds of information will be produced? What information is important? How will the information be used? Who wants the information?
- Determine Whom to Study: Is it advisory groups; program clients (past, present, potential); program staff; volunteers?
- Talk to Some People in the Target Audience: To find out how to locate participants? Whether incentives are needed? What are good questions to ask? Who should moderate the discussion?
- Select the Focus Group Location: Should be easy to find; Room should be free from distractions; Check out the potential location; Ensure a neutral setting; Have chairs facing each other around a table to permit eye contact.
- Develop A Plan: List tasks; Persons responsible/assisting; Days needed; Budget of needed funds/other resources; Schedule

Asking Questions in a Focus Group

- Questions are the essence of the focus group interview. They have to be carefully selected and worded to get the maximum amount of information.
- Typically, a focused interview will include about a dozen questions. As participants answer questions, the responses trigger new ideas or connections from other participants.
- Focus group questions include:
 1. Opening Question: Everyone answers this question at the beginning of the focus group. A quick answer (10-20 seconds) to identify common characteristics and get some facts.
 2. Introductory Questions: These questions introduce the general topic of discussion and give participants the chance to reflect on past experiences and their connection with the overall topic. Intended to foster conversation and interaction.
 3. Transition Questions: These questions move the conversation into the key questions of the study; enable participants see the topic in a broader scope; become aware of how others view the topic.
 4. Key Questions: These questions drive the study; typically 3-5 questions.
 5. Ending Questions: These questions bring closure to the discussion, enable participants to reflect on what they have said. In this category there are three

kinds of questions: "All Things Considered Question"; "Summary Question"; "Final Question"

- Focus group questions use open-ended questions (Begin with "What" or "How"). Open-ended questions allow the respondent to give the answer in any way he/she chooses. "It is like a blank page filled in by the interviewee". Reveals what is in the interviewee's mind. Some examples of open-ended questions:

- *What did you think of the program?*
- *How did you feel about the meeting?*
- *Where do you get new information?*
- *What do you like best about the proposed program?*

- Focus group questions do not use why questions. Why questions look for a rational answer and appear as if the participants are being interrogated.
- Focus group questions are carefully prepared – brainstorm all potential questions, identify critical questions to capture the intent of the study
- Focus group questions are clear – use shorter rather than longer questions; focus on one aspect (eg. "useful" or "practical" not both); use words that participants can understand.

Participants in a Focus Group

- Effective focus groups require the right participants. Therefore, careful recruitment is the key to success. Address questions of Who to invite, how many in a group, how to identify participants; how to ensure/maximize attendance, how many groups to have.
- Homogeneity is a guiding principle in composing a group – consider occupation, past use of a program or service, educational level, age, gender, or family characteristics - and how these factors will influence sharing within the group discussion. But allow sufficient variation among participants to get contrasting opinions.
- A rule of thumb is to plan three sessions and then modify the number as needed. If nothing new emerges from the third session, the additional groups may not be needed. But if there are new ideas, insights, then more interviews should be added.

Moderating Skills

- Moderating or guiding the discussion in a focus group requires special skills.
- A skillful moderator will have these characteristics:
- *Be comfortable and familiar with group processes and have experience in working with groups.*
- *Be able to exercise mild, unobtrusive control over the group to guide conversation back on target if it happens to stray.*
- *Possess a curiosity for the topic and participants – helps follow-up questions, probes.*
- *Respect for participants' wisdom to get their best insights.*

- *Have adequate background knowledge of the topic to balance views and follow up critical areas of concern.*
- *Exercise self-discipline to not express personal opinions.*
- *Consider such personal characteristics of the moderator as gender, race, age, socioeconomic characteristics, and technical knowledge. These can inhibit or promote communication.*
- *A friendly manner and a sense of humor without overdoing it.*
- Common moderator roles are:
 - *The Seeker of Wisdom: Belief that participants have wisdom, and if asked the right questions, they will share it. Has knowledge of the subject.*
 - *The Enlightened Novice: Bright but has less knowledge than participants. Tries to ferret this out from them*
 - *The Expert Consultant:*
 - *The Challenger: Combative and challenges participants to explain, amplify, and justify their ideas and actions. Need good timing and effective group skills to surface opposing points of view.*
 - *The Referee: Provides balance between opposing points of view – gets both sides to clarify, ensures fairness and respect for all participants*
 - *The Writer: Uses flip chart extensively – advantage that participants can see what is being recorded; disadvantage – loses spontaneity and synergy.*
 - *The Team – Discussion Leader and Technical Expert who work well together.*
 - *The Therapist: Questions psychological motivation – Why is that? Why did you do that? How did you feel?*
- Mental Preparation is Important
 - *Alert and free from distractions, anxieties, or pressures that would limit ability to think quickly.*
 - *Must discipline oneself to listen and not talk.*
 - *Be completely familiar with, even memorize, the questioning route.*
 - *Discipline to think and listen at the same time. It is not enough to be an empty vessel, listening and absorbing the comments of participants.*
 - *Must have a past-present-future perspective throughout the discussion.*
- Recording the Group Discussion
 - *Focus Group sessions are recorded by a tape recorder and written notes. Written notes are kept by the assistant moderator. – especially comments that will make good quotes. Note taking should not interrupt the flow of discussion, but should be as complete as possible in case the tape recorder fails.*
- Beginning the Focus Group Discussion
 - *The welcome*
 - *The overview of the topic*
 - *The ground rules: speak up; one person at a time; confidentiality; both positive and negative comments*

- ***The first question: ice breaker: do not ask participants if they have any questions before the discussion. This can distract attention.***
- Anticipate the Flow of Discussion
- ***Deflect irrelevant questions/comments skillfully***
- ***Bring people back to scope of topic which has been explained in the opening remarks***
- Two essential techniques: The Pause and the Probe
- ***Pause 5-seconds after individual comments to allow others to pick up.***
- ***Use probes early in the interview to indicate it is important to make precise comments.***
Examples of probes:

1. Would you explain further?
2. Would you give an example of what you mean?
3. Would you say more?
4. Is there anything else?
5. Please describe what you mean
6. I don't understand

Responding to participant comments:

- ***Be careful how you respond – verbal and nonverbal. Avoid, atleast restrict, head nodding – which suggests agreement or disagreement.***
- ***Short verbal responses – okay to use “OK”, “Yes”, or “Uh huh” – not okay to use “Correct”, “That’s good”, “Excellent”.***

Dealing with the expert, the talker, the shy participant, and the rambler.

- ***Look away from and/or seat the expert, the talker, and the rambler beside the moderator. Say “Thank you, ____ . Are there others who wish to comment on the question?” or “That’s one point of view. Does anyone have another point of view?”***
- ***Place shy participants directly across from the moderator to have direct eye contact. This provides encouragement of speak. Otherwise cal on them.***

What to do when unexpected things happen?

- ***Nobody shows up***
- ***Only a few show up***
- ***The meeting p[lace is inadequate***
- ***The group doesn’t want to talk.***
- ***The group gets so involved that they don’t want to leave.***
- ***Hazardous weather just before the meeting.***
- ***The early questions take too much time, leaving little time to ask the final questions.***

Concluding the Focus Group

- *Thank the group for participating, and wish them a safe journey home.*
- *Assistant moderator or moderator briefly summarize the main points of view and ask if it is correct.*
- *Give overview and ask "Have we missed anything?"*

Appendix 7
Focus Group Plan for Youth Development

Focus Group Plan - School Representative Views on Youth Development

Purpose: To determine the current situation for youth and their development of life skills and future directions for a potential youth development program offered by the Center.

Participants:

- **Who? In seven targeted raions (Vinnitsa, Lipovets, Bar, Nemyriv, Bershad, Checkelnyk, Mogliv-Podilsky, and Kryzhopil) selected School Directors, School Youth Development Directors, Methodologists or Teachers**
- **How many? No more than 14 total (2 per raion) invited by each Raion Specialist (O. Tsygluk, N. Fil, V. Segeda, P. Gudyma, A. Andreytsov, I. Kryvitska, V. Fedoryshin)**

Date, Time and Location:

- **What date? Tuesday, June 13th, 2001**
- **What time of day? 11 AM -1 PM**
- **Where will the meeting be held? Center office, 2nd Floor, Center Lawyer's office.**
- **Locate small room where participants can be in a circle facing each other. see above**

Plan:

- **Who will invite participants? Ludmilla Tesluk**
- **Do we provide meal or refreshments? Yes, light lunch (sandwiches, chips, coffee)**
- **Do we provide gifts for their participation? Yes, Becky White provides small token**
- **Who will ask the questions (moderator)? Tanya Butkaluk**
- **Who will record (take down notes)? Tanya Mulyk and Sveta Kafleska**
- **Who will operate the tape recorder? Yuri Vanzhula**
- **Who will set up the room? Tanya Butkaluk and Yuri Vanzhula**
- **Questions:**
 - **Opening - Please introduce yourself, where you work, what kind of school you work at and your role there.**
 - **Introduction Questions -**
 - **What do you know about youth programs which exist in Ukraine and abroad?**
 - **Youth development programs in schools: are they successful or do they have some faults?**
 - **What do you think about youth development program of Ukraine in the past (Pioneers, etc)**
 - **What are the directions of the youth development activities in your schools?**
 - **What past experiences are you using now (since collapse of former Soviet Union)?**
 - **Key Questions -**
 - **How do you plan and organize youth development programs in your schools?**
 - **What clubs do you have in your school, how do children participate, what**

is their interest?

- **You have resources for your work with youth: What are they?**
- **What youth development agricultural projects do you work with in your school?**
- **What organizations help you plan and organize youth development activity?**
- **What do you think about the involvement of parents and other local volunteers?**

- Ending Questions -

What is your opinion about the meeting today?

Appendix 8
Focus Group Session Results

Results of the Youth Development Focus Group
June 12, 2001
11:00 AM - 1:00 PM

Opening

1. Please introduce yourself; tell us where you work; what your role is; etc.

Eleven individuals attended to participate in the focus group on youth development. Three were school directors, three were youth development coordinators, two were teachers, and three were assistant directors.

Introductory Question

2. What do you know about youth programs that exist in Ukraine or abroad?

Many comments made alluded to the fact that few resources were a major obstacle to youth development in the Ukraine currently. One school indicated they were improving the youth development in their school. They currently had agricultural production occurring and were working cooperatively with farmers in the village. Another indicated they need great assistance and very little youth development in agriculture were currently going on. One mentioned they knew of the 4-H program in America and were currently trying to start a new business club. Another mentioned that a gap had occurred between the collapse of the Soviet Union and now that they had started new youth development clubs.

One school director indicated that they had had more success than others in the group with youth development activities currently. A comment he made was "We have had better results. Our school has 78 hectares of land and even have a summer camp for children, many clubs, etc. We cooperate with the Vinnytsia nature protection center."

Transitions Questions

3. Your current Youth Development programs - Do you view them as successful or do they have some faults?

The participants talked about the changes that had occurred in youth development programs at their school since the collapse of USSR. Comments like "We are not pleased with our youth development programs. We have passed through a period of stagnation. We are trying to start over again." "We have to teach our special children to work." "In many schools the positions of deputy directors have been cancelled.... club leaders are not paid. This led to decreasing youth development activities." "The economic situation is influencing our children and activities. We have many problems with our youth. They are angry and aggressive at the vocational school." "We have no development training from the university anymore" "There are no resources for youth development any more" were made."

One participant indicated they they had many clubs for aesthetic development of children and

noted an outstanding teacher who was responsible. He also noted they have many sports clubs also.

4. What do you think of youth development programs of the past (pioneers, etc.)?

One participant thought the past clubs were negative, others gave mixed reviews and some thought the former clubs were good. Comments made included " It was negative - top down, commands made of children, we never asked children what they wanted" "There was much positive - we must take the positive from the past" " In the past the clubs were political" I like the uniformity that was in the clothes" "That was good for that time, we now have to change our approach. We have to organize new clubs to develop their feelings of citizenship."

5. What are the current directions of youth development programs in your school?

Scientific research (biology), history, citizenship, work development, life skills development, work preparation, thinking creatively, scientific directions (biological, modeling, ag. machinery) initiative groups based on childrens' interest made up most of the responses

6. What past experiences with youth development are you using now?

QUESTION WAS ELIMINATED DURING THE FOCUS GROUP DUE TO TIME CONSTRAINTS

Key Questions

7. How do you plan and organize youth development programs in your school now?

QUESTION WAS ELIMINATED DURING THE FOCUS GROUP DUE TO TIME CONSTRAINTS

8. What clubs do you have now in your schools; how do children participate; what is their interest?

Clothing design and construction was mentioned four times; dance four times; mechanics three times; crafts twice; others mentioned once were ecological, historical, writing, computing, culinary science, business, young traffic police, driving, tourism, animal products, technical creativity clubs

9. You have some resources for children in your school for youth development, what are they?

QUESTION WAS ELIMINATED DURING THE FOCUS GROUP DUE TO TIME CONSTRAINTS AND ALREADY RESPONDED TO TO A GREAT EXTENT IN FORMER RESPONSES

10. What youth development agricultural projects do you work with in your school?

All responded with harvest celebrations, several mentioned concerts for community ag producers (seems the children perform for those ag entities who contribute food to the school), exhibitions for best ag producers (not clear if for farmers or for children), meetings for children with interesting people involved with agriculture, tours. Two interesting comments made were "We used to organize much more activities, but our school has ag specialization and we do not want to overdose." and "Everything we do has ag basis because we live in the village."

11. What organizations help you to plan and organize youth development activity?

QUESTION WAS ELIMINATED DURING THE FOCUS GROUP DUE TO TIME CONSTRAINTS ALREADY COVERED IN FORMER RESPONSES TO GREAT EXTENT

12. What do you think about the involvement of parents and volunteers in your youth development programs?

Most mentioned that parents needed to be involved. Some mentioned that volunteers were very important for their school. Comments made included:

"Parents should be involved"

"Volunteers are rare people."

"Parents are not involved, we work only ourselves. But volunteers work with us.

Businessmen ... they always help. I cry often when people come and help. It would be good if our government assigned business companies to sponsor our school."

"Volunteers are good and we have one at our school - our raion specialist! If not for him we would not have a youth development club or have met these Americans."

"Family is the main source for youth development.. We have enough volunteers. We even struggle with them."

Summary Question

13. What is your opinion of this session?

Most responded with favorable comments. One mentioned that it was a little long. Another mentioned that attending was somewhat inconvenient. Another mentioned that the timing was not ideal.

Closing Activities

Then Tanya introduced Becky White to the group and ask her to say a few words about youth development. Ms. White spoke of the American model of volunteerism to familiarize the school personnel with the unique features of the 4-H Youth Development organization noting that in America, youth are taught by volunteers and this includes teachers and interested community leaders. She gave an example of her grandmother (not rich, a parent, not very well educated - 8th grade only) who was an outstanding 4-H Volunteer and taught many children subjects she was an

expert in like gardening, sewing and needlework, canning, livestock raising, food preparation, and agricultural and household recordkeeping, etc.

The participants then wanted to visit with the visiting American! Pictures were taken and the participants spent about another 30 minutes with a light luncheon and visiting with Ms. White and the Center staff..

Appendix 9
Strategic Planning Process

78

THE BLUE TAXI

**Planning a System That
Helps People Get
Where They Want to Go**



Who's Who In TAXI

The TAXI (Taking Anybody into Expanded Involvement) Series was developed to help organizations better involve volunteers. Funded by the COMMUNITY CARES grant from the W.K. Kellogg Foundation to USDA/Extension/4-H, National 4-H Council, and the Extension Committee on Policy, TAXI is a comprehensive curriculum offering compatible tools for specific stages of volunteer program development. The series is a step-by-step guide to creating a management system for your local volunteer program.

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Florida
Hawaii
Idaho
Illinois

Maine
Minnesota
Missouri
New York

North Carolina
North Dakota
Pennsylvania
South Carolina

Tennessee
Utah
Washington
Wisconsin

Camp Fire Boys and Girls
Reading is Fundamental
AARP
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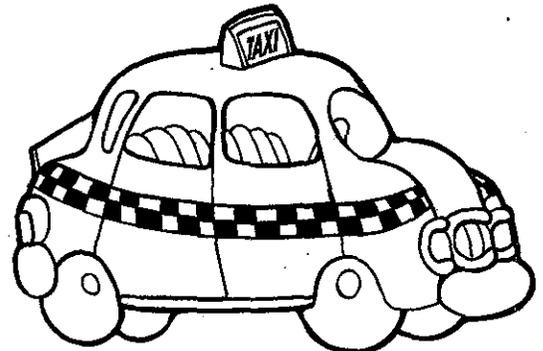
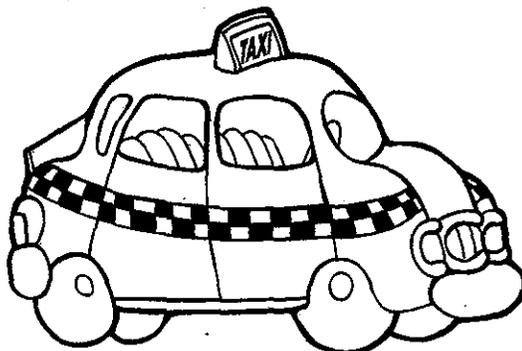
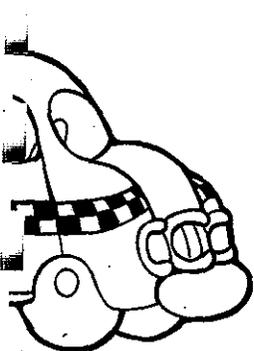
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Creating The Vision

It can start with a hunch, or maybe just a feeling . . . the sense that there must be a way to help more people better develop their potential. Maybe it's more than a hunch; it's the gnawing reality of desperately needed programs, people, or financial resources. Maybe it's a mandate that you will find the resources to reach new audiences with new or existing

programs, or reach current audiences with one innovative approaches.

Whatever your degree of discontent, it's the impetus for change. It's the making of a vision. That difference between what is and what could be serves as the creative tension for a planning process that will involve others, and a resulting program that involves even more.

The Value Of Vision

Dr. Maples is a corporate speaker and management consultant. This segment is based on his articles "Foresight First", which appeared in Delta's Sky magazine in October, 1991.

Is vision really important? A vision exceeds importance. It is vital. We either create our destiny, or we live out someone else's creation. That's the choice.

A vision is like a lighthouse which illuminates rather than limits, gives direction rather than destination. Almost all successful individuals, organizations, and communities have one thing in common: the power and depth of their vision. A positive, meaningful vision of the future supported by compelling goals provides purpose and direction in the present.

What exactly is a vision? First of all, a vision is greater than ourselves. Vision is always about greatness.

Vision transforms momentary strategies into a way of life. Vision engenders change. Vision is creating an ideal, preferred future with a grand purpose of greatness.

A vision is different from a mission statement.

A mission statement comes from the head; a vision comes for the heart.

A vision is a consciously created fantasy of what we would ideally like the community or organization to be, a waking dream, and this idea is not new. A vision statement is often another name for "guiding principles" or "core values."

Vision is from the heart. It may not necessarily be considered practical or reasonable. Goals are dependent on both the expertise and resources to achieve their goals. They directed their energy toward finding a better way of life for themselves and their families. I believe they will continue to achieve their goals. They directed their energy toward practical and reasonable; vision is not. The loftiness of a vision may seem as though it asks too much of us. If it does, then one is on the right track. How can a vision be grand if it doesn't take a quantum leap from the ordinary. If it spells out our highest ideals and wishes, it stands to reason that it will stand above the commonplace. It will set us apart from the crowd.

Great visions are not handed down from above. They are not dictated or manipulative. That would be yet another form of control. Visions are created, crafted, and shaped by those in partnership, built by those who will be living the vision.



Putting the Vision on Paper

Before you can help others see your vision and move your organization closer to it, you need to discover and define it. Dr. Michael Brazzel, the strategic planning expert for USDA Extension Service provides these visioning guidelines, based on Block, Frity, Kiefer and others. This adaptation was taken from the **Making the Grade Community Workbook**.

GUIDELINES FOR VISIONING

Focus on the end result of what you truly want for the organization, not the intermediate steps of getting there.

Separate what you want from what you think is possible. A vision is about what you want.

Focus on what you want, not on avoiding what you don't want.

Avoid making choices for specific other people, groups and organizations.

Express vision in the present rather than future tense (for example, "We are" rather than "We will be.") in order to begin "living into" your vision of what you truly want the organization to be.

Keep it short, concise, concrete.

CHARACTERISTICS OF A CLEAR AND EFFECTIVE VISION STATEMENT

A vision statement...

- Is a *shared* expression by the people of an organi-

zation about what they **want** the organization to be. The deepest expression of what we truly want for ourselves and for the organization. The deepest expression of the values of the organization.

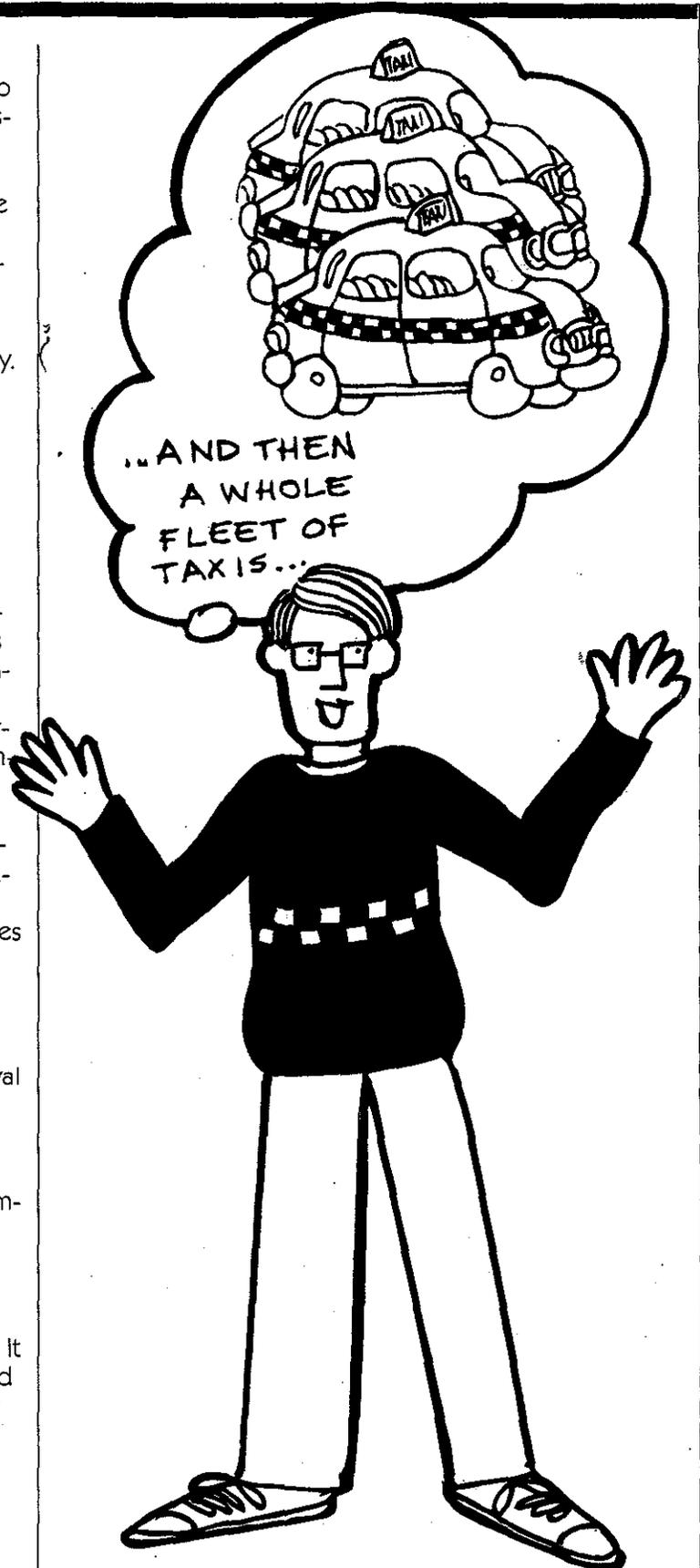
- Is a *stretch* from where the organization is today.

- Can include:

- What the organization does and how it does that.
- How people in the organization relate to the people, groups, and organizations outside: clients, suppliers cooperators, and competitors.
- Anything else - leadership, number and composition of clientele and staff, organization structure, climate, programs, delivery mechanisms, funding, location, organization values and norms, what it is like to be part of the organization, etc.

- Is a living document, There is continual renewal through recreation of vision.

- Has the quality of being exciting, motivating, compelling. It is lofty. It engages our spirit; captures our imagination. It makes one want to be a part of the organization. It generates ownership and movement toward what we choose to be.



Designing a Needs-Based Volunteer System

When you have thoroughly reviewed local needs, assessed local capacity and resources, and have considered community values, you are ready to develop a system that combines a common vision and a thorough process.

Developing a Common Vision

Chances are likely that there's a program gap between "what is" and "what could be". The difference between the two serves as an incentive for action.

Discovering and clearly defining your vision is essential for helping others join your effort to turn "what is" into "what can be." A positive, meaningful vision of the future can give compelling direction for the present!

A vision statement is a shared and deep expression of what people within an organization want the organization to be. It reflects values of the organization and is a stretch from the current situation. It captures our imagination, generates ownership, and moves us toward what we choose to be. It is constructed by the very people who will live the vision; it isn't dictated from the top down.

Crafting so much into a one-statement summary is



Purdue University's
**A Vision for Strengthening
Local Leadership**

a worthwhile challenge. Tackle it by reviewing and discussing your program needs and current situation, then dividing your planning team into work groups of 3 - 5 people. Each group should draft its own statement and use newsprint to share the statement with the entire planning committee or task force. Participants, with two votes each, vote on statements that best summarize their vision for the volunteer program. Solicit one person from each work group to design a vision statement using the most preferred ideas. When complete, the group discusses team concerns and adjusts the statement as group discussion leads.

Record the resulting

exciting, motivating, compelling and noble statement that captures your imagination and moves your program toward what you choose to do and be.

The Guidepost Model

The Guidepost Model illustrated here is one step-by-step guide for designing a volunteer management system. It is a result of research conducted in the New England states and

Indiana as a component of the national "Volunteers for the Future" effort sponsored by the W.K. Kellogg Foundation for ES/USDA and National 4-H Council. Adapt it to your own program, as you plot ways to turn your vision into reality. Completing each step in this model is vital to the long-term success of your volunteer system. There is a significant time investment and those involved in the planning process must communicate at each stage.

These planning steps take place before you ever actually begin the process of ISOTURE.

Assessing the Current Situation



Take a bold look at the YELLOW TAXI, if you haven't already done so. Even if you've looked at it seriously, take a second look.

Then adapt this 4-H tool to your own program, to provide direction for your task force. Better yet, actually map the existing areas of program and leader strengths, to visually depict the current situation.

1. How many young people are now involved in your program? _____

2. How many volunteers do you now have?

_____ Activities leaders?

_____ Organizational leaders?

_____ Key leaders?

_____ Project club leaders?

_____ Resource leaders?

What is the ratio of adult volunteers to youth participants in your program?

3. Which communities have strong programs?

Which ones don't?

4. Which project areas have strong leader support?

Which project areas need leader support?

What are the priority project areas needing volunteers?

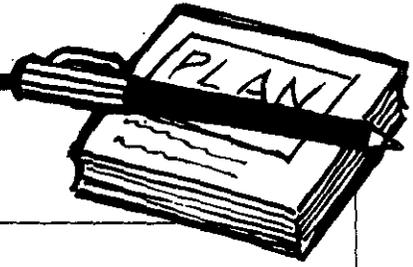
5. How many volunteers are currently involved in helping determine program priorities and directions? _____

What additional skills are needed among these decision-makers?

Which additional segments of the community should be involved?

Is this a truly diverse group, fully representative of the community or county? _____





6. How many volunteers are currently supporting program delivery, for example, as newsletter compilers, publicity coordinators, fund raisers, enrollment processors, etc.? _____

List possible support roles for volunteers.

7. How many volunteers are now involved with short-term special interest efforts? _____

List special interest areas for which groups should be formed.

8. How many local groups are there? _____ Which communities need volunteers to organize local clubs?

How many volunteers currently recruit and support group leaders? _____

Which areas of the community need this assistance?

9. Which county events, contests, delegations, or programs are coordinated by volunteers?

Which ones aren't?

10. What are the driving forces promoting change from the current situation? What are the restraining forces resisting change?

Emerging Priorities

1. Does your county program have a vision or long-range goals? (If not, describe your own vision for the program).

What new volunteer roles are needed, to turn the vision into reality?

2. What new projects, communities, clubs, audiences, delivery modes, collaborations, special interest projects, and program support do you envision?

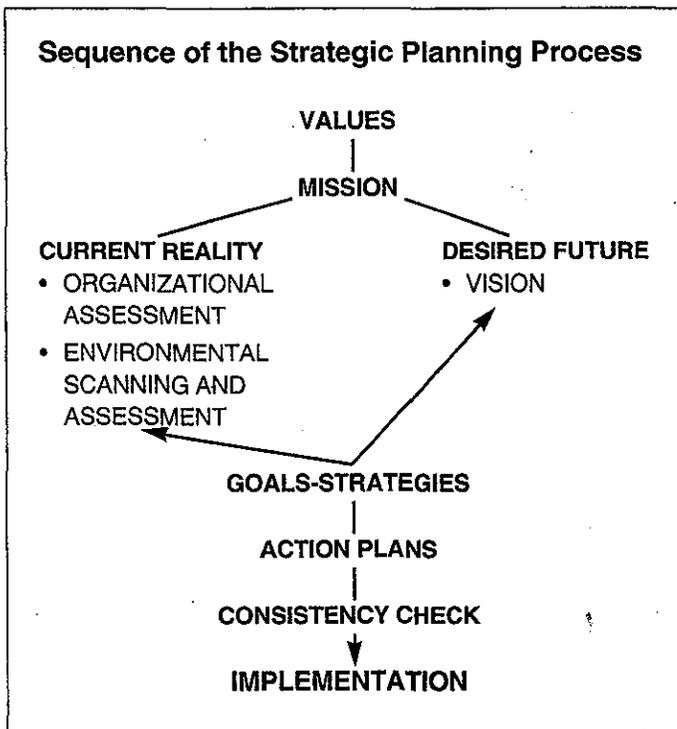
What volunteer roles are vital to the success of the vision?



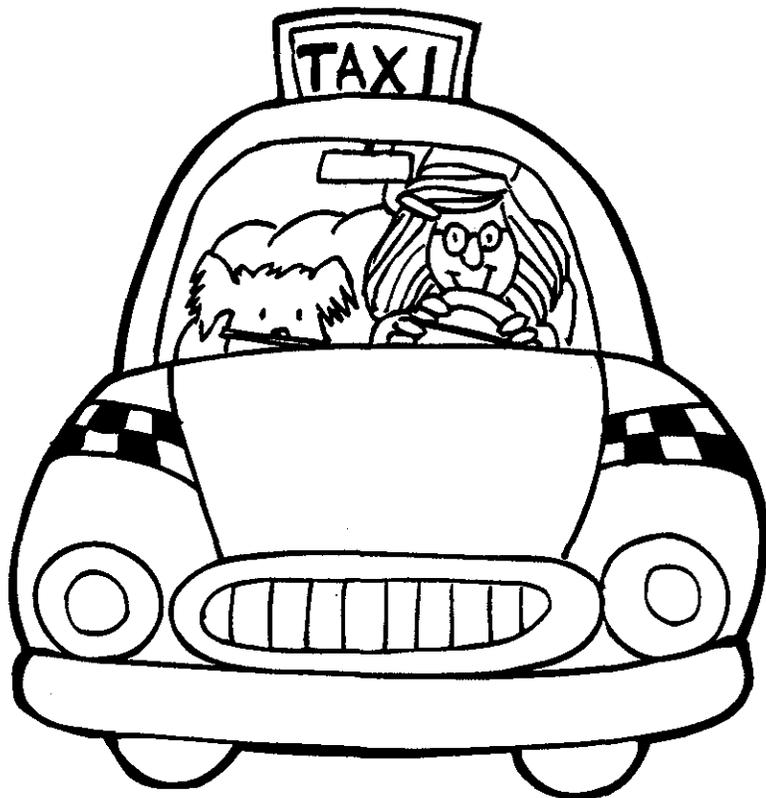
Moving Toward Our Vision by Closing the Gap (between Reality and Vision)

Turning vision into reality is no simple matter. But a worthwhile vision demands a proven process. We have one!

In his concept paper, "Operationalizing the Concept of Current Reality", Dr. Michael Brazzel diagrams the process of moving from sequence, the strategic planning process using: values, mission; organizational assessment, environmental scanning and assessment; strategies or goals; action plans, consistency check; and implementation.



We close the gap between where we are and where we want to be with goals and strategies, action plans, consistency checks and implementation. As the plans are implemented, check progress and adjust the goals and plans as needed to reach the vision.



Supporting the Vision with a Plan

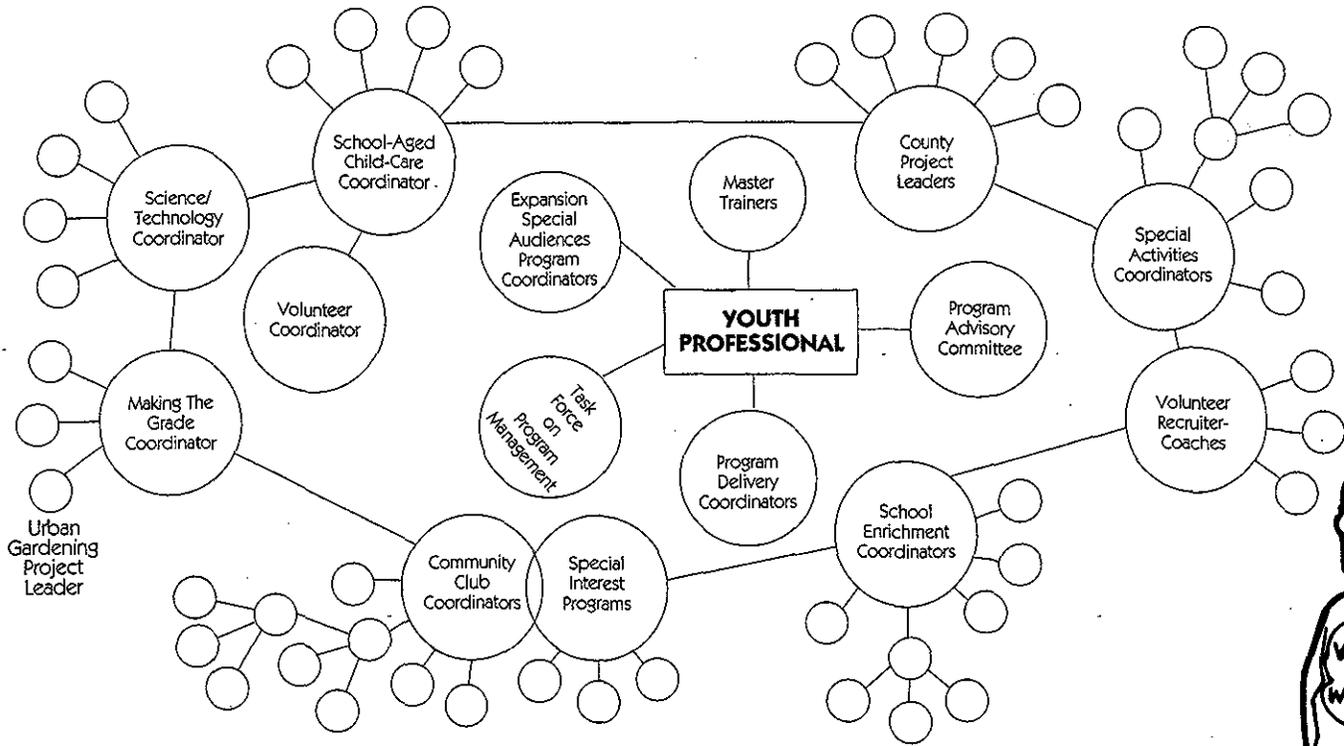
Putting wheels on your ideas . . . even your noble, compelling ones . . . requires an action plan. Use this worksheet as a discussion planning guide to get your vision moving. Expand it with dialog, reflection, brainstorming, prioritizing . . . and very importantly . . . additional sheets of paper.



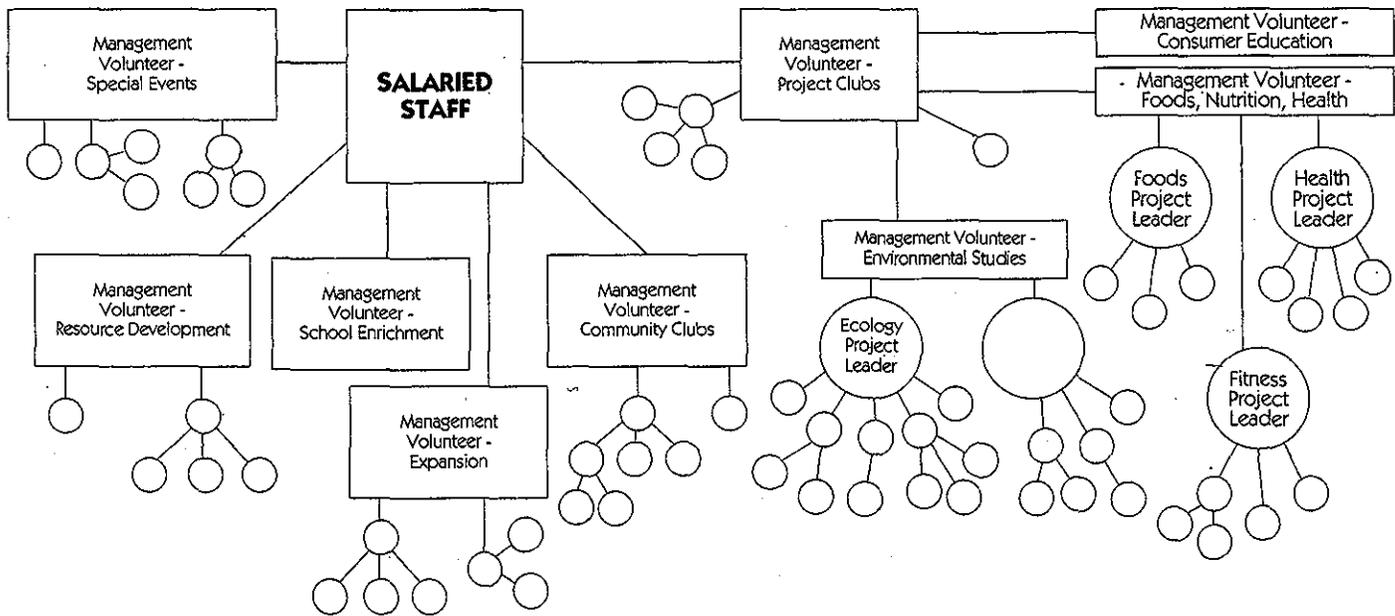
	What We Have	What We Want	Goals/ Necessary Changes	Action Required	Person Responsible	Resources Needed	Completion Date
Roles of Salaried Staff							
Roles of Management Volunteers							
Roles of Other Adult Volunteers							
Roles of Other Youth Volunteers							
Involvement of Diverse and Representative Volunteers in Program Decisions and Priority-Setting							



This diagram models other options for structural design.



This diagram shows a variety of ways volunteer managers might function in an expanding program.



Imagine the frustration for one person coordinating a complex program without management volunteers!

What works for you? Diagram an organizational structure that incorporates management volunteers into a plan doing what's needed for your youth population.

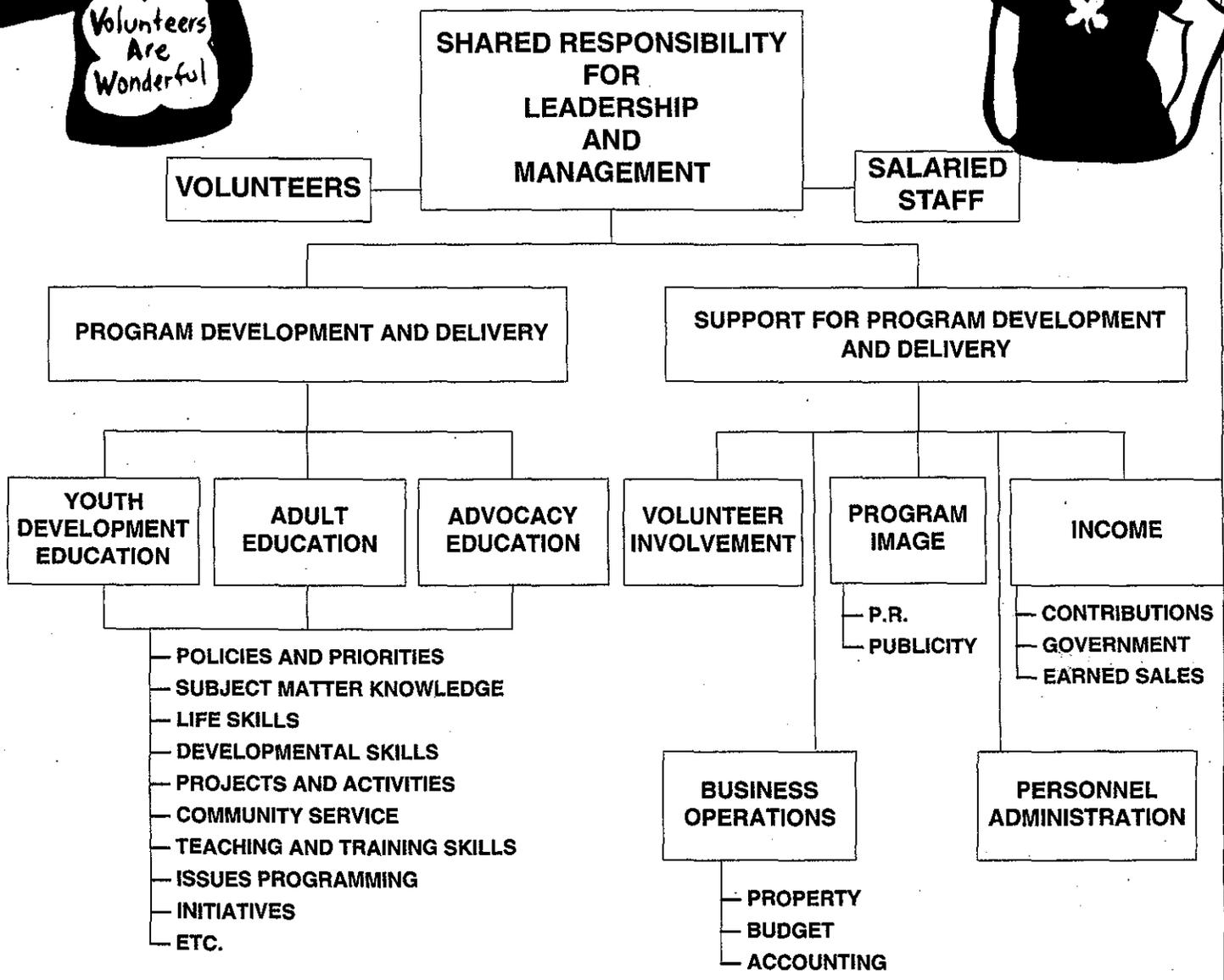


Organizing to Make the Vision Happen

"Adjust the organizational chart?! No, wait! Anything but that!" Trying new things, reaching new audiences, and involving new people often means doing business in a new way. Even the organizational chart may need a change or two. These examples show ways county 4-H volunteer management teams have structured their program to involve management volunteers in a variety of traditional and innovative roles.

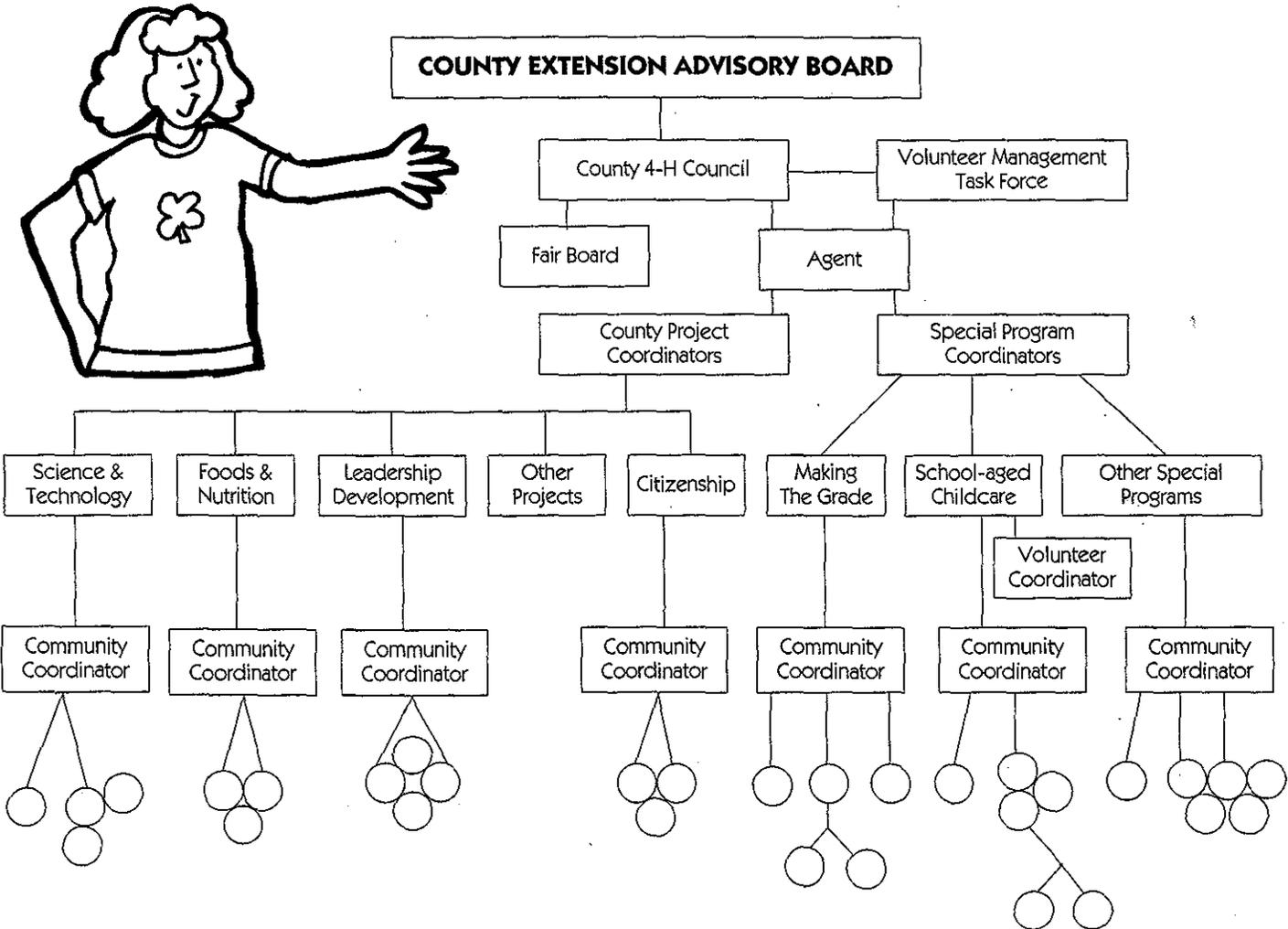
The following generic model of an organizational chart from the Kellogg Foundation-funded Volunteers for the Future Project shows staffing that delivers the work that carries out the mission of an organization.

A FRAMEWORK FOR THE WORK TO BE DONE IN YOUTH DEVELOPMENT EDUCATION



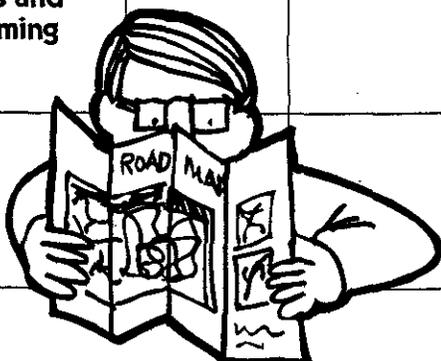
Organizational Charts

Organizational charts can help you visualize the various ways positions within your local program fit together. These examples show ways volunteer managers enhance your total program. There are no right or wrong ways to include volunteer managers, so your structure won't look exactly like these. These models should be helpful, however, in your own planning process . . . if you use them to trigger your own thinking.



In this diagram adapted from Indiana, circles are the 4-H units that include participants, leaders, and parents in clubs, school enrichment, special interest programs (including YAR projects) & collaborative efforts with other agencies. On this chart, the volunteer coordinators include the township coordinators, the project coordinators, fundraising, mentor leaders, special activities and events; publicity and public relations; volunteer recruitment and screening; training and orientation.

	What We Have	What We Want	Goals/ Necessary Changes	Action Required	Person Responsible	Resources Needed	Completion Date
Use of Action Plans and Involvement of Volunteers in Implementation of those Plans							
Recruitment and Selection of Volunteers							
Placement and Orientation of Volunteers							
Training of Volunteers							
Recognition of Volunteers							
Evaluation and Feedback of Volunteers							
Involvement of Volunteers with Emerging Priorities and Programming							
Other							





Making the Grade:



COMMUNITY WORKBOOK



Making the Grade is making a difference in communities across the nation. Creating community awareness of youth programs and most importantly, stimulating community action for positive solutions. **Making the Grade** is a stimulus for communities actively assuming responsibility for the creation and maintenance of safe, nurturing environments for all young people.

This workbook is a tool for helping your community share the **Making the Grade** vision in a real and active way. Use it as a workbook. Photocopy it freely. Our vision is a vital one: **Making the Grade** engages youth and adults as partners in the collaborative process of empowering communities to assume responsibility for creating and maintaining safe, nurturing environments for all young people. **Making the Grade** includes all the diverse people and sectors of the community in all phases of this nationwide effort. Moreover, it advocates positive youth development, resulting in competent, committed and assured youth. Objectives of this workbook and the national movement behind it include: generating community action in improving the standard of life for young people; documenting and communicating community collaboration successes relating to youth needs; providing communities with step-by-step guidance in capacity assessment, strategic planning and problem resolution; encouraging maximum involvement of all actors in the community; helping communities assess their values, needs and capacity to affect youth crises; and very importantly, helping communities use commitment, courage, hope and hard work to improve their community's efforts in developing youth potential.

CONTENTS

QUICK REVIEW: Making the Grade	3
INTRODUCTION TO MAKING THE GRADE - Phase II	4
COLLABORATION	5
Promoting "Community"	
Getting Serious about Strategic Alliances	
YOUTH DEVELOPMENT	9
Community Role in Youth Development	
Developing Youth Potential: What Works	
ASSEMBLING YOUR TEAM	13
YOUNG PEOPLE AS PARTNERS	14
VALUING DIVERSITY	16
KNOWING YOUR COMMUNITY	17
Values, Needs, Capacity	
Assessing Your Own Skills	
Community Asset Checklist	
SUCCESS STORIES	28
CITIZEN PARTICIPATION	29
PUTTING YOUR VISION ON PAPER	32
The Value of Vision	
Moving Toward Our Vision	
STRATEGIC PLANNING	34
What It Is and How It Works	
Preparation for a Strategic Community Planning Conference	
Tasks for the Strategic Community Planning Conference	
TOOLS FOR SUCCESS	41
Stages of Group Development	
Brainstorming	
Nominal Group Technique	
Action Planning Worksheets	
RESOURCES FOR DEVELOPING YOUTH POTENTIAL	53
Written Resources	
National Collaboration for Youth Executives	
National Collaboration for Youth Program Directors	
Making the Grade Planning Committee	

This workbook was written as a collaborative effort by the National **Making the Grade** Committee and was funded by a grant from W.K. Kellogg Foundation to National 4-H Council and U.S.D.A./Extension Service/4-H. **Making the Grade**, initiated and implemented under the leadership of The National Collaboration for Youth and the 4-H Youth Development Program, is only a phone call away: (301) 961-2962; FAX: (301) 961-2974.

KNOWING YOUR COMMUNITY

Sure, you've lived here all your life. You know the shortcuts to avoid traffic and red tape; you know almost every resident; you can recite the community's history without an error. You know your community. Why go farther?

The interrelated complexity of youth issues in most communities calls for cooperation, courage, hope and hard work on the part of the entire community. Before focusing the necessary widespread community energies onto local needs and problems, you'll want to be certain that your group is on target by reviewing community values (They determine the

success or failure of your efforts); assessing community needs; and truly appreciating your community's capacity to succeed.

COMMUNITY VALUES

Behavior is value-driven. Community organizations and program deliverers need to be aware of what local values are, or run the risk of being out of sync with their proposed resolutions. For example, programs to encourage students to stay in school may not be as effective in communities where strong commitment to family necessitates young people leaving school to help support the

family financially. Similarly, programs to discourage alcohol consumption by minors may be thwarted in ethnic communities where alcohol consumption is encouraged at early ages.

By understanding the ethnic backgrounds of a community and the values inherent in those cultures and traditions, you can often explain previous program failure and predict likelihood of future successes.

NEEDS ASSESSMENT

An accurate profile of your community's challenges and resources will help your team begin planning efforts that make

a difference. Needs assessment is a useful combination of sources (where to go for information), survey (what to ask) and profile (how to use the information you receive). Needs assessment, whether formal or informal, is a good first step in developing programs.

When an individual or group recognizes a need within a population and decides the need should be met by a particular set of activities, some kind of needs assessment process has taken place. It may have been as informal as intuition. A broad-based group usually combines individual expression into a more reliable picture. For



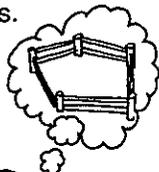
formal needs assessment, an individual or group decides what kind of information will be helpful, develops a plan to obtain it, systematically collects it, analyzes it, and uses it as a tool for collaboration program planning.

OPTIONAL STEPS FOR DEFINING THE SCOPE FOR NEEDS ASSESSMENT

Determine the boundaries for your needs assessment by thinking through these questions.

1. What geographic area will this needs assessment cover ... your neighborhood, city, county?
2. Key information survey - Select key people to represent various significant constituencies of the community ... people with an interest in resolving community problems. Survey the community by mail, by phone, face-to-face or in a group setting. Choose participants carefully and include young people.
3. Community Workshop - Convene a representative group of constituents to define and discuss needs. Select a skilled group facilitator for small group discussions during the one-day workshop or series of

sessions. Broad representation including youth is critical. Besides information gathering, this method can help build a sense of community, much needed for program success.



4. Survey of Service Providers - Bring service providers into the planning process by surveying them regarding the demands for kinds of services, characteristics of services, characteristics of service users, and service needed; and by including them in your efforts.
5. Inferential Indicators - Review data already collected by the criminal justice system, health care system, Census Bureau, the school

system and the Bureau of Labor Statistics. Examine information for implications of a particular prevalence and for demographics of problems; problem behavior indicators; social and developmental characteristics; and community indicators of trouble.

REPORTING NEEDS ASSESSMENT

Once the information is collected, it should be summarized in written form and matched with the resources for meeting the challenges. One report example is outlined here for you.

I. Needs Assessment Process

- A. How the Effort Began
- B. Planning and Implementation Participants
- C. Problems which Occurred and Solutions Used
- D. Type and Sources of Information Collected

II. Definition or Description of Scope

- A. Population Addressed
 1. Geographic Area
 2. Subpopulations
 3. Problems and Needs Considered
- B. Summary of Factors Implying Problem

- C. Community Perception of Needs
- D. Programs and Services Currently Provided
- E. Human and Financial Resources Available

CAPACITY ASSESSMENT

There's a lot to be said for commitment, courage, hope and hard work in attacking community problems. More and more, self-reliance is becoming the theme of community progress. Realizing the previous failures of dependence on bureaucracies and outside agencies, communities are pulling together and assessing their own strengths and skills. And they are finding their own solutions!

Even when its problems seem overwhelming, every community has potential and strengths for fulfilling that potential. After 20 years of neighborhood studies and work, Dr. John L. McKnight, Director of Community Services at the Center for Urban Affairs and Policies, Northwestern University gives hope for all neighborhoods in his outline of the journey from client role to citizen role, **The Future of Law - Income Neighborhoods and the People Who Reside There: A Capacity - Oriented Strategy for**

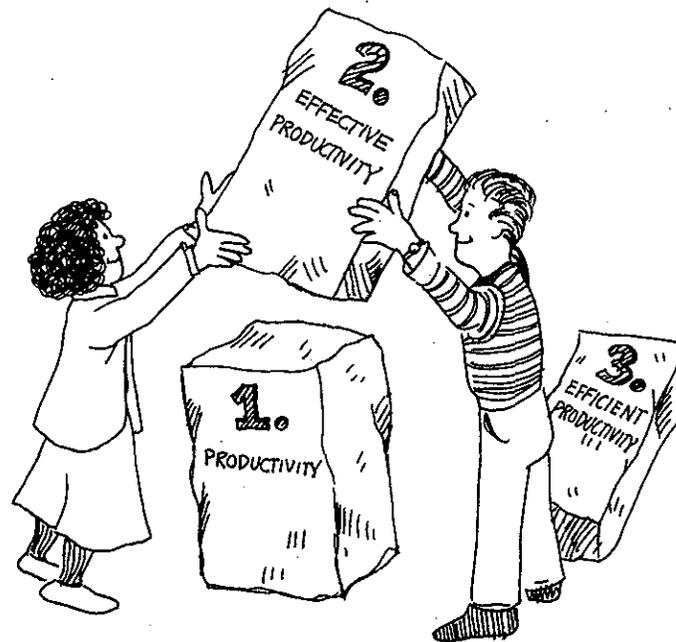
Neighborhood Development.

"At the center of this regenerating journey is capacity. America is still the world's most hopeful nation because we believe in the capacity of every person. So we all vote. We all sit on juries to decide the ultimate fate of our fellows. And we are all needed to achieve the refashioning of America that new international challenges present today.

The greatest offense against America's democracy is our client neighborhoods, for they are built on deficiency rather than capacity. They are dominated by systems that have institutionalized degraded visions for devalued people. They have become barriers to opportunity, walling people in from citizen territory.

In thirty years of neighborhood work, I have never met a single person, however devalued, who has lost the American dream. They may have lost their way, but not the dream. It is that dream that is the tremendous latent power in every client neighborhood."

Some of the ways Dr. McKnight suggests for releasing the regenerating capacities of citizens include: organizing communities as consumers; individual capacity inventories; associational development; improvements in neighborhoods; private capital investments; information for neighbor-



hood production and an alternative vision for low income neighborhoods.

"It is my judgement", states Dr. McKnight, "that the possibility of a better future now depends upon civic, public, and especially neighborhood leaders recognizing that they cannot depend on the two basic systems (public support and private reindustrialization) that previously supported the economies of their neighborhoods. While this harsh reality is clear to some of those who have felt the devastation of urban abandonment, much of the programmatic and policy focus of public and civic leadership remains focused on these two systems. As a result, the available public and private program dollars, attentions, and psychic energies are misdirected and people in

low-income neighborhoods are often misled as to the power of their advocates and the probabilities of the future they predict."

'Paradoxically, the foundation stone of a hopeful future for people in low-income neighborhoods is the understanding that they cannot depend upon their old advocates or the two systems that provided them reasonable consumer status. Instead, their possibilities necessarily depend upon a new vision of neighborhood that focuses every available resource upon production rather than consumption.'

'In summary, an alternative vision for neighborhoods recognizes the perils of client neighborhoods dependent on present public welfare and prospective industrial inputs. Instead, it builds on three foundation stones:

1. Productivity starts with the relentless recognition of the basic value and serious inventory of present resources, skills, and capacities.
2. Effective productivity focuses on replacing imports... producing what you now import.
3. Efficient productivity conserves and restores existing resources... conservation rather than consumption of our basic resources.

Together, these principles are the foundation of the process of **internal development**. It is not a new idea. In fact, it is the process by which all effective economies began. Effective new neighborhood economies depend on our recognizing these old truths and overcoming the illusion that two large outside systems (reindustrialization and public support) will sustain or save us."

The journey Dr. McKnight described begins with an inventory of resources, skills and capacities. It's a positive approach, filled with optimism. Rather than focusing on needs, it focuses on ability and potential. It's like viewing half a glass of water as half-filled rather than half-empty.

COMMUNITY ASSET CHECKLIST



As if the powerhouse of abilities and commitment assembled as your Making the Grade team aren't enough, take courage and hope in your community's other assets. In fact, go beyond optimism and into action by carefully analyzing your community's strengths and creatively strategizing ways to use those strengths to the advantage of your community's youth efforts.

If a listed item is a strength, brainstorm ways to use it to impact your community's youth environment. Use extra sheets of paper for in-depth analysis.

Community Strength	How can we use this asset to strengthen our impact on our community's youth environment?
--------------------	--

Youth Resources

1. The major strengths of our school system are:

2. These youth organizations offer opportunities for our young people and potential for addressing youth problems in our community:

3. These public and private agencies offer the following services to youth:

_____ offers _____

_____ offers _____

_____ offers _____

4. What other learning/growing opportunities exist for our community's young people? (Include special summer classes and after-school opportunities.)

5. These facilities are

Community Strength	How can we use this asset to strengthen our impact on our community's youth environment?
<p>open for youth use:</p> <hr/> <hr/>	
<p>6. What career exploration resources exist?</p> <hr/> <hr/>	
<p>History and Traditions</p>	
<p>1. What were the significant historical events in which your community takes (or should take) special pride?</p> <hr/> <hr/>	
<p>2. What special traditions or events add (or could possibly add) to your community's pride or have potential for youth involvement?</p> <hr/> <hr/>	
<p>3. What are the top ten qualities, assets, or advantages of living in your community?</p> <hr/> <hr/>	
<p>4. What ethnic groups or organizations enrich your community with diversity?</p> <hr/> <hr/>	
<p>Industrial and Business Resources</p>	
<p>1. The major industries in our community are:</p> <hr/>	

Community Strength

How can we use this asset to strengthen our impact on our community's youth environment?

These industries are possible resources for community pride, program support (printing, facilities, etc.), teen employment, career training and advise for youth, planning assistance, management expertise, program implementation, marketing, program recruitment, financial support, communication networks, influence for decision makers, program evaluation and more!

2. The major businesses in our community are:

Community Organizations

1. These civic and professional organizations are strong in our community:

These groups offer potential for program planning, program implementation, program evaluation, financial support, organization of fund-raising activities, program promotion, influence for decision makers, recruitment of community support, community improvement, community ownership of program, and more!

2. What artistic organizations exist in your community?

3. What charitable groups and drives exist?

4. List the religious groups in your community. Star the

Community Strength	How can we use this asset to strengthen our impact on our community's youth environment?
<p>ones with youth programs, directors or ministries:</p> <hr/> <hr/>	
<p>5. Name the hobby/collectors' groups:</p> <hr/> <hr/>	
<p>6. List mutual support or self-help groups in your community:</p> <hr/> <hr/>	
<p>7. What neighborhood groups are functioning?</p> <hr/> <hr/>	
<p>Media Resources</p> <p>The media is vital to your efforts for a variety of reasons. Generally, media professionals know the pulse of the community, its movers and shakers, and factors affecting change making media contacts essential for program planning. Beyond creating community awareness, media staff can help the community see your vision and take ownership for it, if they, themselves feel ownership for the project, by early inclusion in plans.</p> <p>1. What newspapers are printed in your community? (Include school and neighborhood newspapers.)</p> <hr/> <hr/>	
<p>2. What are the other major newspapers distributed in your community, but printed elsewhere?</p> <hr/>	

Community Strength

How can we use this asset to strengthen our impact on our community's youth environment?

3. What radio stations are broadcast from your community?

4. What other stations are popular in your area?

5. List your television stations broadcasting from your community? Include cable.

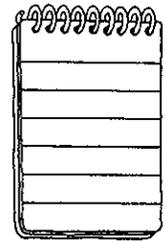
6. What other stations reach your community?

Recreational Resources

How many of these facilities are available in the community?

- | | |
|---------------------------------|----------------------------------|
| Basketball courts _____ | Horseback riding areas _____ |
| Softball courts _____ | Community theater _____ |
| Softball/ baseball fields _____ | Health and fitness centers _____ |
| Soccer fields _____ | Movie theaters _____ |
| Swimming pools _____ | Miniature golf _____ |
| Safe running areas _____ | Amusement parks _____ |
| Safe biking areas _____ | Other _____ |
| Tennis courts _____ | _____ |
| Hiking trails _____ | _____ |
| Areas for boating _____ | _____ |
| Areas for fishing _____ | _____ |

STRATEGIC PLANNING



DEFINITION

Making things happen! That's the essence of strategic planning. Officially defined, strategic planning is... "a systematic effort by an organization's leadership to envision the organization's desired future, and to plot a course of action for reaching it." [1]... "the art and practice of establishing the direction of an organization, based on realities of both the external and internal environments." [2] it's a process that works for communities as well as organizations!

ELEMENTS

Understanding the elements of strategic planning takes the intimidation out of the process.

- **Values** are those beliefs, aspects, or things about which the community care most deeply.
- **Vision Statement** is a one-statement summary of the community's ultimate aspiration, or what members truly want the community to be. In this case, the vision is what members of the community truly want relative to the needs of youth.
- **Mission Statement** is the fundamental, unique, and underlying reason for the existence of the community effort.
- **Community Assessment** is a review of strengths (what's working well) and weaknesses (what's working poorly) relative to

the needs of youth in the community.

- **Environmental Scanning and Assessment** is a review of opportunities and threats, trends, issues, and events. These factors include political, economic, social and demographic, and technological trends, issues, and events in the external environment of the community. It also includes the stakeholders, the key people, groups, and organizations that affect the community relative to the needs of youth – or whom are affected by what happens in the community. It also includes the status and nature of their involvement.
- **Strategic Goals** are steps to achieve the mission and vision, consistent with values and the current environmental and internal community situation.
- **Planning for Strategic Goals** is action planning, the brief statement of the strategic goal... what, how, when, who, and where.

STRATEGIC COMMUNITY PLANNING IS...

- ... an approach for initiating and managing community change.
- ... planning for the fulfillment of the community's fundamental purpose through **leadership** based in **mission, vision, and values** and **shared** throughout the community.
- ... an **ongoing** process of **reaching community**

agreement about and defining mission, vision, current situation, and strategic goals – and then **implementing**.

... a means to **engage youth and adults as partners** in the collaborative process.

WHY IT WORKS

Strategic planning is a systematic process of trying a community's mission, key players' values, strengths and resources, opportunities and threats, and client expectations into a plan which moves that community closer to its vision.

WHAT YOU WILL NEED

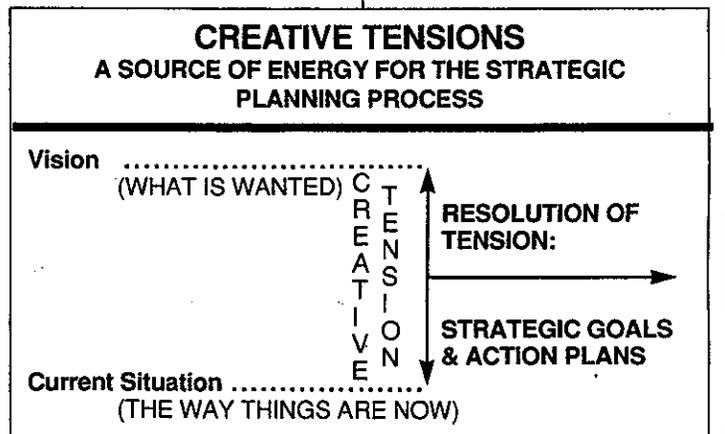
Nothing worthwhile comes easily. And strategic planning is certainly worthwhile. The strategic planning process is an investment in a community's future... and investment of time (usually 3 1/2 days total time for group work and sometimes a year for the entire process), energy,

expertise, and possibly even some minor financial resources. Every step merits conscientious effort; a skilled, neutral, fair facilitator (preferably with no stake in the outcome), committed to the process; and secretarial assistance at sessions to type and distribute the results of each step.

For work group sessions, you'll need plenty of newsprint, felt tip markers, masking tape, pencils and papers. Most importantly, you'll need a solid and active commitment to the democratic planning process from the organization's leadership.

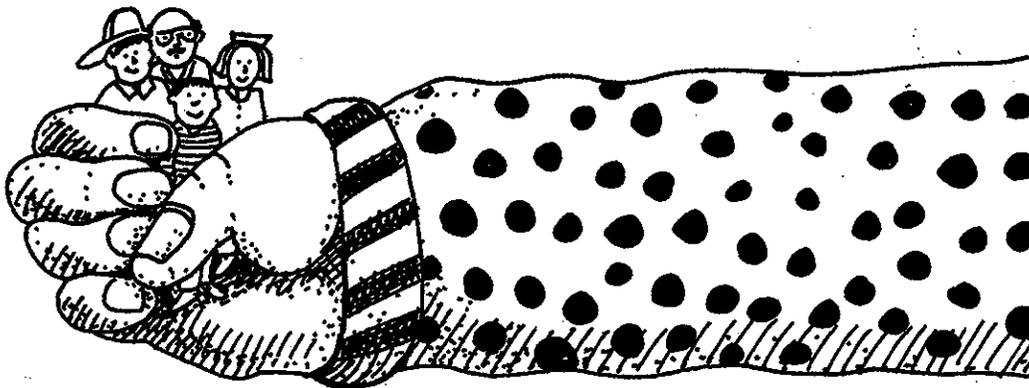
STRATEGIC PLANNING, STEP-BY-STEP

Moving theory into strategic planning reality is a step-by-step process. Use the spaces provided to identify realistic deadlines, staffing, and other necessary resources for each step.



PREPARATION FOR A STRATEGIC COMMUNITY PLANNING CONFERENCE

Step	Possible people to Involve	Items Needed	Deadlines
<p>1. Decide who and how many to invite. Invite People who have the ability or potential for bringing change. Invite people who reflect the diversity of the community. Consider private/public sector, youth and adults, race, gender, physical and mental ability, class, religion, and sexual orientation when assuring representation. Be sure to invite people who are key stakeholders in the community for addressing the needs of youth.</p> <p>2. Form a diverse and representative conference facilitation-convening planning group that will bridge into an implementation support group.</p> <p>3. Heighten community awareness and readiness for change. Examples are <i>Making the Grade</i> town meeting, focus groups, community discussion groups and other methods.</p> <p>4. Set an agenda for the strategic community planning conference. A logical agenda would include:</p> <ul style="list-style-type: none"> • Opening: Introductions; hopes and concerns • Strategic Planning Process Overview • Mission • Values • Vision • Current Situation <ul style="list-style-type: none"> – Community Assessment – Environmental Scanning & Assessment • Identifying and Prioritizing Strategic Goals • Action Planning for Strategic Goals • Consistency Check • Next Steps and Closing 		<p>paper</p> <p>pencils</p> <p>newsprint</p> <p>markers</p> <p>masking tape</p>	



TASKS FOR THE STRATEGIC COMMUNITY PLANNING CONFERENCE

Step	Possible people to Involve	Items Needed	Deadlines
<p>1. Help the group members get acquainted. Set a climate of openness and acceptance. Let participants share their hopes and concerns.</p> <p>2. Review the strategic planning process.</p> <p>3. Design a mission statement as a reason for the existence of this community effort. The facilitator divides participants into small discussion groups to think broadly on the mission for the community effort to address the community's youth needs, and to prepare answers to these questions:</p> <ul style="list-style-type: none"> • Who do we serve? • What do we provide? • How do we provide services? <p>Each group records its ideas on newsprint, tapes them to the front wall. Designate a spokesperson for the group who reports them to the entire group. The facilitator leads a full group discussion to arrive at a consensus on a brief mission statement.</p> <p>4. Develop a brief vision statement that: reflects your ultimate aspirations for the organization; is a shared expression by the people of the organization about what they want the organization to be; is a stretch from what</p>			
<p>What is a Mission Statement?</p> <p><i>A mission statement...</i></p> <ul style="list-style-type: none"> • <i>Is the underlying reason for the existence of the effort to address the needs of youth in the community. Its reason for being, without which it would not exist.</i> • <i>Includes the one critical reason, not the trivial many.</i> • <i>Is brief, concrete, easy to understand.</i> • <i>Is today-focused (& perhaps a little into the future).</i> • <i>Is a means for aligning what the effort is about and what the rest of the world believes it is about.</i> • <i>Clarifies what the effort is not.</i> • <i>Identifies expectations of and intentions toward participants in the effort, staff, cooperating organizations, and others.</i> 			

Step	Possible people to involve	Items Needed	Deadlines
<p>the organization is today; and is exciting, motivating, compelling, engages our spirit, captures our imagination; generates ownership and movement toward what we choose to be. Share copies of the "Putting Your Vision on Paper" section of this workbook.</p> <p>Divide the group into work groups of 5 to 7 people to draft vision statements. Each work group shares its results on newsprint with the entire group. Participants, with three votes each, vote on statements that best summarize their vision for the organization. The facilitator solicits one volunteer per work group to design a vision statement using the most preferred ideas.</p> <p>When complete, the group shares the suggested vision statement and the facilitator works toward entire group concerns, adjusting the statement as group discussion demands.</p> <p>Record the resulting vision statement.</p> <p>5. Review the community's current situation, by doing a community assessment and/or an environmental scanning and assessment.</p> <p>a. An environmental scan helps the planning committee understand the environment in which the organization will operate.</p> <p>Environmental scanning and assessment is a review of opportunities and threats from the environment of the community dealing with the needs of youth in the community. It includes: trends, issues, and events— political, economic, social and demographic, and technological trends, issues and events in the external environment of the community. It also includes: stakeholders — key people, groups, and organizations outside the community that affect the community relative to the needs of youth — or are affected by what happens in the community. The status and nature of their involvement is important. The facilitator asks for suggestions of the group's 5 to 7 most significant factors impacting the organization. The participants divide into one discussion group per factor to estimate that factor's influence on the organization over the next 3 to 5 years and reports back to the group. Each subgroup determines and lists four top priority factors, breaking ties by voting.</p> <p>Each group reports and posts priority factors, and the facilitator letters each factor consecutively, assigning the original letter to factors repeated by other groups. When all the lists have been read and lettered, participants each get 4 votes for selecting the top 5 to 8 goals. (Later, when you consider obstacles, you will probably reduce the number.)</p>		<p>newsprint markers</p> <p>newsprint markers</p> <p>masking tape</p>	

Step	Possible people to Involve	Items Needed	Deadlines
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A subcommittee could determine these factors prior to the meeting and invite a panel of experts to address each one.

b. Participants **review the pre-planning survey** results and note their own reactions to the responses and what goals and actions are suggested from the results. This could be a formal survey conducted before your meeting or it could be an informal collection of comments.

Participants divide into 5- to 7-person discussion groups who list the most important results and implications from the responses. A group recorder lists the group's major ideas, and reports main points to the entire group. Save the results to compare them to the goals identified later.

c. Do a **community assessment**. Review your resources. Divide the group into 4 subgroups, one to **discuss** the organization's **strengths**, one its **weakness** for reaching that vision. Each group lists what it is addressing and arranges them in order of felt significance or importance to the organization.

A community assessment is a review of strengths (what's working well) and weakness (what's working poorly) relative to the needs of youth in the community. It can include: what is done and how it is done; how people, groups, and organizations involved in the effort relate to each other; how those involved relate to and work with those outside of the effort... supplies, cooperators, competitors; and anything else: leadership; number and composition of participants and staff; values and norms, climate, and what it is like to be part of the effort.

A reporter from each group shares conclusions with the entire group. The facilitator checks for whole group consensus on the statements and works toward statement revisions on which the whole group can agree.

Retain the statements for the final report and review them before setting goals.

6. **Review** the results of the previous steps... the survey, the environmental scan, the strengths, weaknesses, opportunities and threats, using the newsprint sheets or providing each participant with a copy of results, if secretarial help can make that possible. **Strategic Goals** are steps to achieve the mission and vision, are consistent with values and with the current environmental and internal community reality.

a. Use the nominal group process to **identify strategic goals**. Each participant is given 5 minutes to individually write a response to this question, "Based on all the

newsprint
markers

pencil
response
sheet with

Step	Possible people to involve	Items Needed	Deadlines
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information covered so far, what do you feel should be our goals for the next 3 years?"

Subgroups of 5 to 7 participants each select a group recorder to list one idea per person until all goals are shared; then who numbers the ideas listed on the newsprint and tapes the list to the wall. Two rules for this activity are:

- No criticism of others' ideas
- No lobbying for your own ideas.

The subgroup reviews its list and combines only the ideas for which one action would meet both goals. Subgroup members then vote by writing the number of their top four choices on a slip of paper. The recorder tallies the votes for each idea.

b. A simpler process for setting strategic goals is to ask the sub-groups to list the 2 or 3 most important strategic goals for achieving the mission and vision. Designate a spokesperson for the groups. Post the newsprint lists of goals at the front of the room. Select the commonly repeated goals among the groups.

c. Once the entire planning group has established its 5 to 8 priority goals, they compare them to the survey results, values audits, environmental scan results, strengths, weaknesses, opportunities and threats, to be sure the priorities reflect the earlier deliberations.

d. Place one goal on each table. Participants select a table with a goal that interests them. Consider dropping any goal with no one interested in working on it. Each work group answers the following questions and writes the answers on newsprint.

- What is the present situation?
- What do we want it to be in 3 years?
- What, if any, insurmountable obstacles reduce the likeliness of the goal's success?
- What are the obstacles we can overcome?
- What actions would help overcome the surmountable obstacles?

Work groups report to the entire committee and the entire group discusses the findings and decides which goals to retain for the strategic plan, and whether any goals need modification.

e. Celebrate your success! You've established a set of goals for your organization! Take a break while the goals are recorded, duplicated and distributed to participants. Allow time for them to review the goals and envision action necessary to make the final goals happen.

question written at top

newsprint

markers

pencils

small slips of paper

1 table per priority goal

1 goal written on paper for each table

newsprint

markers

Step	Possible people to involve	Items Needed	Deadlines
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7. **Conduct an action planning session.** Participants gather at a table identified by one of the goals that interests them most. At the top of a sheet of newsprint a recorder for each table writes the goal and the question, "How can this be done?" Each group spends 5 minutes generating requirements for accomplishing the goal. Groups then rotate to another table and spend 5 minutes generating requirements for accomplishing another goal. After 5 minutes groups return to their original tables to review the list of ideas and to select the best or most important suggested action. Each group divides a sheet of newsprint into three columns, labelled "What," "When," and "Who." In the "What" column the work group records the activities most necessary to the goal accomplishment. Work groups report their "What" lists to the entire group for discussion until the entire group agrees on the proposed actions, and suggests specific dates for goal completion under the "When" column. The entire group recommends individuals or volunteers to carry out all of these activities in the "Who" column, only listing names of people who have agreed to take or share the responsibility. Review the load on individuals and whether the deadlines are realistic and make necessary adjustments.

1 table per final goal markers and newsprint for each table

newsprint markers

**Planning for Strategic Goals:
Action Planning**

For each goal, list...

- *A brief statement of the strategic goal*
- *What steps are needed to implement the goal*
- *How (resources, coalitions, and other requirements for making the goal happen)*
- *Who is responsible or accountable and who are the people needed to make this happen? How will they be identified and enrolled in doing the work?*
- *When (beginning, ending, and other key dates)*
- *Where (locational requirements)*

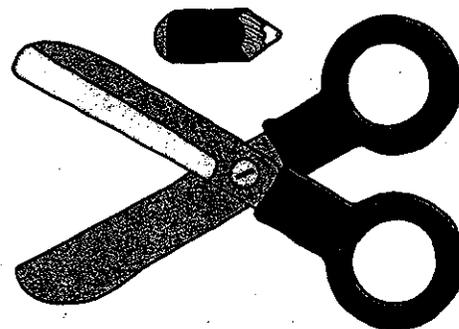
—Michael Brazzel

8. **Prepare a brief strategic planning report soon after the last planning session.** Distribute it through the organization. A sample outline might include:

Step	Possible people to Involve	Items Needed	Deadlines
<ul style="list-style-type: none"> • An overview of reasons for undertaking the strategic planning process. • A brief description of the planning process. • A page of two on each goal which includes: present status, reasons for concern, desired situation, obstacles, and plan of action • Encouragement for all organization members to review and submit comments to the planning committee within a month's time, for revisions before the final printing. Share the report with the important elements in your environment. <p>9. Appoint an implementation team, comprised of representatives of various elements of the organization including the leader of the organization and the leaders necessary for the goal achievement. Their role is to see that recommended action is taken, to monitor results of the action taken, and to publicize the results of the strategic planning process throughout the organization. They can also take responsibility for assembling a new strategic planning session in 3 to 5 years as the organization's needs change.</p> <p>The strategic community planning process</p> <ul style="list-style-type: none"> • builds a sense of community. • models empowerment relative to control, information skills: <ul style="list-style-type: none"> • use consensus process, especially for mission, vision, strategic goals • provide process so the conference community has information about where people are: report outs, check ins . . . • use self-facilitated work groups – provide clear task statements to guide groups • trust the conference community to know what needs to be done – facilitator(s) job is to provide the structure and process to let that happen. 		<p>paper</p> <p>pencils</p> <p>newsprint</p> <p>markers</p> <p>masking tape</p>	

Tools for Success

Once you've made plans to take your community closer to its vision, the following tools should make success even easier.



ACTION PLANNING WORKSHEETS

How do successful groups get things done? They organize their thoughts into plans, put the plans on paper, and implement the plans with fervor. Three proven action planning worksheets are provided for your use. Adapt them, adopt them, or use them as springboards for your own worksheet.

Action Plan Worksheet Example #1

(Use additional sheets as needed.)

Overall Mission of the Coalition:

Leading Childhood Injury Risk Areas in Community/State:

Objectives of the Coalition:

Long Term Objective	Short Term Action Steps	Target Audience (parents, kids, etc.)	Resources Needed (funding,) people, etc.	Method of Evaluation (process, outcome, etc.)

Committee/Action Group Work Plan Example #2

Committee/Action Group:

Goals	Action Required	Person(s) Responsible	Completion Date

Group Action Plan Example #3

Name of Committee

Chairman

Members: _____

1. Record your goals.
2. List your action steps. Write them here and add the "Who," "What," and "When." Then number them in the sequence in which they should be done.

Action Steps	Who in Group Will do What?	Who Else Will Help?	Beginning Date	Completion Date
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Progress report due **Next meeting:**

Phone Calling Committee:

Date: _____

Time: _____

Location: _____

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Resources for Developing Youth Potential

You don't have to have all the answers before you can make a difference, but these resources should be helpful as you continue learning and continue connecting with others.

Educational Materials

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Michigan State University. East Lansing, MI.

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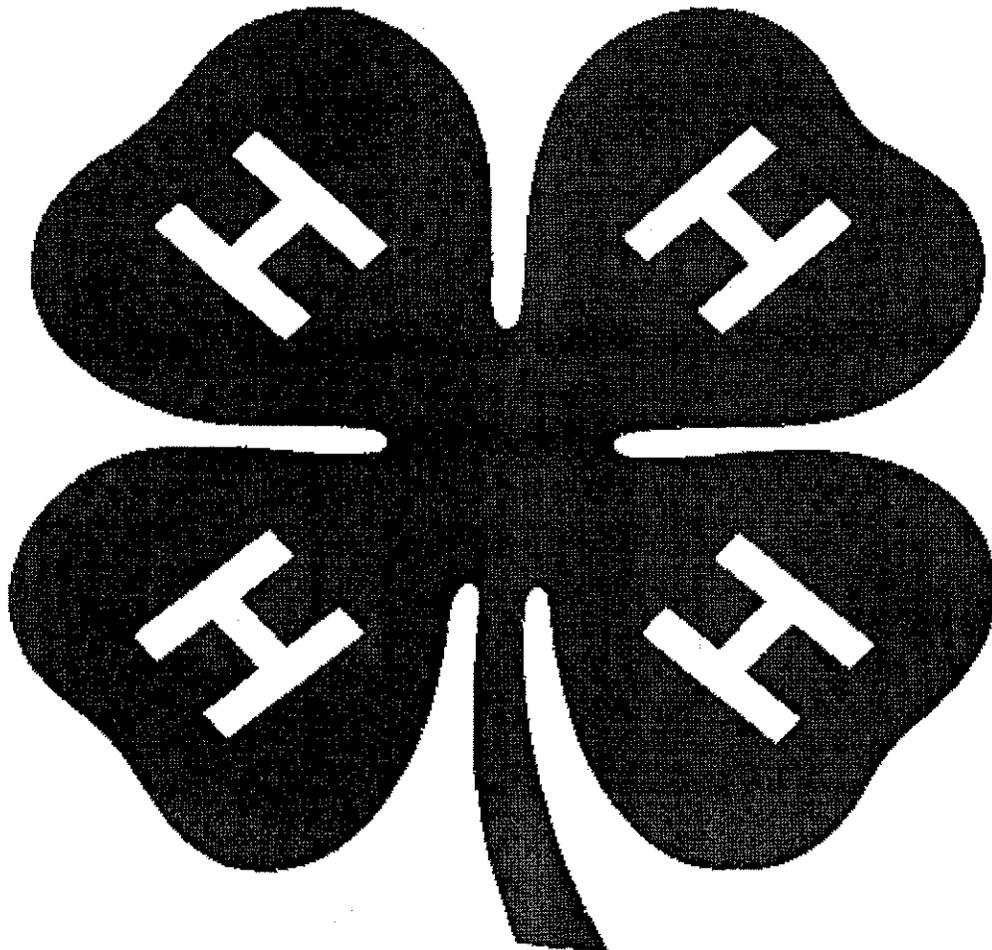
Appendix 10
4-H Strategic Plan



October 1994

Focus on the Future:

A Strategic Plan for 4-H and Youth Development



Contents

Acknowledgments:

Overview:.....

Vision

4-H Values

4-H Mission

Implementation

Strategy 1: Reshaping the learning experience

Action Plan

Strategy 2: Building a world leader image

Action Plan

Strategy 3: Raising professionals in youth development education

Action Plan

Strategy 4: Developing internal and external partnerships

Action Plan

Strategy 5: Involving youth

Action Plan

Strategy 6: Involving volunteers

Action Plan

Acknowledgments

The efforts of the 1994-95 National 4-H Strategic Directions Team are acknowledged in the preparation of *Focus on the Future: A Strategic Plan for 4-H and Youth Development*. Current team members, along with the groups they represent, are listed below. An asterisk (*) denotes members of the Executive Committee.

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NATIONAL 4-H COUNCIL

Dick Sauer

Don Floyd

PROGRAM LEADERSHIP COMMITTEE,
EXTENSION COMMITTEE ON ORGANIZATION AND POLICY

Eleanor Young (MD)

Overview

The 4-H and Youth Development Base Program of the Cooperative Extension System (CES) focuses on building lifelong learning skills that develop youths' potential. 4-H programs are designed to engage youth in healthy learning experiences, thus increasing self-esteem and problem-solving skills. Programs address topics such as stress management, self-protection, parent-teen communication, personal development, careers, outreach and interchange, and global understanding. A wide range of content offerings encourages youth to explore science, technology, and citizenship.

Focus on the Future: A Strategic Plan for 4-H and Youth Development has been developed to provide direction to the efforts of youth workers throughout the Cooperative Extension System. It is hoped that the plan will serve as a framework for programmatic and curriculum development at all levels of the System.

4-H Vision

The 4-H Vision is: *4-H is a world leader in developing youths' ability to become productive citizens and catalysts for positive change to meet the needs of a diverse and changing society.* Through 4-H youth development education, youth will:

Practice effective problem-solving and decision making skills.

Practice responsible health behavior.

Be environmental stewards.

Possess positive work attitudes and skills.

Value diversity.

Have a strong sense of community and social responsibility.

Contribute to positive relationships with families, peers, and community.

Demonstrate communication and leadership skills.

Value lifelong learning.

Feel the personal pride that comes with mastery.

Feel valued and utilized as a resource in the community.

4-H and Youth Development programs are designed to increase youths' self-esteem and problem-solving skills.

Partnerships are essential in successful youth development education.

4-H Values

The 4-H and Youth Development Program believes in the following value statements:

1. Youth development is the focus of all program activities. 4-H allows individuals to unlock their potential through:

- * Active involvement in self-determination of learning activities.
- * Quality experiences that stimulate skills for living and lifelong learning.
- * Relationships that empower people to help themselves and each other voluntarily.
- * Interaction with caring adults and peers to create a positive, family-like support system.

2. In successful youth development education, partnerships are essential for:

Resource development

Program innovation

Delivery capabilities

Creating and delivering caring environments

Access to research-based knowledge

3. Volunteerism is fundamental to:

Delivering quality programs

Developing adult educational capacity

Teaching youth to volunteer

4. Diversity strengthens the ability of the 4-H and Youth Development Program to:

Develop positive values among program participants in today's global society.

Provide opportunities for program involvement regardless of economic, social, or cultural status; age; religion; disability; or gender.

4-H Mission

The mission of the 4-H and Youth Development Program is *to create supportive environments in which culturally diverse youth and adults can reach their fullest potential*. In support of this mission,

Extension will:

Provide formal and nonformal community-focused experiential learning.

Help youth develop skills that will benefit them throughout life.

Foster leadership and volunteerism in youth and adults.

Build internal and external partnerships for programming and funding.

Strengthen families and communities.

Use research-based knowledge available from the land-grant university system and other sources.

The accomplishment of this mission will result in capable, competent, and caring citizens.

Extension will strengthen families and communities.

An electronic network system will be established to monitor and review curricula.

Implementation

This strategic plan includes six strategies for making the 4-H Vision and Mission a reality. These strategies, along with action plans, are listed below.

Strategy 1: Reshaping the learning experience. Extension will reshape the process by which 4-H learning experiences and relationships are designed and delivered to meet the needs of diverse populations of youth, volunteers, business and academic partners, and collaborating youth development organizations. This will be accomplished in a manner that anticipates change, using methods that align with 4-H values.

Action Plan

Extension will:

- Continue the work of the Experiential Learning Design Team to formulate criteria for the identification, review, development, and management of curricula based on the experiential learning model.
- Conduct staff and volunteer training and improve communication linkages to facilitate diffusion and adoption of curricula based on experiential learning.
- Continue the National juried Curriculum Process for validation of curricula based on the experiential learning model.
- Establish an electronic network system for monitoring and reviewing current youth

development curricula as well as for developing new curricula.

- * Develop multidisciplinary networks to support environmental education based on applied environmental research.
- Focus the learning experience on children, youth, and families in communities with high risk factors.
- Implement the recognition model in all aspects of programming.
- Use available technology to enhance the learning experience.
- Conduct research to assess program impact.

Strategy 2: Building a world leader image. Extension staff will manage the 4-H image to maintain compatibility with 4-H values, ensure support of diversity in all program endeavors, and build an image of 4-H as a world leader in youth development education through:

- * Understanding current perceptions of the 4-H and Youth Development Program.
- * Identifying the changes required to move from a perceived to a desired image.
- * Empowering youth, volunteers, and alumni to align the 4-H Vision with this image.

Customers and partners will be consulted frequently to ensure that progress toward a new 4-H image occurs in harmony with their changing needs.

Action Plan

Extension will:

Determine current public perceptions of 4-H and assess the degree to which these perceptions are consistent with the 4-H Vision, Values, and Mission.

Design a plan for youth, volunteers, and professional staff to communicate the 4-H Vision, Values, and Mission to the public.

Develop a comprehensive plan to shape the perception of various customer segments consistent with the 4-H Vision, Values, and Mission.

Develop a system for packaging and delivery of 4-H programs and activities that reinforces an image consistent with the 4-H Vision, Values, and Mission.

Enhance public understanding of 4-H through strategic partnerships and collaboration.

Establish and support youth media action teams.

Strategy 3: Training professionals in youth development education. 4-H will offer professional development programs that will facilitate recognition of Extension staff as world leaders in quality youth development education. The programs will be based on:

Public perceptions of 4-H will be assessed in terms of the 4-H Vision, Values, and Mission.

Collaborative youth development education programs will be implemented with other organizations.

- A set of competencies for youth development professionals, utilizing the Professional Research and Knowledge Taxonomy model.
- Specialized needs of the professional staff.
- The efforts of a culturally diverse staff in addressing the needs of a changing society.

Action Plan

Extension will:

- Develop and implement a system to identify and hire a culturally diverse staff based on identified professional competencies.
- * Implement an ongoing program to orient and train staff in identified professional competencies.
- Develop and market a case statement for an undergraduate and graduate degree program in youth development.
- * Implement collaborative youth development education programs with other organizations.
- * Strengthen the role of Extension faculty in identifying, conducting, and utilizing

applied youth development research.

- Utilize technology to implement these programs.

Strategy 4: Developing internal and external partnerships. 4-H will develop internal and external partnerships of mutual benefit through identification of common needs. Partnerships must be based upon shared perceptions of the 4-H Vision, Values, and Mission. The 4-H Vision, Values, and Mission will be shared with all program partners in a manner that clearly and continually identifies mutual requirements that align with and support 4-H youth development priorities.

Action Plan

Extension will:

- * Strengthen partnerships among the USDA Extension Service, the National 4-H Council, and state and local organizations.
- Develop a system for the initiation, management, and enhancement of family partnerships with 4-H programs.
- Develop a system for the initiation, management, and enhancement of school and community partnerships with 4-H programs.
- * Develop a system for the initiation, management, and enhancement of public and private partnerships with 4-H programs.
- Develop a system for the initiation, management, and enhancement of university partnerships with 4-H programs.

Strategy 5: Involving youth. Youth will be actively involved as equal partners and recognized as resources in defining, developing, implementing, and continually diversifying and improving 4-H and youth development education programs.

Action Plan

Extension will:

Develop and implement an orientation and education program for professional and adult volunteer staff in which youth are viewed as equal partners in the educational

process.

Involve youth in full decisionmaking roles on committees and boards at all levels of the Extension System.

Involve youth as partners in teaching and research roles.

Involve diverse populations of youth in needs assessments to determine the critical issues they face, and develop new programs based on the assessments.

Encourage youth to explore the creation of a national youth leadership role and structure, including an appropriate role for collegiate 4-H members.

Strategy 6: Involving volunteers. Extension workers will develop a process for recruiting and educating youth and adult volunteers and for managing and recognizing their efforts. This process, which will be based on appropriate competency models, will be designed to align the needs of 4-H and youth development programs with the aspirations of volunteers. In this way, the total volunteer effort will be established as a key success factor in support of the 4-H Vision, Values, and Mission.

Youth will be involved as partners in teaching and research roles.

4-H will be established as a key partner in local youth service programs.

Action Plan

Extension will:

- Design a volunteer development curriculum and educate state and county professional 4-H staff in its use.
- Develop a system for the recruitment, education, and recognition of diverse populations of adult and youth volunteers.
- Develop volunteer position descriptions, including a skills inventory that can be used in the recruitment and education of new volunteers.
- Design and disseminate an instrument that can be used to assess the skills and performance of volunteers.

- * Develop and implement collaborative volunteer education programs with other organizations.
- * Establish 4-H as a key partner in local youth service and service-learning programs.

Through this strategic plan, the 4-H and Youth Development Program will address issues that are critical to the development of healthy, competent young adults. The best efforts of Extension workers throughout the Cooperative Extension System are needed to implement the plan successfully

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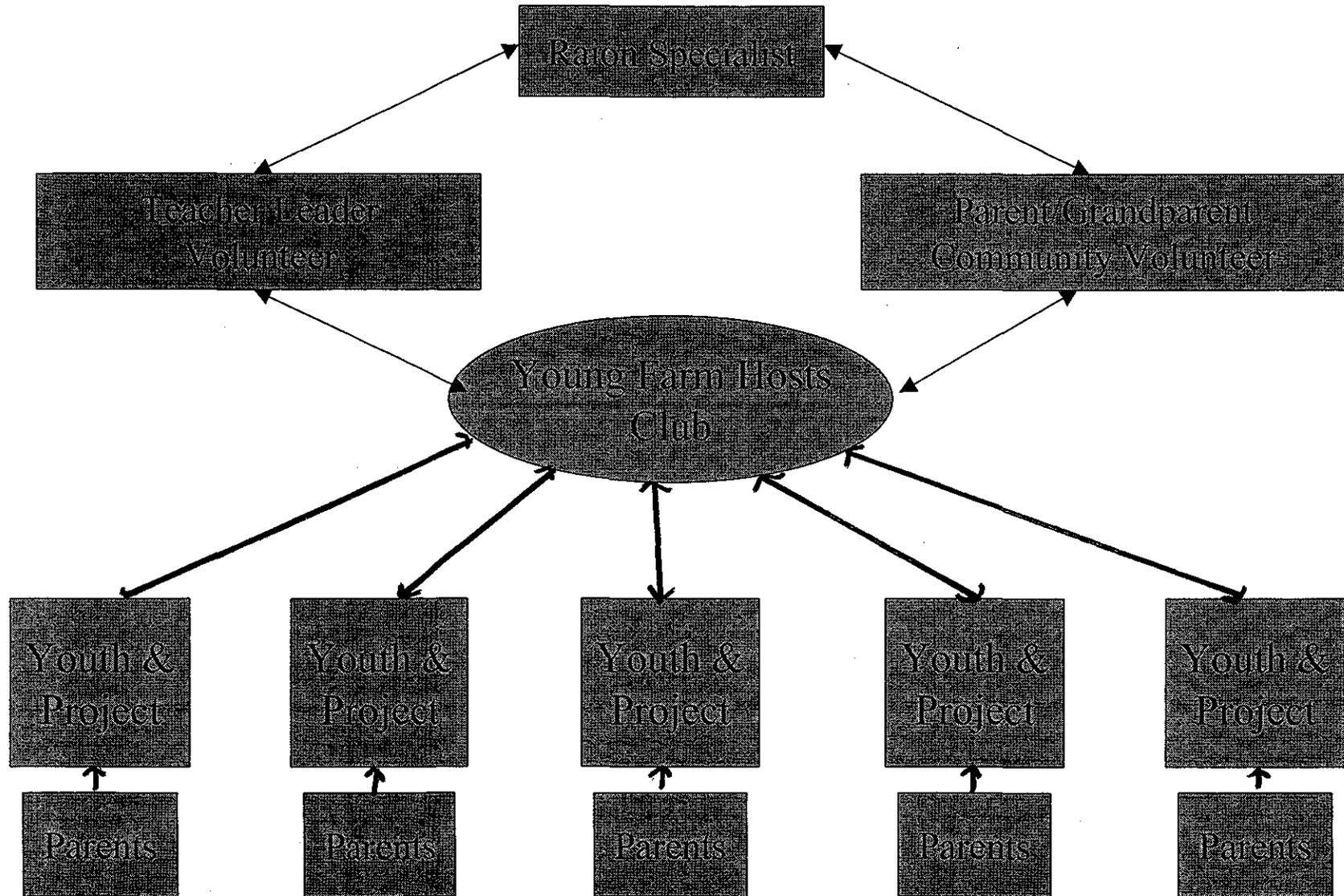
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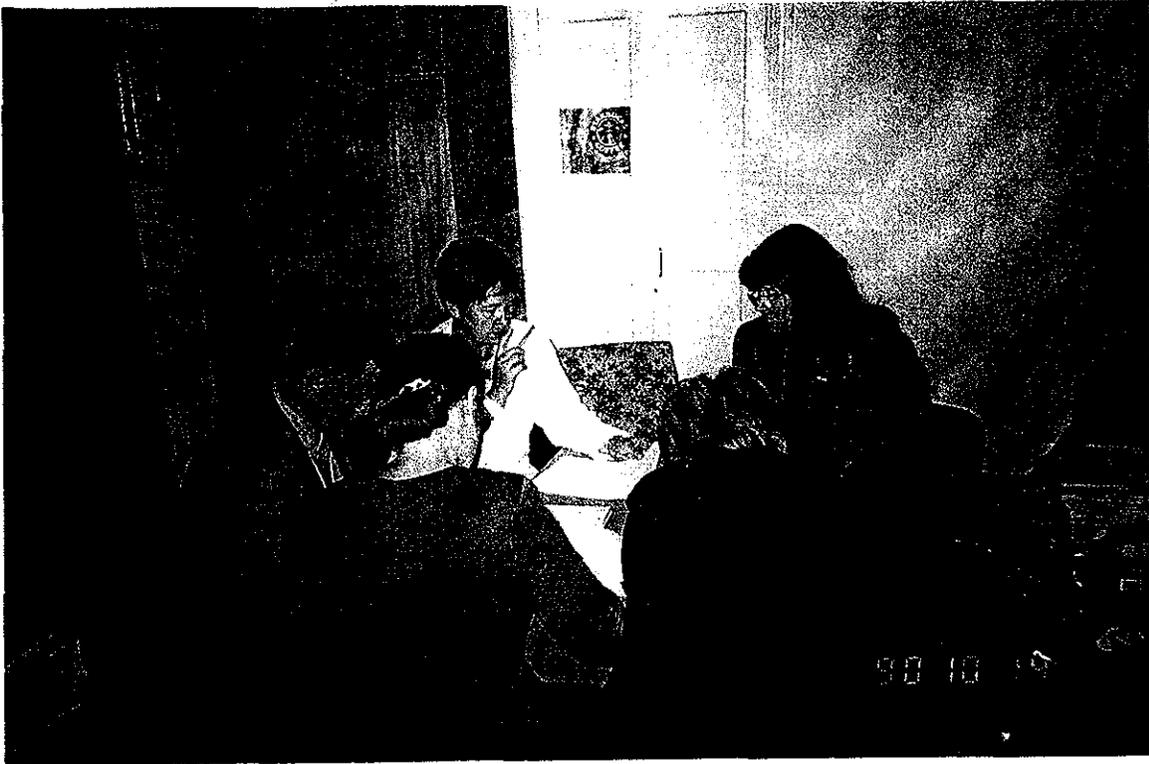
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Appendix 11
Ukrainian Model for Youth Development

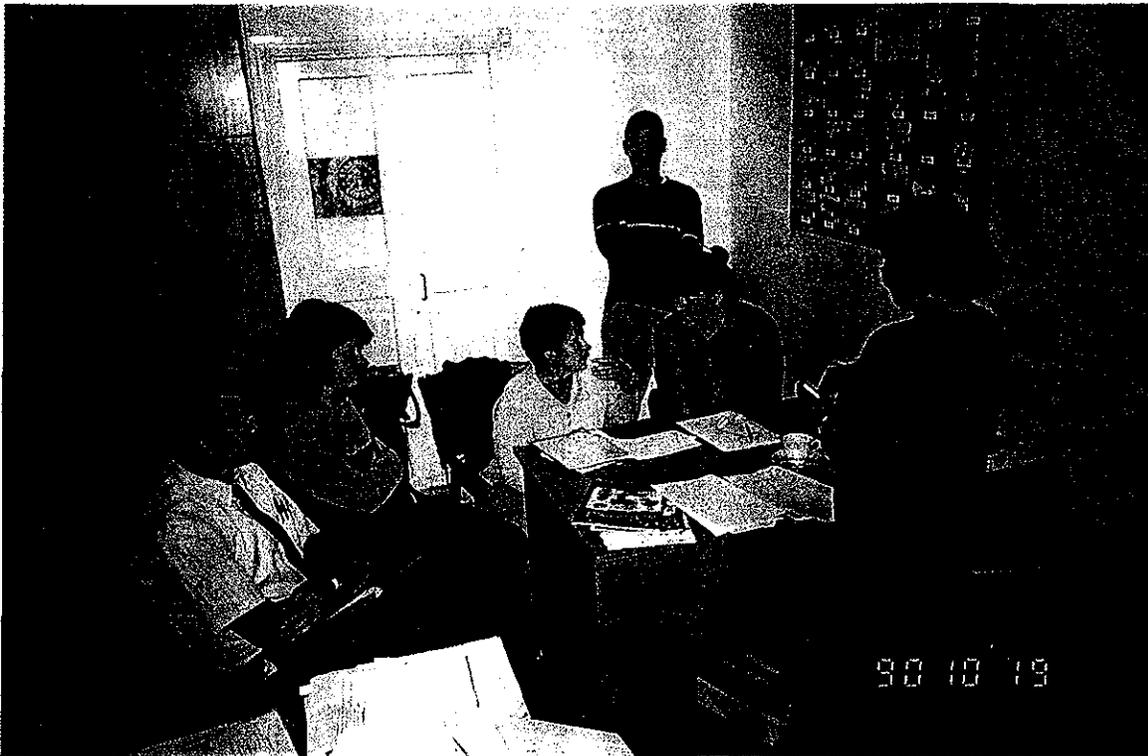
Suggested Young Farm Host Club Model



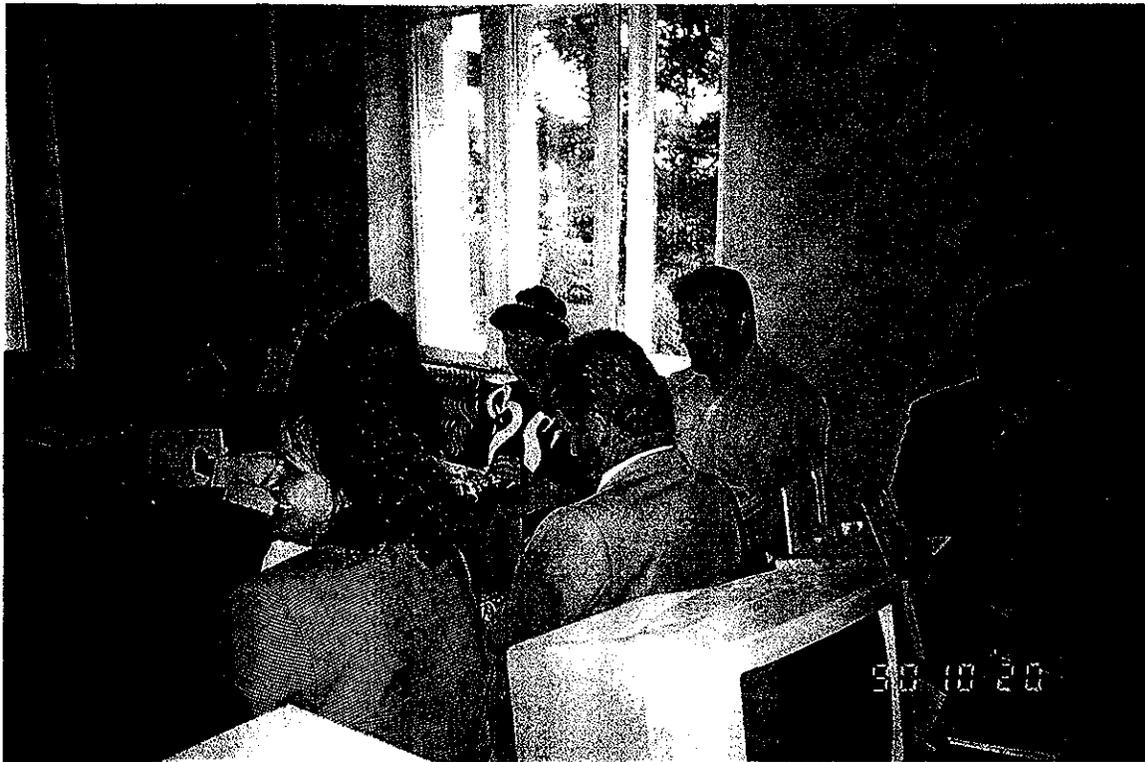
Appendix 12
Assignment Photos



First session conducted with the VSAU/Center Youth Development Planning Team



VSAU/Center Youth Development Planning Team meeting to prepare for the focus group session with school representatives



School representatives who participated in the the focus group session on youth development



Tanya Batkaluk and I visiting with the participants of the focus group session on youth development at its conclusion



Conducting a presentation for the first VSAU/Center sponsored agricultural youth development club at a vocational school in village of Bershat



A visit with planning team members to a cherry orchard in the village of Bershat



While visiting first youth development club in Bershat I presented awards for outstanding work to youth who had exhibited their culinary arts recently. School officials are standing in the back.



A member of the Bershat youth club who is receiving her award for outstanding learning and work.



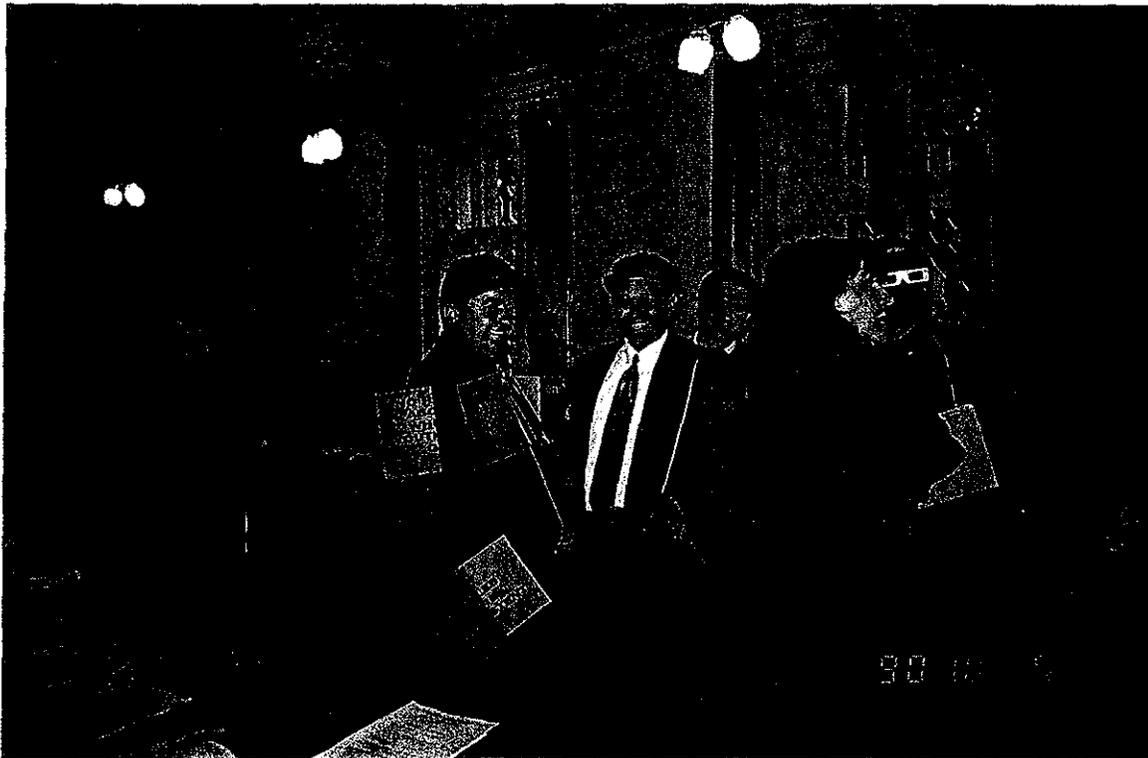
Positive Youth Development Seminar interactive activity - "The Circle of Life" -
for VSAU/Center faculty and raion specialists



Participants in the interactive learning activity at the Positive Youth Development Seminar
representing the influences on youth of family, friends and community members



Positive Youth Development Seminar Activity



Positive Youth Development Seminar Activity



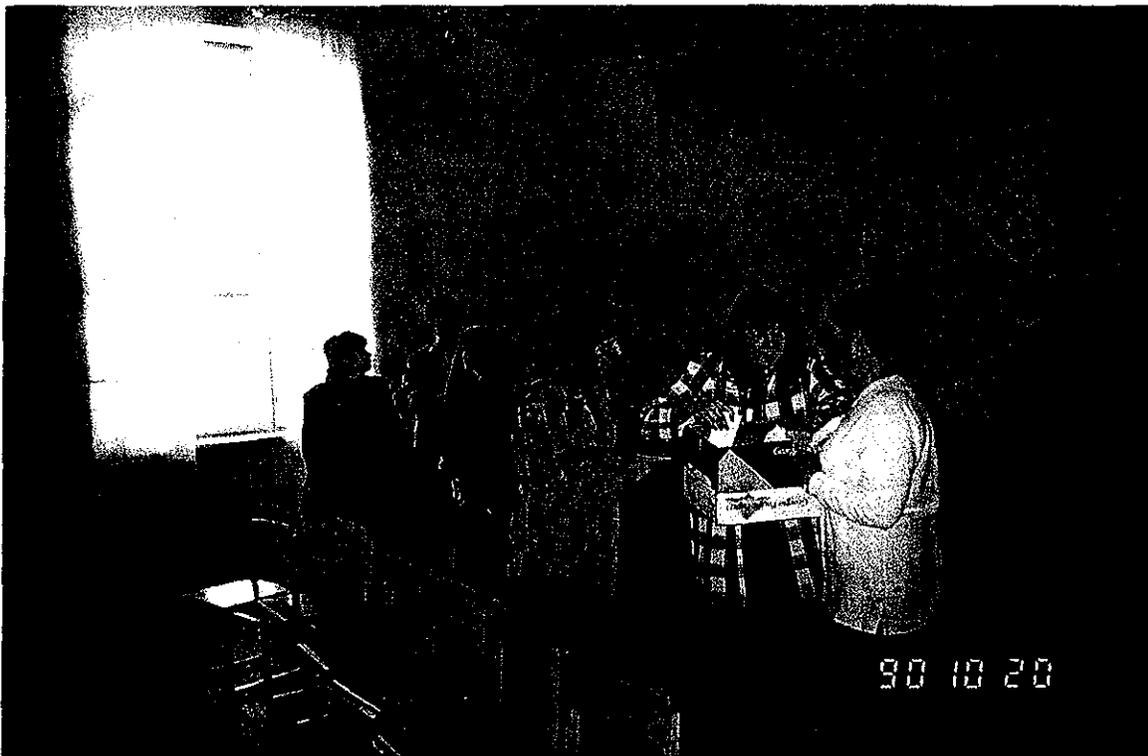
School and Town officials of village of Stryzhavka I met and visited with during graduation exercises of 11th grade students



Visiting with graduate from Stryzhavka school about her dreams and ambitions for her future.



Visiting with school teachers in village of Stryzhavka regarding youth development



Making a presentation at a school in village of Staponivka (school was out but children came anyway to visit with the American!) Also presented gifts to the Domestic Sciences teacher.



Visit with Assistant School Director for Youth Development in Village of Staponivka. School was out that day but I returned at a later date and students came to visit with me as they wished to learn about America



Visit with the English Club at a school in village of Mogyliv Podilsky.
I gave a presentation to the youth and school personnel there.

Appendix 13
Strategic Planning Training Power Point Program
for VSAU/Center Staff

Youth Development Programs

A Proposed Ukrainian Model

By
Rebecca White
Extension Associate,
LSU AgCenter - Extension Service



Center Staff Must Make Things Happen!

- Strategic planning is critical to establishing a successful youth development program
- Strategic planning is "a systematic effort by an organization's stakeholders to envision the organization's desired future, and to plot a course of action for reaching it."



Strategic Planning Process

- Sequence of events
 - Discuss values - what is important for our youth
 - Develop a Vision Statement
 - Develop a Mission Statement
 - Review community's current situation
 - Environmental Scan (issues, trends, events)
 - Community Assessment (strengths, weaknesses)
 - Identify strategic goals
 - Develop action plans
 - Review plans & make any needed adjustments
 - Appoint implementation oversight team

Examples of Community Values

- Youth Development focus of all activities
- Lifelong learning for all citizens
- Community service
- Personal responsibility
- Self-reliance critical
- Mentoring
- Intergenerational sharing
- Positive work attitude
- Partnerships essential
- Everyone counts!
- Practical, life skills are important for youth to learn
- Educational Out-of-school activities important to youth
- Youth should be trained as leaders
- Positive family relationships are important

What is a Vision Statement ?

- A vision:
 - Is greater than ourselves
 - Is a tool for change
 - Creates an ideal, preferred future with a grand purpose of greatness
 - Comes from the heart, not the head
 - Does not have to be practical or reasonable
 - Spells out our highest ideals and wishes
 - Is created, crafted, and shaped by those in partnership, built by those who will be living the vision

Guidelines for Visioning

- Focus on the end result of what you really want for the organization
- Focus on what you want, not what is possible
- Express the vision in the present rather than the future tense: Example - "We are" rather than "We will be"
- Keep it short, concise and concrete
- Develop a one-statement summary of the ultimate aspiration for the youth of the community, the region, the oblast, the nation.



Characteristics of Good Vision Statement

- Is shared by all stakeholders of the organization (professionals, parents, school officials, youth, other community partners)
- Is a stretch from where the organization is today
- Is a living document (continually renewed as needed)
- Can include what the organization does, how it does it, how the organization relates to others
- Has the qualities of being exciting, motivating, compelling, lofty, as well as engaging the spirit and capturing the imagination

Visioning Process

- Divide planning team into groups of 3-5 people (small groups).
- Each group drafts its own statement and transfer to overhead transparency or large piece of newsprint.
- Each group shares its statement with entire group
- Participants with two votes each (dots) vote on best statements in their view
- One person from each small group form a new team and draft a new vision that incorporates the most preferred ideas (received most votes)
- New group reports back to entire group with new statement and readjusts with any final large group ideas that have entire group consensus.

What is a Mission Statement ?

- It is the fundamental, unique, and underlying reason for the existence of the community effort.
- It is the underlying reason for the existence of the effort to address the needs of youth in the community - its reason for being.
- It includes one critical reason, not trivial many.
- Is brief, concrete and easy to understand.
- Is today focused
- Clarifies what the effort is not.
- Identifies the expectations of and intentions toward participants in the effort, staff, cooperating agencies and others.

Mission Statement Development

- Divides the planning group into small discussion groups
- Small groups should answer these questions before crafting the statement:
 - Who do we serve ?
 - What do we provide ?
 - How do we provide services ?
- Each small group records forms and writes the drafted mission statement on transparency or newsprint
- Each small group spokesperson reports to large group the small group statements
- Facilitator leads discussion and large group comes to consensus on a mission statement

Enviromental Scans

- Includes identification of community and youth trends, community and youth issues, community and youth events.
- Includes identification of stakeholders relevant to the youth development organization



Environmental Scan Process

- Facilitator ask large group to identify 5-7 most significant factors that impact youth and their development
- Establish small groups for each factor, let participants choose the factor they are most interested in
- Small groups estimate that factors influence over the youth development program's for the next 3-5 years and then report back to large group
- Large group votes on top 2-3 factors to influence youth development program

Conducting A Community Assessment

- **Develop Community Asset List**
 - Major strengths of school system
 - Community youth organizations and groups
 - Public or private agencies offer what services for youth
 - Any additional learning opportunities available for youth
 - Community facilities available for youth
 - Career exploration resources available for youth
 - Significant historical events in community
 - Special traditions or events in community
 - Top ten qualities of your community
 - Ethnic groups or organizations that enrich community

*p61 Ex. 184

Conducting a Community Assessment

- **Develop a Community Asset List of:**
 - Industries
 - Businesses
 - Civic or professional organizations
 - Artistic organizations or groups
 - Charitable organizations
 - Religious organizations
 - Hobbyist groups
 - Neighborhood groups
 - Newspapers, radio stations, and TV stations
 - Recreational facilities

Next Step – Goal Setting

- **Ask Overall Group**– Based on information we have so far what do you feel should be our goals for the next 3-5 years?
- **Break into small groups, select recorder.**
- **Ask small group to develop 2-3 goals** that should be the focus for achieving the vision and mission.
- **Designate spokesperson for the group** and post small groups goals as spokesperson speaks
- **Large group selects the commonly repeated goals** (ideally 5-8 goals selected) for the organization.
- **Place selected goals on tables** -ask participants to go to table they are most interested in.

Next Step – Goal Setting (continued)

- **Each table group answers the following questions:**
 - What is the present situation?
 - What do we want to be in three years?
 - What if any, insurmountable obstacles reduce the likelihood of the goal's success?
 - What are the obstacles we can overcome?
 - What actions would help to overcome the surmountable obstacles?
- **Reassemble to large group and report table group findings**
- **Large group determines which goals to keep and which goals to modify**



Action Planning Procedures



- **For each goal, list:**
 - A brief statement of the strategic goal
 - What steps are needed to implement the goal
 - How to make the goal happen
 - Who is responsible or accountable for the goal accomplishment
 - Who are any other people needed to make the goal happen
 - How with these other people be identified and recruited to assist
 - When (beginning date, ending date, other critical dates)
 - Where (location for goal accomplishment)

Master Plan Developed

- **Prepare Master Plan from the previous group work and distribute immediately following the youth development strategic planning session(s).**



Implementation Team

- **Appoint an implementation team that includes individuals that can make the strategic plan happen**
- **Include key organizational leaders, community members, youth.**



Celebrate your success!!

- **The plan is on paper and ready for action**
- **Celebrate the great accomplishment**
- **Thank participants and remind them how critical they are to the continued success of the program**



**Report of Assignment
Ukrainian Center for Private Farmer Training and Outreach
May 5-June 2, 2001**

**Satish Verma
Specialist and H.C.Sanders Professor
Extension and International Education
Louisiana Cooperative Extension Service
LSU Agricultural Center**

June, 2001

Contents

	Page
Acknowledgements.....	i
List of Appendices	ii
Executive Summary.....	1
Report of Assignment	3
Purpose.....	3
A. Evaluation of the Center's Outreach Program (Project Objective #1).....	3
Background Work.....	3
On Site Work.....	5
Involvement of Center's Evaluation Team	5
My Role in the Evaluation	5
Some Observations Regarding the Evaluation.....	6
B. Follow-up of Organizational Performance Analysis of the Center	7
(Project Objective #2)	
Background and Rationale	7
Objectives of the Follow-up Study.....	8
Organizational Performance Assessment Activities.....	8
Data collection, analysis and interpretation.....	8
C. Formal Education Component (Project Objective #3).....	9
Progress and Current Status.....	9
Constraints in Advancing Formal Education/Extension Education	9
Improvement Strategies.....	9
International Conference, Kiev.....	10
Appendices	

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List of Appendices

	Page
Appendix A. Scope of Work.....	11
Appendix B. Proposal for Evaluation of the Center’s Outreach Work.....	12
Appendix C. Summary of Stakeholder Interviews/Meeting	14
Appendix D. Survey Instrument – Private Farmers	17
Appendix E. Personal Interview Training Materials.....	27
Appendix F. Focus Group Training Materials	33
Appendix G. Organizational Performance Analysis Instruments	45
Appendix H. Paper Presentation, International Conference, Kiev.....	61

Executive Summary

The assignment had three objectives: (a) evaluate the outcomes of the Center's education program for private farmers and household plot owners (Project Objective #2), (b) review progress made in implementing results of the Center's organizational performance study in 2000 (Project Objective #1), and (3) review progress of the formal education component (Project Objective #3).

Evaluation of the Center's Outreach Program (Project Objective #1)

For a period of six months before the assignment began in May 2001, all background work on the evaluation was done. This included (a) submission of a proposal and its acceptance (November 2000), (b) individual interviews and a group meeting with members of a stakeholder task force to be actively involved in planning, implementation, and use of the evaluation (January-February 2001), (c) discussions with the Center's evaluation team through project coordinators on evaluation parameters (March 2001), and (d) preparation of the survey instruments for private farmers and household plot owners and training materials on the personal interview and focus group techniques as data collection methods (April 2001).

On site work at the Center consisted essentially of working with the Center's evaluation team to train raion specialists to prepare them for interviewing farmers, take part in a workshop for the team on planning, conducting, and reporting focus groups, and planning and overseeing the logistics of doing the surveys and the focus group interviews. Raion specialists personally interviewed 270 private farmers, randomly drawn from raion lists. Four focus groups were planned, one with agribusiness companies and three with household plot owners – pig producers, dairy producers, and fruit and vegetable growers. Because household plot owners had not been specifically targeted by the Center in its education programs, and because of the difficulty of conducting a systematic study of this group given time and resource constraints, the original intention of surveying household plot owners was abandoned. It was expected that the focus group information would be helpful for educational programming for this group. Data analysis, interpretation, and report preparation are expected to be completed by August 15, and the results presented at stakeholder meetings in Vinnitsa and Kiev in the first/second week of September. A comprehensive written report will be ready at the same time.

Some observations on the evaluation:

- Advance planning of the evaluation enabled active involvement of stakeholders and Center faculty, and facilitated the process, and should result in a better documentation of the outcomes of the Center's education programs.
- Hands on work by university specialists as members of the evaluation team and training of raion specialists and university faculty in data collection methods should help build their capacity and confidence to conduct evaluations on their own.
- While acknowledging that this is an internal evaluation by program personnel, measures such as random sampling of farmers and supervision of the data collection were taken to ensure the study's credibility.
- Because socio-economic, production, and marketing baseline information on private farmers and household plot owners in the oblast was not gathered when the Project started,

comparisons cannot be made. The results of the current evaluation can serve as a benchmark for private farmers. It is recommended that similar information be collected for household plot owners as a basis for educational programming with this important target group which makes a significant contribution to the agricultural economy of the oblast.

Organizational Performance of the Center (Project Objective #1)

A performance analysis of the Center was done in May 2000, on the basis of which several recommendations were made to deal with organizational performance problems. It was suggested that (a) personnel management and program development policies and procedures be decided, documented, and communicated to faculty, (b) curricula and materials be developed to support teaching, and (c) human performance issues such as job parameters, communication barriers, resources and facilities, and job performance and recognition and reward systems be expeditiously addressed. In informal discussion with project coordinators and faculty, it appears that several suggestions have not been implemented. It is recommended that a follow-up self-study of organizational performance be undertaken using the institutional resources which have been developed over the life of the project. External assistance may be considered only if necessary and appropriately justified. Objectives of the self-study, assessment activities, and self-administered instruments for use by specialists and administrative/supervisory are included in Appendix G.

Strengthening Formal Education Component (Project Objective #3)

Considerable progress has been made in the formal education component of the Project – an Institute of Post Graduate and Extension Education has been established, a curriculum and two-year training program for new farmers has been started, a five-year “Management of Organizations” graduate specialty has been approved by the Ministry of Agrarian Policy, and a master’s level extension education specialization is being planned.

However, much greater progress could be made if the Rector increases faculty resources allocated to this component. Currently, the two faculty responsible for this component are unable to devote the time needed to plan and implement programs, and develop curricula. In addition, lack of books and other teaching resources is an impediment. Funds need to be allocated from the project to purchase these resources.

Report of Assignment

Purpose

According to the scope of work agreed to by the project coordinators (Appendix A), the primary purpose of the assignment was to evaluate the outcomes of the Center's education program for private farmers and household plot owners, and the Center's collaboration with agri-businesses. A secondary purpose, established during on-the-ground work in Vinnitsa was to review progress in implementing (a) the results of the Center's performance analysis conducted in May 2000, and (b) the formal education component. In addition, the National Agricultural University invited me to make a presentation at an international conference which was being held in Kiev at the time.

A. Evaluation of the Center's Outreach Program

Background Work

A proposal for evaluation of the Center's outreach education program had been prepared and sent to the project coordinators in November 2000. The proposal included a rationale and strategy for the evaluation, and detailed the evaluative activities to be undertaken, faculty responsibilities, and timelines of implementation (Appendix B).

The proposal was approved by the project coordinators and the Director, International Programs, LSU Agricultural Center in December, 2000.

An important feature of the evaluation strategy was the active involvement of a select group of Center specialists all through the evaluation to increase local ownership of the evaluation and build faculty capacity and expertise in program evaluation. Members of the evaluation team were the two project coordinators Larry Brock and Grigoriy Loyanych, university specialists Natasha Fishchuk, Victor Mazur, Tanya Mulyk, Sasha Nedbalyuk, Vasily Petrechenko, and Yuri Vanzhula, computer technician Sergei, and project interpreter Wanda Yamkovenko.

Implementation of the evaluation began in January-February, 2001, with the organization of a stakeholder task force representing key stakeholders of the Center, i.e., private farmers, household plot owners, agribusiness firms, farmers' associations, raion and oblast administrations, World Laboratory, Ministry of Agrarian Policy, Center faculty, and USAID. Individuals representing these entities were personally interviewed to determine their relationships with and expectations of the Center, and the questions they would like addressed in the proposed evaluation. They were also invited to a task force meeting to further elicit and clarify their views. Over 30 individuals attended the meeting. A summary of responses by different categories of stakeholders is presented in Appendix C.

Based on the interest of stakeholders and consultation with the project coordinators, a preliminary evaluation design was developed for gathering information from private farmers and household plot owners (HPOs) who have been the primary targets of the Center's outreach program. The design focused on participation of private farmers and HPOs in the Center's education programs and activities, resulting behavioral changes, and demographic and farming information.

Initially, it was planned to compare farmers participating in the Center's education programs and farmers who had not participated to determine differences between the two groups and draw inferences of the Center's educational impact on its clientele. However, it was realized that almost all private farmers in the oblast had been reached in the Center's outreach efforts; hence,

the number of non-participating farmers required to make statistical comparisons would not be available. Therefore, it was decided to interview only participating private farmers.

In the initial planning, it was also intended to study HPOs to determine what influence the Center may have had on them. However, since less emphasis was given to this group compared to private farmers and the random nature of their participation in the Center's programs, it was decided that instead of surveying a representative sample of HPOs as originally intended, focus group interviews would be held for this group. The purpose of these interviews was to gather some baseline data on farming practices and determine problems and needs of HPOs for future educational programming. Focus group interviews were also planned for agribusiness firms with whom the Center has established relationships.

Once the above course of action was decided, the plan for evaluating the impact of the Center on private farmers was developed, including the evaluation model, evaluation questions, the survey instrument, sampling procedure, data collection, analysis and interpretation, and preparation and presentation of the results in appropriate format to stakeholders.

The evaluation model followed the logic that participation of private farmers in education programs and activities of the Center stimulates interest and evokes satisfaction, which result in changes in knowledge, skills, and attitudes, which, in turn, lead to adoption of new ideas and practices learned.

Evaluation questions were established to determine (a) the extent to which private farmers have participated in the Center's educational programs and activities, (b) how satisfied private farmers are with these educational experiences, (c) what new ideas and skills have been learned in different subject matter areas of agriculture, (d) how attitudes may have changed as a result of private farmers' involvement with the Center, (e) what information sources besides the Center are being used to get information on agriculture and related subjects, and (f) selected demographic and farming characteristics of private farmers.

A survey instrument consisting of 7 sections was built on the above evaluation questions (See Appendix D).

It was decided to sample at random the population of over 1,000 private farmers in the oblast. It was determined that a sample size of 225 was adequate to generalize results of the evaluation to the population of private farmers with a 2 percent margin of error. Eventually, each raion specialist personally interviewed 10 farmers in his/her raion for a total of 270 farmers.

It was agreed that data would be entered into the computer by the Center's evaluation team, and the data forwarded to the LSU AgCenter for analysis, interpretation, and report writing.

A timetable to accomplish the several evaluative activities outlined above was developed and agreed to such that a report of results and recommendations could be prepared for presentation to the Center's stakeholders in early September, 2001.

On Site Work

Involvement of the Center's Evaluation Team

During the four weeks of my assignment in Vinnitsa, I worked closely with the Center's evaluation team in several evaluative activities, i.e., (a) planning sessions on conducting the survey of farmers and the focus groups for HPOs and agribusinesses, (b) training and practice sessions with raion specialists in conducting personal interviews, and (c) a hands-on workshop on how to plan, conduct, and report focus groups, and subsequently conducting the focus groups. Training materials on interviewing are in Appendix E and workshop materials on focus groups are in Appendix F.

Discussions were also held with the team on what kinds of reports of results should be prepared and how these should be presented to stakeholders. It was decided that (a) a comprehensive written report of the project's accomplishments over the life of the project should be prepared and officially submitted to USAID, the project partners, and the Government of Ukraine, and (b) a brief report highlighting the results and recommendations of the current evaluation focused on the outreach component should be prepared for oral presentation at sessions with the VSAU/Center faculty, Vinnitsa Oblast and raion administrations, agricultural boards, agribusinesses, private farmers groups, and HPO groups in early September. AID funding for the Project officially ends September 30, and the written report and oral presentations would bring to the attention of all stakeholders, especially local funding and support groups, the impact the Project has had on target audiences, and garner long-term funding support for the Center from internal revenue sources.

My Role in the Evaluation

Essentially my role in the evaluation was to work with the Center's evaluation team on the survey of private farmers and the focus group interviews of household plot owners and agri-businesses.

With regard to the private farmers survey, the following activities took place:

- Orientation of team members to the farmers survey instrument;
- Development and follow up of plans and logistics for training of raion specialists in the personal interview technique;
- Training of raion specialists, and planning and monitoring of interviews to ensure that they were appropriately conducted;
- Liaison with project coordinators and zonal supervisors to ensure that the timetable for completing the interviews was adhered to;
- Creation of code key for the survey and data files in Microsoft Access for entering the survey data;
- Oversight of data entry of completed interviews to ensure accuracy and completeness;
- Establishment of deadlines of June 2 for completing interviews and June 22 for completing data entry, with electronic mailing to me of the data set immediately thereafter

With regard to focus group interviews, the evaluation team decided to conduct one interview with agribusiness companies, and one interview each with HPOs involved in pig production, dairy production, and fruit and vegetable production, for a total of four focus groups. During the period of my stay in Vinnitsa, two focus groups were conducted which I observed. The two remaining interviews were scheduled to be held sometime in June. The purpose of the focus groups was to determine the views of the respondents with regard to the Center's activities, how the Center

could assist them, and what some of their needs and problems are in their respective enterprise areas. Reports of the focus groups are being prepared by different members of the evaluation team. Major themes will be extracted from these reports for inclusion in the evaluation report.

It should be realized that the HPO focus groups cannot provide detailed baseline information on the socio-economic, production, and marketing aspects of agriculture in which this important population group is engaged. At best, the information will give a limited view of the agricultural practices, needs, and problems of HPOs which could be useful for focused educational programming. To make any meaningful impact on this large segment of the agricultural economy – 300,000 HPOs contributing over 50 % in vegetables, fruits, and animal products to the oblast – it will be necessary to gather baseline information in a systematic manner using the appropriate statistical methodology. Given the potential benefit that can accrue from education efforts with this group, it may be worthwhile for the Center to consider gathering this baseline information at some point in the future.

Some Observations Regarding the Evaluation

Good evaluation practice recommends that the plan for evaluating any program should be considered and established at the time the program is being planned. All too often, however, evaluations are thought about when programs have been implemented or are in the final stages. While the current evaluation did not meet this criterion of good evaluation practice in that it was considered only in the third year of the project, planning for the evaluation began early in the year so that there was opportunity to involve relevant stakeholders, establish and actively engage an evaluation team from the Center in designing and implementation of the evaluation, and conduct the evaluation in a systematic and timely manner.

If baseline information on socio-economic conditions, production practices, and marketing behavior of private farmers in the oblast had been collected at the outset of the project, comparisons could have been made with the information gathered in the current evaluation. These comparisons would have been useful in showing the impact of the project in terms of changes and improvements in the situation of private farmers. In the absence of such comparisons, there is less strength in the results and less confidence in the inferences that can be drawn with regard to the Center's impact.

An internal evaluation of a program by program personnel is usually considered to be less credible than an external evaluation conducted by outside evaluators because of the possibility of bias. This limitation is acknowledged in the current evaluation. However, steps were taken to reduce bias by random sampling of farmers in the raions by a member of the Center's evaluation team, and supervision of the data collection by district supervisors.

Active involvement of university specialists as members of the evaluation team has helped build their capacity and confidence to plan and conduct evaluations. Increased self-reliance and professional growth of these individuals will strengthen the overall programming process at the Center.

Results of the evaluation will highlight accomplishments of the project and demonstrate that the investment in the project has yielded positive returns. The results will also be useful in guiding the direction of future programs.

B. Follow-up of Organizational Performance of the Center

Background and Rationale

The organizational performance of the Center was studied in the summer of 2000 as an assignment to the project. The study was done using a diagnostic framework recommended by Swanson (1994)¹. Five performance variables – mission/goals, system design, capacity, motivation, and expertise – at two levels – organization and individual - were the focus of the analysis. Administrative/supervisory staff and specialist staff (university and raion) were personally interviewed to determine their perceptions of different dimensions of the performance variables. Two instruments were developed to interview administrative/supervisory staff and specialist staff. Each instrument contained 30 questions. The study results indicated that the Center had a number of strengths, but needed to deal with certain performance problems. Recommendations to improve performance included (a) documentation and guidance in personnel management and program development processes, and extension teaching methods and techniques, (b) development of curricula and materials to support existing and emerging programs in the field, and (c) enhancement of human performance by establishing job parameters, removing communication barriers, providing adequate resources and facilities, recognizing and rewarding faculty, addressing staff development needs, and using personnel and program evaluations as counseling and motivation tools (Verma, 2000)².

A follow up study of the Center's organizational performance is recommended for the following reasons:

1. The project has been expanded to the entire oblast by the hiring of new raion specialists with commitments from local raion administrations. The total faculty and staff of the Center is now 53.
2. The Center was reorganized in the fall of 2000 to improve efficiency and effectiveness of field operations and university support operations.
3. Relationships with research institutes and teaching colleges have been developed through scientific committees and communication linkages to support the Center's educational programs and activities.
4. An evaluation of the impact on farmers of the Center's educational programs and activities over the last three years is currently being conducted which will provide valuable complementary information on project operations for use with the Center's stakeholders, namely funders, project staff, and clientele.

¹ Swanson, R.A. (1994). Analyzing Performance of Organizations: Tools for Diagnosing Organizations and Documenting Workplace Expertise. San Francisco, Berrett-Koehler Publishers.

² Verma, S. (2000). Report on Assignment to Ukrainian Center for Private Farmer Training and Outreach. May 18-June 10, 2000. Unpublished document.

Objectives of the follow-up study

1. Review progress over the last one year in developing and implementing policies, procedures, and programs related to the Center's functions and operations as recommended in the above-referenced organizational performance assessment report.
2. Assess perceptions of administrative/supervisory staff and specialists of the Center regarding its mission/goals, system design, capacity, motivation, and expertise.

Organizational performance assessment activities

The following activities will need to be undertaken to conduct the assessment. Suggestions with regard to persons(s) responsible for the different activities are given. Deadlines may be established if it is decided to move forward with the study.

Activity	Responsible person(s)	Completion date
Document progress in implementing recommendations of the organizational assessment performance report, 2000	Loyanych, Brock, Yamkovenko	
Review and modify organizational and individual level questionnaires (from 2000 study)	Verma	June, 2000
Test face validity of revised questionnaires with a select group of Center specialists and administration	Brock, Loyanych	
Translate questionnaires	Yamkovenko	
Collect data from designated Center specialists and administration	Self-administered	
Create Microsoft Access database file	Sergei	
Enter data	Sergei	
Send electronic data file to LSU	Center's evaluation team	
Analyze data	Center's evaluation team	
Interpret findings and write report	Center's evaluation team	
Present and utilize findings	Brock, Velupillai, Loyanych	

Data Collection, Analysis and Report Preparation

It is suggested that data be collected from individual faculty and administrative/supervisory staff as was done in the assessment last year. Two instruments, one for individual faculty (specialists) and the other for administrative/supervisory staff, have been prepared and are included in Appendix G. The instruments could be distributed to the faculty and staff for completion. Completed questionnaires would be gathered for data entry, analysis, interpretation of findings, and report preparation. The Center's evaluation team has gained good experience in this kind of work. Members of the team may volunteer to take on various tasks. If assistance is needed from the LSU AgCenter in any specific tasks, the Director of International Programs could be contacted for such assistance.

C. Strengthening Formal Education Component of the Project

Progress and current status of formal education

1. An Institute of Post Graduate and Extension Education has been approved by the concerned authorities and legally established at VSAU. It is envisaged that the Institute will have (a) an informal education department responsible for statewide outreach/extension education, (b) a formal education department to provide training in technical agriculture and ag-related subjects, and (c) an extension theory and practice department offering formal courses to prepare professionals for an career in extension.
2. Two faculty - Natasha Fishchuk and Petro Saulyak – were assigned to develop plans and curricula for the formal education components. With assistance from other university faculty trained in the U.S. and/or assigned to the project and suggestions from U.S. counterparts, they (a) developed a new/beginning farmers' two-year practical training curriculum in agriculture and agriculture-related subjects and have conducted the first phase of that training , and (b) proposed and secured ministerial approval for a "Management of Organizations" 5-year graduate specialty in the regular academic program of VSAU to provide "...information support for farmers", including courses in the humanities, social sciences, agricultural management, and extension education.
3. Under consideration for future implementation is post-graduate specialization in extension education to offer opportunities to graduates of the traditional agricultural specialties as well as the above-mentioned "management of organizations" specialty to receive an advanced master's level degree.

Constraints in Advancing Formal Education/Extension Education

1. Lack of sufficient time on the part of the two faculty assigned the responsibility of developing and shaping the extension education curriculum. Both individuals have heavy teaching and administrative responsibilities in their respective academic departments which prevents them from devoting the time necessary to research available reference materials such as text books and existing curricula and courses at other institutions, and then plan and develop materials for the different extension courses included in the management of organizations specialty.
2. Lack of readily available textbooks and other source documents in Ukrainian in the discipline of extension education and other relevant social science disciplines needed to support extension courses in the management of organizations specialty and future post graduate level extension specialization. It is understood that only one textbook on extension has been published in Russian. The faculty does not have this textbook.

Improvement Strategies

1. ***Immediately allocate needed faculty resources to the overall formal education component and the extension education focus of the component.*** It is recommended that (a) the two assigned faculty be granted 50% release time from their current duties to devote to the formal education component and the extension education focus, and (b) a third faculty member be assigned to join the team with an appropriate allocation of that individual's time, perhaps 50-75 %. An option to this is to assign one full-time faculty responsibility for the formal education/extension education focus, and a second individual part-time at 50% to actively assist. Either of these options will provide 1.5 full-time equivalents (FTEs) of faculty time to

this important academic program. It should be emphasized that unless specific faculty are assigned and enabled to fulfill this responsibility without the distractions of other-discipline commitments, progress in implementing formal education/extension education focus plans will be hampered.

2. ***Develop a resource library of text books, references, journals, technical bulletins, reports, etc. in extension education and related social science disciplines, such as sociology, educational psychology, communications, adult learning, youth development, leadership, volunteerism, and group dynamics.*** It is recommended that selected English-language and suitable Russian text books that are available in extension education should be obtained for abstracting course-relevant information and notes. It is assumed that Ukrainian/Russian texts are available in the other disciplines. These should be procured and supplemented with one high quality English-language textbook in each discipline. The formal education/extension education assigned faculty can begin to develop in a timely manner, according to a predetermined schedule, the course outlines, teaching notes and learning assignments from these textbooks, and other technical bulletins, reports, etc. so that the teaching-learning resources will be ready when the courses have to be taught. It is recommended that the VSAU faculty/U.S. counterparts identify reference materials for purchase by the Center under the current AID Project. Both hard copy publications and electronic materials available via the Internet should be explored in developing the resource library. Addresses of web sites for currently available reference/teaching resources are available and can be accessed to download, print and/or store suitable materials. It is also recommended that course outlines and materials developed by teaching and extension faculty in U.S. universities, specifically LSU and Penn State where VSAU faculty have connections, should be procured as guidance and reference documents as extension courses are developed by VSAU faculty.
3. ***Establish an ongoing faculty development program of orientation, in-service, and formal academic education, the latter to include specific courses to improve specialist skills in technical subjects and process skills relevant to teaching and working with people.*** It is recommended that a faculty development committee be established within the formal education/extension education component under the leadership of the specialists heading this component and composed of a small group of specialists from the university and raions and given the responsibility of determining faculty training needs and developing training programs including schedules and related logistics.

D. Participation in International Conference, Kiev

On the request of Mr. Kripikov, Deputy Rector, National Agricultural University, I made a presentation at the plenary opening session of the international conference, "The Role of Agrarian Information in the Process of European Integration", which was held at NAU, Kiev, May 22-25. The presentation, co-authored with Dr. Lakshman Velupillai, Director, International Programs, and Dr. Bill Brown, Vice Chancellor for Research, LSU AgCenter, entitled "Linking Research, Teaching, and Extension in Ukraine: Serving the Developmental Needs of an Emerging Democracy" is based on a book chapter of the same title. The full text of the presentation is at Appendix H.

Appendix A

**Ukraine Center for Private Farmer Training and Outreach
Scope of Work for Assignment, May 5-June 2, 2001
Satish Verma, Extension Specialist and Professor
LSU Agricultural Center**

Purpose:

Evaluate educational outcomes and future programming of the Ukraine Center for Private Farmer Training and Outreach (UCFTO)

Objectives:

1. Assess impact of UCFTO on participating private farmers and agribusinesses in Vinnitsa
2. Establish benchmarks and assess needs of HPOs for educational programming

Planned activities

1. Discuss and finalize with VSAU evaluation team and Project staff the draft design for evaluating the outcomes of the Center's outreach programs targeted at private farmers, including sampling, survey instruments, data collection, data analysis, and reporting/communication of evaluation results.
2. Conduct training of UCFTO faculty (raion and/or university specialists) on interviewing private farmers.
3. Oversee initial data collection from private farmers, and plan continuation of the effort.
4. Review source documents and plan focus group interviews of agribusiness interests and HPOs in consultation with VSAU evaluation team.
5. Discuss and finalize with VSAU evaluation team and Project staff assessment of educational needs and establishment of benchmarks for educational programming with HPOs
6. Debriefing session with VSAU evaluation team and Project staff on progress of the evaluation and next steps to complete the evaluation.
7. Consult with VSAU evaluation team and Project staff on schedule and procedure for reporting results of the evaluation to Project stakeholders in September 2001.

Appendix B

Ukraine Center for Private Farmer Training and Outreach Year 3 Outcomes/Impacts Evaluation Strategy, 2000-2001 *(For Discussion with Project Coordinators and Center Faculty)*

Rationale

The premise of this Year 3 evaluation of the performance of the Ukraine Center for Private Farmer Training and Outreach Center is that the Project partners and USAID wish to demonstrate the outcomes/impacts of the Project to and share lessons learned with the Government of Ukraine and other in-country stakeholders involved in the Project.

A second reason for undertaking this evaluation is to engage Project stakeholders in a collaborative, participatory effort for mutual benefit.

Strategy

The evaluation involves the following strategic actions:

1. Forming a stakeholder task force comprising representatives of USAID, VSAU administration, Project Coordinators, Center faculty, USAID, farmers, HPOs, private farmers/women's associations, agribusinesses, Ministry of Agrarian Reform, State and Raion Administrations, Agricultural Colleges, and Research Institutes.
2. Engaging the stakeholder task force to (a) identify and prioritize questions to be addressed by the evaluation, (b) participate in evaluation decisions, and (c) utilize the findings.
3. Organizing 2-4 meetings of the task force to (a) generate and evaluation questions, (b) review and provide input in the evaluation design and methods, (c) review findings, and (d) plan use of findings.
4. If it is not possible to have 4 meetings, at least two meetings is a viable compromise: (a) one meeting to generate and agree on evaluation questions, and (b) a second meeting to review findings and plan use of findings. In between the meetings, the task force would be involved as needed by the evaluation and project staff in making suggestions, helping on decisions, and reviewing evaluation plans and progress.
5. A trained evaluator will (a) facilitate the work of the stakeholder task force, including task force meetings, and (b) design the evaluation, collect, analyze and interpret the data, prepare a report of findings, and appropriately present/disseminate findings.
6. The evaluator will need on-the-ground resources to work with the stakeholder task force and the Project staff, train interviewers, and help/supervise data collection. Translation help (oral and written) will also be required.
7. Resources for the evaluation will depend on its purpose and the design adopted to accomplish the purpose. In the first two years of the Project, impacts have been based on anecdotal information and examples. For Year 3, there appear to be three evaluation options, (a) continue to gather examples of individual farmer successes, i.e., anecdotal information, (b) compare private farmers in Vinnitsa who have participated in the Project with private farmers who have not participated or participated only in a limited way on selected behaviors, and (c) compare the Center's university-based outreach system with a private sector outreach system (such as Lviv, TACIS or Donetsk), on selected performance criteria. Option (b), a quasi-experimental, comparison group design, is an improvement over Option (a), and could be done with the resources available in the Project. Option (c) is attractive in terms of proving

the presumed superiority of a University-based Project but would require greater resources and partnering with the other projects.

Evaluative Activities, Persons Responsible, and Timeline

Assuming that Option (b) will be chosen, the following is a tentative schedule of activities

Activity	Responsibility	When
1. Discuss evaluation strategy with project coordinators and Center faculty	Lakshman Velupillai	Nov-Dec 2000
2. Organize stakeholder group	Brock, Loyanych	December 2000 January 2001
3. Conduct meeting of stakeholder group to generate evaluation questions and get consensus on questions to focus on in the evaluation	Brock, Loyanych	February 2001
4. Design evaluation, including data collection instruments, and obtain feedback from project coordinators and stakeholder group	Evaluator, Brock, Loyanych, Stakeholders	March 2001
5. Revise and finalize evaluation design and share with project coordinators, stakeholder group	Evaluator, Brock, Loyanych, Stakeholders	April 2001
6. Train interviewers in instruments and data collection	Evaluator	May 2001
7. Collect data	Trained interviewers, Evaluator	May-June 2001
8. Enter, analyze, and interpret data	Evaluator	June-July 2001
9. Share findings with stakeholder group and obtain feedback	Evaluator, Brock, Loyanych	August 2001
10. Report findings in written and oral formats	Evaluator, Brock, Loyanych	September 2001
11. Use findings in appropriate ways – publications, presentations, oral briefings, sharing with other projects	Evaluator, Loyanych, Center faculty, Stakeholders	

Prepared November 16, 2000

Appendix C

UCFTO Outcome Evaluation, 2001 Stakeholder Task Force Meeting Summary

Private Farmers (n=10)

Farmers' role/relationship in/with Center

1. Client/Participant/Beneficiary of Center's assistance/services/programs
2. Cooperator in crop/livestock demonstrations
3. Learning new technology, legal information.
4. Organizational affiliation – advisory committee, cooperative

Farmers' expectations of Center

1. Financial support
2. Market information
3. Legal information, advice, assistance
4. Assistance in marketing commodities produced
5. Assistance in learning and applying new technology to farming operations
6. Use of ISS database
7. Fact sheets, brochures, radio and television broadcasts
8. Youth education programs
9. Youth exchange programs with other countries (similar to IFYE)
10. Organization of women farmers
11. Organization of advisory committees
12. Credit
13. Copying facilities

Farmers' questions for the proposed evaluation

1. What can the Center do to protect farmers' rights in solving land issues at the raion/oblast levels
2. Answers to technical questions – grain/feed crops, pastures, animal rations, cost-cutting meat-milk processing technology
3. What can the Center do to harness energy and intellectual abilities of youth
4. What activities will be continued when the Project ends
5. In what direction will the Center's activities expand in scope and to other oblasts
6. Can the Center help evaluate quality of seed and advise farmers on sources of good seeds
7. Will activities be planned for children
8. Will activities be planned for farmers' wives
9. Does the Center plan to organize sessions for the exchange of experiences among farmers and HPOs
10. Can the Center expedite soil test results
11. Can the Center organize a training program on computer based accounting for a farm
12. IFYE possibilities
13. Can the Center give credit/guaranteed loans on reasonable terms to farmers
14. Can the Center give financial support for organizing cooperatives

HPOs (n=4)

HPOs' role in/relationship with Center

1. Cooperator in demonstrations – land, animals
2. Client for Center's advice
3. Potential user of Center's services

HPOs expectations of Center

1. Knowledge of poultry production
2. Assistance in establishing cooperation with feed production companies
3. Information on seed production and plant protection
4. Information on how to get land share from former collective and receive title to it

HPOs questions for the proposed evaluation

1. How to maximize profit from a 300-chicken farm
2. Where to find premixes for a reasonable price
3. Center's expansion plans
4. Center help in organizing a credit union in the raion
5. Technology of and equipment for broiler production and meat processing
6. Is it necessary to have a breeder to guarantee good quality flock

Agri-businesses (n=3)

Agri-businesses role in/relationship with Center

1. Cooperator – supplies (feed, chemicals, etc.) for Center's farm demonstrations
2. Advice/information to Center's farming clientele – inputs, prices, market demand

Agri-businesses expectations of Center

1. Cooperate with Center's outreach faculty in training of farmers
2. Cooperate with Center's scientists in experiments on brand products
3. Center promotes company products
4. Public relations and image building for agribusiness firms

Agri-businesses questions for the proposed evaluation

1. Will the Center provide information on feed premixes for animals to livestock producers
2. Prospects of future cooperation between Center and agribusiness firms
3. Can the Center organize group requests from farmers for inputs.
4. Future of the Center – program scope and expansion
5. Can the Center serve as an information broker between farmers and agribusiness firms

Farmers Associations (n=4)

Farmers Associations role in/relationship with Center

1. Cooperator – organizing seminars, shows and exhibitions, advisory committee
2. Technical advice and assistance
3. Support and assistance in problem-solving
4. Assistance in establishing Center's raion office

Farmers Associations expectations of Center

1. Up-to-date research information
2. Participation in and inputs for farm demonstrations
3. Wired into computer information network
4. Credit for inputs from Center's Credit Union
5. Information on organizing service cooperative in raion
6. Market demand information to make informed decisions on production

Farmers Associations questions for proposed evaluation

1. Information and assistance on how to establish and develop associations
2. Youth organization and education
3. Center assist in developing informational programs (publications, radio, etc.)
4. Center assist in developing multi-national project to strengthen private agricultural sector
5. Center increase consulting support for its Credit Union and help grow its capital.
6. Future program scope and expansion of Center
7. Other assistance from Center
8. Information on economical input sources and profitable product sales outlets

Raion Administrations (n=4)

Raion Administrations role in/relationship with Center

1. Welfare and development of farmers associations and individual farmers
2. Assistance and support of Center's raion offices – office space, equipment
3. Assistance and support of Center's raion faculty in educational programs, building relationships with local organizations and groups
4. Participation and help in implementing Center's programs and activities

Raion Administrations expectations of Center

1. Information to help farmers
2. Consultations with farmers
3. Assist Center in reaching every farmer in raion
4. Cooperation in implementing economic development of HPOs
5. Collaboration in implementing educational programs
6. Access to internet and email

Appendix D

UCFTO Evaluation, 2001 Survey of Participating Farmers

Introduction: The UCFTO (Center) is surveying farmers who have participated in the Center's programs and activities to find out how farmers have participated in and benefited from these programs and activities. Also, the Center is interested in determining problems farmers face and how the Center can help farmers address these problems in the future.

You are one of about 270 farmers from all raions in the oblast who have been chosen at random to be interviewed in this survey. The interview will take about 45 minutes and we request your cooperation in this important activity. The information you provide about yourself and your farming operation is confidential. Information from all farmers in this survey will be summarized and nobody will be individually identified.

Thank you for your cooperation.

Record Identity of Respondent

1. Name of respondent (first, last, patronymic) _____
2. Name of Raion _____
3. Name of village _____

Section 1: Early Contacts with Center: First of all, I would like to ask you a few questions about your initial contact with the Center and to what extent and how you became involved.

- 1.1. Do you recall when you first came to know about the Center? _____ (Specify Month/Year)
- 1.2. Do you recall how you first came to know about the Center? (check one only)
 From a university faculty/staff
 From a friend
 From local media
 Other (specify _____)
- 1.3. Which of the following activities did you get involved in during your early contact with the Center? (check all that apply)
 Took part in a workshop/seminar at the University
 Attended a technical meeting in my raion
 Received a technical brochure
 Other (specify _____)
- 1.4. How often have you been involved in the Center's programs and activities since your first contact with the Center?
 Very often
 Often
 Not often

Section 2: Participation in Center's Programs and Activities. You are no doubt aware that in the last 3 years the Center has organized a number of educational programs and activities for the benefit of farmers in the oblast. You may have attended *some* of these programs and activities. Would you please now answer the following questions about the extent of your participation in these programs and activities.

2.1. In each of the last 3 years, estimate how many times you attended the following educational programs and activities?

Program	Number of times		
	1999	2000	2001
Workshops/Seminars			
Field days			
Demonstrations			
Other (Specify _____)			

2.2. In each of the last 3 years, estimate the number of many times your raion specialist or a specialist from the University visited your farm to give you advice on a problem you had, or to give you agricultural, credit, legal of other information related to your farming operation?

Year	Number of times you were visited on your farm
1999	
2000	
2001	

2.3 In each of the last 3 years, estimate the number of times you went to your raion specialist's office or you went to the Center's office in Vinnitsa to see a University specialist to get advice on a problem you had or to get agricultural, credit, legal or other information related to your farming information that you needed?

Year	Number of times you visited raion or University specialist
1999	
2000	
2001	

2.4 In the last 3 years, do you recall observing the Center's radio and television programs, reading the Center's farmers library material in the newspaper, or receiving the Center's publications on different agricultural topics? IF YOU SAY YES TO ONE OR MORE OF THESE ACTIVITIES, can you recall some topics that were useful in your farming operation?

Activity	Yes	No	IF YES, Topic(s) that were useful
Listened to Radio Programs			
Watched Television Programs			
Read Farmers Library in Newspaper			
Received Publications from Raion Specialist or at educational program			

Section 3: General Reactions to Center's Educational Programs and Activities. Now I shall ask you for your overall impressions of the Center's educational programs and activities in the last 3 years?

3.1. How satisfied were you with *the information on agricultural, credit, legal, and other topics* you received in the educational programs and activities in which you took part? Would you say you were very satisfied, fairly satisfied, somewhat satisfied, or dissatisfied?

Program/Activity	Very satisfied	Satisfied	Dissatisfied
Workshops/seminars			
Field days			
Demonstrations			
Visits to my farm By Center specialists			
My visits to raion or Center office			
Radio programs			
Television programs			
Farmers Library Newspaper Series			

3.2. Considering all the Center's educational programs and activities together, how practical was the *agricultural, credit, legal, and other* information you received to apply in your farming operation?

- Very practical
 Practical
 Not practical

Section 4: Changes in Knowledge, Skills, and Practices. The following questions deal with new ideas and skills you might have learned from the educational programs and activities in which you took part as well as the agricultural practices you might have adopted as a result of what you learned, and specific examples of ideas and skills learned, and agricultural practices adopted.

4.1. *For each of the subject matter areas indicated below, can you first tell us if you attended educational programs and activities in these areas. Then, if you did attend, to what extent did you learn new ideas and skills that you were not aware of prior to attending the Center's educational programs and activities? Would you say you learned many new ideas and skills, some new ideas and skills, or no new ideas or skills?*

IF ATTENDED

<i>Subject matter of educational programs</i>	<i>Did not attend program/activity</i>	<i>Learned many new ideas/skills</i>	<i>Learned some new ideas/skills</i>	<i>Did not learn any new ideas/skills</i>
Legal issues in farming				
Tax laws, rules, and regulations				
How to obtain land titles				
Economic aspects of farm business planning and management				
Obtaining credit for farm operations				
Crop production technology				
Livestock production technology				
Vegetable production technology				
Fruit production technology				

Farm machinery, equipment, and supplies				
Forming and managing agricultural cooperatives				
VSAU Credit Union				
Plant protection technology				
Agricultural marketing and markets				

4.2. Now, can you give a few examples of some new ideas and skills you learned in one or more of the above subject matter areas?

4.3. Did you adopt some of the *new* ideas and skills you learned in your farming operation?

_____ Yes
 _____ No

4.3.1. IF YES, can you give a few examples?

4.3.2. IF NO, why were you not able to adopt those ideas and skills?

4.4. One of the services offered by the Center is a computer based information assistance system by which farmers can bring their problems in crops, livestock, equipment, etc. to a raion specialist and the specialist will find a solution to the problem from the database in the system. Have you used this system?

_____ Yes
 _____ No

4.4.1. IF YES, how many times have you used the system in the last 12 months?

_____ (Number of times used)

4.4.2. IF YES, have you been provided with the information to solve the problem?

_____ Always
 _____ Most of the time
 _____ Sometimes
 _____ Seldom or not at all

4.4.3. IF NO, why have you not used the system?

_____ Did not know about it
 _____ Did not have a problem so far
 _____ Other (specify _____)

4.5. *In the last 3 years, the Center has worked with agribusiness firms in organizing crop and livestock demonstrations and providing farmers with information about farming inputs produced by these firms or other related aspects of agriculture. Can you tell me if you have been involved in this program of the Center with agribusiness companies by cooperating in a farm demonstration or some other kind of farming-related activity?*

_____ Yes
 _____ No

4.5.1. IF YES, how have you been involved?

_____ Cooperated in demonstration on my farm (give details
_____)

_____ Cooperated in other farming-related activity (give
details _____)

4.5.2. IF YES, how did you benefit? _____

Section 5: Changes in attitudes and aspirations: 5.1. This section is intended to find out what influence your association with the Center may have had on your opinions about various social and technical aspects of agriculture, society, life in general, and future prospects for Ukraine. I will read out several statements and ask you to indicate whether you disagree, do not have an opinion, or agree with each one of those statements.

Because of my association with the Center's educational programs and activities:	Disagree	No opinion	Agree
My hopes for a better life for my family have been raised			
I am making informed decisions in my farming operation and my personal life			
I am confident that we will have a bright future in our oblast			
I believe that science-based technical information on raising crops and livestock is a must for farmers			
I feel that collective farms offered a sense of security which the new private enterprise system does not			
While there may be risks in the new private enterprise system it is a necessary and good thing for agriculture			
I want to blame others when things go wrong			
I can rely on raion and university specialists to give me sound information and advice			
I know that if farmers band together they can be successful in ways that they cannot be individually			
I believe the next generation should be better than ours and the best way for that is through education			
I want to be a successful farmer following scientific methods and making a good income but I do not have the resources to accomplish that goal			
My whole outlook on life and the world has changed			
I have become more trusting of government			

Section 6: Other Sources of Information

6.1. Besides the Center, you may be receiving information from other sources. For each of the following subject matter areas, would you indicate from which sources you are getting information? It is likely you may not be using any other source besides the Center. If so, leave all columns blank.

Subject matter of educational programs	College, University, Research Station	Agro-industrial Complex	Private Company	Other farmers
Legal issues in farming				
Tax laws, rules, and regulations				
How to obtain land titles				
Economic aspects of farm business planning and management				
Obtaining credit for farm operations				
Crop production technology				
Livestock production technology				
Vegetable production technology				
Fruit production technology				
Farm machinery, equipment, and supplies				
Forming and managing agricultural cooperatives				
VSAU Credit Union				
Plant protection technology				
Agricultural marketing and markets				

Section 7A: Demographics- Personal/family characteristics

7A.1. Age on last birthday: _____ (years)

7A.2. Gender:
 _____ Male
 _____ Female

7A.3. Family Members living with you:

Relationship	Age	Assist in farming operation (check if yes)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7A.4. Education background and specialization:

Level	Yes (check)	Specialization
Some high school	_____	XXXXXX
High School	_____	XXXXXX
Two year diploma	_____	_____
Four year degree (bachelors)	_____	_____
Masters degree	_____	_____
Doctoral degree (?)	_____	_____
Other (specify _____)	_____	_____

7A.5. Is farming the major source of your family income?

_____ Yes
_____ No

7A.5.1. IF NO, what other sources of income do you have _____

7A.6. Do you belong to the following organizations or groups in your community, raion, or oblast

Name of organization, group	Check if belong
Farmers Association	_____
Growers Association	_____
Farm Collective	_____
Women's Association	_____
Civic Association (specify _____)	_____
Social Group (specify _____)	_____

Section 7B: Demographics – Farming Characteristics

7B.1. On what basis did you receive or do you now possess your farm land ?

_____ Lease
_____ Have outright title
_____ Other (specify _____)

7B.2. How many hectares of land that you currently farm do you own or lease?

_____ hectares Own, have title
_____ hectares Lease
_____ hectares Other (specify _____)

7B.3. How many years have you been farming on your own as a private farmer?

_____ (number of years)

7B.4. What crops did you grow in 2000, how many hectares did you plant in each crop, and what was the yield/hectare of each crop?

Crop	Number of hectares	Yield/hectare
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7B.5. What livestock do you raise, how many head of each type do you have, and what is their production?

Livestock	Number of head	Production
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

7B.6. What agricultural machines do you use on your farm?

Type	Number	Own	Lease	Share
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

7B.7. From where and how do you get your farm inputs?

	Barter	Buy from		Produce Own
		Private	Govt agency	Other farmer
Organic Fert	_____	_____	_____	_____
Fertilizer	_____	_____	_____	XXXXXXXXXX
Seed	_____	_____	_____	_____
Fuel	_____	_____	_____	XXXXXXXXXX
Livestock feed	_____	_____	_____	_____
Pesticides	_____	_____	_____	XXXXXXXXXX

7B.8. Do you get any assistance for farm inputs?

_____ Yes
 _____ No

7B.8.1. IF YES, could you tell us if you get the following kinds of assistance and from whom?

Kind of assistance	Check, if yes	From whom is assistance received
Information about inputs	_____	_____
Actual farm inputs	_____	_____

7B.9. Are you able to obtain credit to buy farm inputs?

_____ Yes
 _____ No

7B.9.1. IF YES, what are the terms of credit (rate of interest, length of loan, etc.)

7B.9.2. IF NO, why? _____

7B.10. What crop storage facilities do you have on your farm?

7B.11. Are these storage facilities adequate for your needs ?

_____ Yes
 _____ No

7B.12. Are you processing any crop or livestock products on your farm ?

_____ Yes
 _____ No

7B.12.1. IF YES, what products do you make ?

7B.13. To whom do you barter your crop and livestock products?

7B.14. To whom do you sell your crop and livestock products?

7B.15. How would you rate the terms of marketing your crop and livestock products?

_____ Good
_____ Satisfactory
_____ Poor

7B.16. Do you share your farm machinery or other resources with other farmers to help them in their farming operation?

_____ Yes
_____ No

7B.16.1. IF YES, what machinery/resources do you share and what are the arrangements for this sharing?

7B.17. Do you get farm machinery or other resources from other farmers to help you in your farming operation?

_____ Yes
_____ No.

7B.17.1. IF YES, what machinery/resources do you get from other farmers and what arrangements do you have with them?

7B.18. Do you plan your farm operations every season?

_____ Yes
_____ No

7B.18.1. IF YES, are these plans:

_____ Production plans
_____ Business plans
_____ Marketing plans

7B.18.2. IF YES, do you make these plans by yourself or does someone help you?

_____ Make plans myself
_____ Someone helps me (Specify who _____)

7B.18.3. IF NO, why do you not make farm plans?

7B.19 Do you belong to a farmer organization/association?

_____ Yes
_____ No

7B.19.1. IF YES, what benefits do you feel you receive by belonging to this group?

7B.19.2 IF NO, would you be interested in joining with other farmers in a formal group to (read all items below and place a check mark (x) if yes):

_____ Purchase inputs
_____ Market farm products
_____ Serve on an advisory panel to research and outreach (extension) personnel

7B.20. Do you have contact with people working *in any large reorganized farm collectives* in your area for technical or other assistance in your farming operation?

_____ Yes
_____ No

7B.20.1. IF YES, how do you feel about this relationship?

Section 8: Respondents Suggestions

8.1. What are the three most important problems you face as a farmer?

a. _____
b. _____
c. _____

8.2. What are the three most important needs that will enable you to become a better farmer?

a. _____
b. _____
c. _____

Appendix E

UCFTO Evaluation, 2001 Farmers/HPOs Personal Interview Training Design for Raion Specialists

Date and Time: One or two days during the week of May 7, 2001

Participants: Raion Specialists

Facilitators: Natasha Fishchuk, Tanya Mulyk, Victor Mazur, Sasha Nedbaluk, Vasily Petrechenko, Yuri Vanzhula, Satish Verma, Larry Brock, Wanda Yamkovenko, Zoya ??

Location : Institute of Post Graduate and Extension Education

Background and Rationale

The UCFTO (Center) is conducting surveys of private farmers and household plot owners to determine (a) the impact of the Center's educational programs and activities during the last three years, and (b) the sustainability of the Center's programs when the AID Project concludes in September 2001.

In terms of impact, the surveys will determine the levels of participation and satisfaction achieved, changes made in knowledge, skills, attitudes, aspirations, and new ideas and practices adopted by the Center's clientele. Perceptions of self-reliance, autonomy, and confidence by private farmers and HPOs, and commitment of the Center faculty, oblast administration, and Ukraine government will indicate the extent to which the Center's programs are likely to be sustained.

The above impact indicators will be assessed through a series of questions to be asked by raion specialists in personal, one-on-one interviews with a sample of 250 private farmers and a sample of 250 HPOs. Since the sample data will be used to generalize to all private farmers and HPOs in the oblast, it is important that the data be valid and reliable. Therefore, the surveys' value to the Center will depend much on the raion specialists' ability to conduct the interviews in an unbiased, consistent, and professional manner.

Objectives

The purpose of this training is to enable raion specialists acquire competence in conducting personal interviews of private farmers and HPOs. Specific objectives are:

Raion specialists will become familiar with the planned evaluation of the impact of the Center's programs and activities.

Raion specialists will learn good interviewing technique.

Raion specialists will become familiar with the survey instruments for interviewing private farmers and HPOs, practice interviewing in a simulated setting, and review and discuss their practice experience.

Agenda (1-2 days):

- Overview of Center Evaluation (Handout)
- Overview of Data Collection in Center Evaluation
- The Personal Interview (Handout)
- Responsibilities of the Interviewer (Handout)
- Description of the Surveys (Handouts)
 - Private Farmer Survey
 - Household Plot Owner Survey
- Practice in Interviewing
- Review of Practice Experience

APPENDIX E (cont'd)

Overview of Center Evaluation

Objectives

To assess the impact of the UCFTO (Center) on the Center's clientele, primarily private farmers, household plot owners, and agribusiness firms.

To engage the Center's stakeholders in a collaborative, participatory effort which benefits both the Center and the Center's stakeholders.

Plan and Timetable

The following activities are included in the evaluation plan:

Activity	Timeline
Interview stakeholders and prepare summary of results	Feb-Mar
Prepare evaluation design and prepare and translate farmers/HPOs surveys	April
Train raion specialists in personal interviewing	May
Collect data from private farmers, HPOs, agribusiness firms	May-June
Enter data into computer	June
Analyze data	July
Prepare draft reports of results of evaluation, including background information	July-Aug
Finalize reports of results (full, briefs, etc.)	Aug
Present results to stakeholders – USAID, Ukraine Govt., oblast administration, clientele groups of farmers, HPOs, agribusiness firms	Sep

Roles of Center Faculty

Center faculty have key roles in the evaluation. The university specialists and LSU faculty are designing and overseeing all phases of the evaluation, and the raion specialists have an integral role in data collection. Support staff have an invaluable role in translating both written and oral communications.

APPENDIX E (cont'd)

A Guide to The Personal Interview

The personal interview is a method of collecting information from people by asking them questions on a specified subject and recording their answers. Interview questions may be structured to get specific responses, or open ended in which the respondent can give his/her views and opinions.

Personal interviews can be done over the telephone, or in person by visiting the selected respondent at home or meeting in some other suitable setting. Usually, the interviewer has an instrument, called a personal interview schedule, to focus and guide the questions and answers.

Personal interviews can provide valuable information and insights from people, and are useful for establishing confidence and trust in, and increasing familiarity with clientele. In a one-one-one setting, questions that are not clear or understood can be clarified by the interviewer; and probes used to gain greater depth of information.

Personal interviews are expensive and time-consuming. Repeated visits may be required to find respondents who are to be interviewed according to plan.

Some Hints on Interviewing

1. Be thoroughly familiar with and understand the survey instrument you will use. This will enable you to conduct the interview efficiently in a businesslike manner, and gather the desired information in a professional way.
2. Introduce yourself appropriately and tell why you are doing the interview. Remember that the person you want to interview may not know you, or what you want to do. Both surveys – private farmers and HPOs – have an introduction that includes this information. Most people will be interested and curious, but a few may be suspicious. People will want to know more about the evaluation, why they were chosen or what the information will be used for. These are also explained in the introduction.
3. When you meet the respondent at the appointed hour, it may be in his/her field, the entrance to his/her home, or outside on the street. Try to locate yourselves in a spot where the two of you can talk in private without other people around. Privacy is important and necessary for a good interview session.
4. If the respondent is not in the mood or unreceptive, do not go ahead with the interview. Make an appointment for a later time.
5. Ask questions in the same way and order as in the survey.
6. While it is your job to ask every question in the survey, remember that the respondent does not have to answer. Don't press for an answer.
7. Even though you are reading from the survey, ask questions in a conversational style. Use proper voice control and emphasis. Speak in a clear, understandable manner.

8. Keep to the order of the questions in the survey. If a distraction occurs, be pleasant and businesslike. Return to the survey as soon as possible. Respondent's questions that do not pertain to the evaluation are best answered by saying "That is a good question, but perhaps we can talk about that after the interview". Then, don't come back to the question
9. Clarify questions that are not understood. Ask questions exactly as worded in the survey, so that there is a standard stimulus for all respondents. Avoid explanations unless they are really necessary since they may unconsciously "lead" the respondent.
10. Do not engage in conversation by giving your own opinions, or by asking questions that are not in the survey.
11. Do not agree or disagree with a respondent's views.
12. Don't "lead" your respondent. Ask questions with no indication in your tone, voice or manner that one answer is "better" than another.
13. Sometimes a respondent may not be sure how to answer a question. The respondent may try to get your thoughts by asking you questions. At such times, you must be very careful not to give your opinion or suggest one answer over another. Just repeat the question without giving a range of possible replies.
14. Listen closely to the respondent's answers. Additional remarks may give you answers to other questions that are coming up.
15. If a respondent talks too long about a question or talks about matters that have nothing to do with the questions, listen for a while and, as soon as you can, introduce the next question.
16. Don't hurry through the questions, but don't waste time either.
17. Be courteous and friendly, and show interest in what the person has to say
18. Be pleasant. This will come through in the way you act, the way you ask questions, and the way you look at the respondent.
19. Be your natural self.
20. Keep a straight face during the interview and do not show your feelings. This could influence the respondent's answer.
21. Be ready to adjust to changing situations.
22. A positive attitude is crucial to a successful interview. Be enthusiastic about the evaluation, and the information you are going to collect. Don't be anxious about your ability to do the interview. Knowing the survey questions well and being confident that you have been trained in interviewing skills will help develop a positive attitude. Do not judge what the respondent says in response to questions – just record the answers. Do not talk in a condescending tone (don't talk down to people). Ask all questions in a calm manner, and show a good mix of patience, interest, and cheerfulness.

APPENDIX E (cont'd)

Interviewer Responsibilities

- Collect accurate, unbiased, and complete data from each respondent.
- Interview respondents in your raion according to the list provided. These respondents have been randomly selected from all private farmers in the raion. For household plot owners, you will be asked to follow a different procedure to find and interview respondents.
- During the interview, confine yourself to the survey questions.
- Ask questions as worded. Do not ask leading questions.
- Record each respondent's answers on a separate survey form according to the responses to the different questions.
- Before leaving the respondent, check that all questions were asked and that there are no missing responses.
- Edit completed surveys thoroughly and immediately. Check for the following errors:
 - Unasked or unanswered items
 - Incomplete responses
 - Unclear or vague responses
- Report promptly to your district supervisor any problems in the interviewing process and data collection.
- Keep all information collected strictly confidential.
- Strive to meet high standards of efficiency and accuracy.
- Before going on an interview, check that you have all materials needed – name and address of each respondent, the survey form, pencil, instructions, and survey forms. After the interview, thank the respondent
- If a respondent is not available after three attempted visits, contact the proper substitute from the alternate list of respondents.

Appendix F

Planning and Conducting Focus Groups

What is a focus group?

- A focus group is a carefully planned discussion to obtain people's perceptions on a defined area of interest in a permissive, non-threatening (conducive) environment. It is conducted with about 7-10 persons by a skilled moderator. The discussion is comfortable and often enjoyable for participants as they share their ideas and perceptions. Members of the group influence each other by responding to ideas and comments in the discussion.
- Focus groups are widely used today to both shape and find out people's attitudes and perceptions relating to concepts, products, services, or programs. When people interact with others in a group they are influenced by the views and opinions of others and they can disclose their own feelings and thoughts. This kind of sharing is not possible in individual interviews.
- Focus groups should provide a permissive environment in which disclosures are encouraged and nurtured by a skillful moderator using open-ended questions.

Characteristics of Focus Groups

- Focus groups typically have 6-10 people, but the size can range from 4 to 12. The group must be small enough to give everyone the chance to share insights, yet large enough to provide diversity of views.
- Focus groups are conducted in a series to detect patterns and trends across multiple groups, and avoid problems that can arise if only one group is planned.
- Focus groups are composed of people who are similar to each other but do not know one another that well.
- Focus groups are a method of collecting data. They are not intended for planning or decision making purposes.
- Qualitative data are gathered through focus groups using open-ended questions and observing people's interactions, body language, nuances, etc.
- The discussion in focus groups is focused on predetermined topics in a logical sequence using carefully worded questions that are understood by the participants.
- Focus groups can be used before a program begins, during a program, or after a program ends.
- Focus groups can give valid data if properly used.
- Advantages of focus groups include the ability to capture real-life data in a social environment, and their flexibility, relatively low cost, and quick results.

- Limitations of focus groups include less control than individual interviews, data that are difficult to analyze, the need for skillful moderators, and difficulty in assembling groups.

Steps in Planning Focus Groups

- *Determine the Purpose:* Several questions should be addressed in establishing purpose of a focus group: Why is the study being done? What kinds of information will be produced? What information is important? How will the information be used? Who wants the information?
- *Determine Whom to Study:* Is it advisory groups; program clients (past, present, potential); program staff; volunteers?
- *Talk to Some People in the Target Audience:* To find out how to locate participants? Whether incentives are needed? What are good questions to ask? Who should moderate the discussion?
- *Select the Focus Group Location:* Should be easy to find; Room should be free from distractions; Check out the potential location; Ensure a neutral setting; Have chairs facing each other around a table to permit eye contact.
- *Develop A Plan:* List tasks; Persons responsible/assisting; Days needed; Budget of needed funds/other resources; Schedule

Asking Questions in a Focus Group

- Questions are the essence of the focus group interview. They have to be carefully selected and worded to get the maximum amount of information.
- Typically, a focused interview will include about a dozen questions. As participants answer questions, the responses trigger new ideas or connections from other participants.
- Focus group questions include:
 1. *Opening Question:* Everyone answers this question at the beginning of the focus group. A quick answer (10-20 seconds) to identify common characteristics and get some facts.
 2. *Introductory Questions:* These questions introduce the general topic of discussion and give participants the chance to reflect on past experiences and their connection with the overall topic. Intended to foster conversation and interaction.
 3. *Transition Questions:* These questions move the conversation into the key questions of the study; enable participants see the topic in a broader scope; become aware of how others view the topic.
 4. *Key Questions:* These questions drive the study; typically 3-5 questions.

5. *Ending Questions*: These questions bring closure to the discussion, enable participants to reflect on what they have said. In this category there are three kinds of questions: "All Things Considered Question"; "Summary Question"; "Final Question"
- Focus group questions use open-ended questions (Begin with "What" or "How"). Open-ended questions allow the respondent to give the answer in any way he/she chooses. "It is like a blank page filled in by the interviewee". Reveals what is in the interviewee's mind. Some examples of open-ended questions:
 - *What did you think of the program?*
 - *How did you feel about the meeting?*
 - *Where do you get new information?*
 - *What do you like best about the proposed program?*
 - Focus group questions do not use why questions. Why questions look for a rational answer and appear as if the participants are being interrogated.
 - Focus group questions are carefully prepared – brainstorm all potential questions, identify critical questions to capture the intent of the study
 - Focus group questions are clear – use shorter rather than longer questions; focus on one aspect (eg. "useful" or "practical" not both); use words that participants can understand.

Participants in a Focus Group

- Effective focus groups require the right participants. Therefore, careful recruitment is the key to success. Address questions of Who to invite, how many in a group, how to identify participants; how to ensure/maximize attendance, how many groups to have.
- Homogeneity is a guiding principle in composing a group – consider occupation, past use of a program or service, educational level, age, gender, or family characteristics - and how these factors will influence sharing within the group discussion. But allow sufficient variation among participants to get contrasting opinions.
- A rule of thumb is to plan three sessions and then modify the number as needed. If nothing new emerges from the third session, the additional groups may not be needed. But if there are new ideas, insights, then more interviews should be added.

Moderating Skills

- Moderating or guiding the discussion in a focus group requires special skills.
- A skillful moderator will have these characteristics:
 - *Be comfortable and familiar with group processes and have experience in working with groups.*
 - *Be able to exercise mild, unobtrusive control over the group to guide conversation back on target if it happens to stray.*
 - *Possess a curiosity for the topic and participants – helps follow-up questions, probes.*

- *Respect for participants' wisdom to get their best insights.*
- *Have adequate background knowledge of the topic to balance views and follow up critical areas of concern.*
- *Exercise self-discipline to not express personal opinions.*
- *Consider such personal characteristics of the moderator as gender, race, age, socioeconomic characteristics, and technical knowledge. These can inhibit or promote communication.*
- *A friendly manner and a sense of humor without overdoing it.*

- Common moderator roles are:
 - *The Seeker of Wisdom: Belief that participants have wisdom, and if asked the right questions, they will share it. Has knowledge of the subject.*
 - *The Enlightened Novice: Bright but has less knowledge than participants. Tries to ferret this out from them*
 - *The Expert Consultant:*
 - *The Challenger: Combative and challenges participants to explain, amplify, and justify their ideas and actions. Need good timing and effective group skills to surface opposing points of view.*
 - *The Referee: Provides balance between opposing points of view – gets both sides to clarify, ensures fairness and respect for all participants*
 - *The Writer: Uses flip chart extensively – advantage that participants can see what is being recorded; disadvantage – loses spontaneity and synergy.*
 - *The Team – Discussion Leader and Technical Expert who work well together.*
 - *The Therapist: Questions psychological motivation – Why is that? Why did you do that? How did you feel?*

- Mental Preparation is Important
 - *Alert and free from distractions, anxieties, or pressures that would limit ability to think quickly.*
 - *Must discipline oneself to listen and not talk.*
 - *Be completely familiar with, even memorize, the questioning route.*
 - *Discipline to think and listen at the same time. It is not enough to be an empty vessel, listening and absorbing the comments of participants.*
 - *Must have a past-present-future perspective throughout the discussion.*

- Recording the Group Discussion
 - *Focus Group sessions are recorded by a tape recorder and written notes. Written notes are kept by the assistant moderator. – especially comments that will make good quotes. Note taking should not interrupt the flow of discussion, but should be as complete as possible in case the tape recorder fails.*

- Beginning the Focus Group Discussion
 - *The welcome*
 - *The overview of the topic*

- ***The ground rules: speak up; one person at a time; confidentiality; both positive and negative comments***
- ***The first question: ice breaker: do not ask participants if they have any questions before the discussion. This can distract attention.***
- Anticipate the Flow of Discussion
- ***Deflect irrelevant questions/comments skillfully***
- ***Bring people back to scope of topic which has been explained in the opening remarks***
- Two essential techniques: The Pause and the Probe
- ***Pause 5-seconds after individual comments to allow others to pick up.***
- ***Use probes early in the interview to indicate it is important to make precise comments. Examples of probes:***
 1. Would you explain further?
 2. Would you give an example of what you mean?
 3. Would you say more?
 4. Is there anything else?
 5. Please describe what you mean
 6. I don't understand

Responding to participant comments:

- ***Be careful how you respond – verbal and nonverbal. Avoid, at least restrict, head nodding – which suggests agreement or disagreement.***
- ***Short verbal responses – okay to use “OK”, “Yes”, or “Uh huh” – not okay to use “Correct”, “That’s good”, “Excellent”.***

Dealing with the expert, the talker, the shy participant, and the rambler.

- ***Look away from and/or seat the expert, the talker, and the rambler beside the moderator. Say “Thank you, _____. Are there others who wish to comment on the question?” or “That’s one point of view. Does anyone have another point of view?”***
- ***Place shy participants directly across from the moderator to have direct eye contact. This provides encouragement to speak. Otherwise cal on them.***

What to do when unexpected things happen?

- ***Nobody shows up***
- ***Only a few show up***
- ***The meeting place is inadequate***
- ***The group doesn't want to talk.***
- ***The group gets so involved that they don't want to leave.***
- ***Hazardous weather just before the meeting.***
- ***The early questions take too much time, leaving little time to ask the final questions.***

Concluding the Focus Group

- *Thank the group for participating, and wish them a safe journey home.*
- *Assistant moderator or moderator briefly summarize the main points of view and ask if it is correct.*
- *Give overview and ask "Have we missed anything?"*

APPENDIX F (cont'd)

**Planning Focus Groups With Evaluation Team
Monday, May 14, 2001**

Determine Purpose (HPOs and Agribusinesses)

<i>Question</i>	<i>HPOs</i>	<i>Agribusinesses</i>
Why are we doing this	Benchmark Program direction	Accomplishments Program direction
What kinds of information will be produced	Participation Reactions Knowledge and Practices Attitudes Aspirations Problems Needs	Relationships Contacts Problems Needs
How will the information be used	Planning future educational programs Evaluating involvement in Center's programs	Assessing/Reporting Center-Agribusinesses partnership to relevant stakeholders Reinforcing/strengthening reciprocal relationships
Who wants the information	Center, USAID, MOAP, HPOs	Center, USAID, MOAP, Agribusinesses

Prepare Plan

<i>Task</i>	<i>Person responsible</i>	<i>Days needed</i>	<i>Budget</i>	<i>Comments</i>
Identify and recruit potential participants				
Develop questions				
Pilot test questions				
Arrange location				
Conduct focus group				
Debrief				
Transcribe				
Analyze				
Type draft report				
Review draft				
Revise				
Print				
Present report				

Questions and Questioning Route

- Mother-daughter-psychologist story to show that silly questions will get silly answers
- Five types of questions – opening, introductory, general, key, ending
- Open-ended questions
- Clear questions
- Background information to set the stage

➤ Context in past – “Think Back”

Brainstorm potential questions (for HPOs and Agribusinesses)

Example Questioning Route for Youth Focus Group (Use to demonstrate good questions and moderation techniques)

Purpose: Elicit ways of reducing use of alcohol, tobacco, and drugs among teens.

Opening Question:

1. Tell us your name and one thing you like to do (hobby or activity)

Introductory Questions:

2. What are the most serious problems facing families and teenagers in this community?
3. A number of concerns have been mentioned. Think about teens using alcohol, tobacco, and other drugs. How do these problems compare to the others already mentioned?

General Questions:

4. In your community, what is acceptable use of alcohol? By adults? By young people under 21? If there is a difference, why?
5. Tell us about the circumstances when teens drink: When and where is it most likely to occur?
6. How do you think the alcohol is obtained?

Key Questions:

7. Let's talk about what can be done to prevent people your age from using alcohol or other drugs? Let's start with parents.
 - a. What do you think parents can do that would help prevent their children from using alcohol and other drugs?
 - b. What are the best ways for parents to communicate with their children about alcohol and other drug use issues?
8. What about other people your age? What can they say or do to prevent other young people from using alcohol or other drugs?
9. Who are other groups of individuals who could influence teenagers' decisions about use of alcohol or other drugs and what could they do?
10. What are the things in our lives that can make it easier for us to be healthy and independent in the future?

Ending Questions

11. Let's summarize the key points of our discussion. [The asst. moderator gives a brief 2-minute summary of the responses to 7, 8, 9, & 10] Does this summary sound complete? Do you have any changes or additions?
12. The goal is to reduce alcohol and other drug abuse among youth and families in our country? Have we missed anything?
13. What advice do you have for us?

Moderating Skills (Go over notes in handout and discuss)

APPENDIX F (cont'd)

Field Notes Reporting Form

(From Krueger, R.A. (1994). Focus Groups: A Practical Guide for Applied Research)

Information About the Focus Group

Date of Focus Group	
Location of Focus Group	
Number and Description of Participants	
Moderator Name/Phone Number	
Assistant Moderator Name/Phone Number	

Responses to Questions

Q1. _____

Brief Summary/Key Points	Notable Quotes

Q2. _____

Brief Summary/Key Points	Notable Quotes

Q3. _____

Brief Summary/Key Points	Notable Quotes

Q4. _____

Brief Summary/Key Points	Notable Quotes

Q5. _____

Brief Summary/Key Points	Notable Quotes

Q6. _____

Brief Summary/Key Points	Notable Quotes

Q7. _____

Brief Summary/Key Points	Notable Quotes

(Continue for each question in the focus group)

APPENDIX F (cont'd)

Reporting Focus Group Results

Reporting serves three functions:

- The report communicates results – useful information to an identifiable audience for a specific purpose.
- The process assists the researcher in developing a logical description of the total investigation.
- Reporting provides a historic record of findings.

The Written Report

Forms of the written report

- A narrative report using complete sentences and quotes.
- A bulleted or outline report, using key words and phrases to highlight the critical points. This is a popular form.

Recommended outline:

- Cover Page – title, names of people who commissioned the report, names of researchers, date submitted.
- Summary – Brief, describes why focus groups were conducted and lists major conclusions and recommendations
- Table of Contents – Optional
- Statement of the Problem, Key Questions, and Study Methods – Give purpose, describe focus group interviews (number, methods of selecting participants, number in each focus group).
- Results – Organized around key questions or big ideas: alternative formats - bulleted or narrative form, raw data only, descriptive summaries, interpretive approach.
- Summary of Themes – A small number of key points that cut across several questions.
- Limitations – Explanation of limits on application of findings
- Recommendations – Optional. If included are future-oriented and give suggestions as to what might be done with the results
- Appendix – Materials helpful to reader, i.e., questioning route, additional quotes.

Writing the Report

Build the report around key questions and big ideas. Three styles may be used:

- Raw data model: Question or idea followed by all participant comments. Provides the reader with the full range of comments; can discourage reading because of length.
- Descriptive model: Summary description followed by illustrative quotes. Helps the reader understand the way in which the respondents answered the question.
- Interpretive model: Summary description followed by an interpretation. Explains what the data mean.

Attached examples of these models from Krueger, R.A. (1994). *Focus Groups: A Practical Guide for Applied Research*. Sage Publications, Thousand Oaks.

The Oral Report

- Find out how much time is allotted for the report, who is the audience, and where the report will be given.
- Use one-third to one-half of the available time to present and the remaining time to discuss.
- First few minutes are critical. Quickly set the stage, indicate why the study is important, give the most important finding, then the less important findings. Engage the audience.
- Include less than 7 points. People remember from 5 to 7 things in short-term memory.
- Use short, active phrases not complete sentences.
- Use visuals to highlight points, and handouts to give the audience.
- Be clear what you want the audience to do at the end of the presentation – form a study committee, continue discussion later, approve a new course of action.
- Practice giving the oral report to colleagues

Appendix G

Organization Performance Analysis Questionnaire - Specialists

Section 1: Specialists understanding of Center's Mission/Goals

1. Indicate if you agree, do not have an opinion, or disagree with the following statements regarding the Center:

1.1 The mission of the Center is to enable Ukrainian agriculture move into a free market economy.

1. ___ Agree
2. ___ No opinion
3. ___ Disagree

1.2 The goals of the Center are to:

Goal	Agree	No opinion	Disagree
Increase professional competency of Center faculty			
Provide financial assistance to private farmers			
Assist private farmers solve their problems through education			
Conduct formal training programs for private farmers			
Bring latest production technology to private farmers			

1.3 The expected outcomes of the Center's work at the end of the Project are:

Expected outcome	Agree	No opinion	Disagree
An established Private Farmer Training and Outreach Center			
Faculty well-trained in extension methodology			
A computerized information support system that is used by farmers			
Ongoing educational programs and activities for private farmers			
A formal agricultural training program for farmers			
A formal extension training program turning out extension workers			
Ongoing educational programs and activities for HPOs			
Linkages with agribusiness firms			
Linkages with research institutes in the oblast			
Linkages with agricultural colleges in the oblast			

1.4 In your opinion, indicate whether the following factors in Ukraine/Vinnitsa oblast are a barrier or a help in meeting the Center's mission and goals:

Factor	A barrier- give an example	A help – give an example
Current economic conditions		
Current political climate		
Current cultural forces		

1.5 How well do you understand what you are expected to do in your job as a specialist?

1. _____ Very well
2. _____ Fairly well
3. _____ Somewhat
4. _____ Do not understand

1.6 How well do you understand what standards of job performance you have to maintain in your job as a specialist?

1. _____ Very well
2. _____ Fairly well
3. _____ Somewhat
4. _____ Do not understand

Section 2: Specialists perceptions of the Center's organization

2.1 In your opinion, is the current organizational setup of the Center, namely a central office with divisions of university specialists, extension zones/zonal supervisors, and raion offices/raion specialists efficient, effective, and responsive in meeting your job needs:

Organizational setup is:	Yes	No	Not sure	IF YES OR NO, give one reason you feel this way
Efficient				
Effective				
Responsive				

2.2 Is what you do in your job as a specialist, namely teaching farmers, arranging educational programs, etc. appropriate and relevant to the Center's mission/goals?

My job is:	Yes	No	Not sure	IF YES OR NO, give one reason you feel this way
Appropriate to Center's mission/goals				
Relevant to Center's mission/goals				

2.3 When you plan and organize education programs and provide assistance to farmers do you have the freedom to do these things on your own or do you have to depend on your supervisor and/or university specialists to make program decisions?

1. _____ Decide programs on my own
2. _____ Rely on others to make program decisions
3. _____ Decide programs on my own and also rely on others

2.4 In your work as a raion specialist if you have to work with another raion specialist, how is this coordinated?

1. _____ Through zone supervisor(s)
2. _____ Through zone supervisor(s) and project coordinator
3. _____ Make direct contact with the other raion specialist
4. _____ Other (specify _____)

2.5 In your work as a raion specialist if you need to consult with a university specialist, how is this coordinated?

1. _____ Make request to zone supervisor who contacts university specialist
2. _____ Make request to zone supervisor who contacts Vice Rector
3. _____ Make request to zone supervisor/project coordinator who contacts university specialist
4. _____ Make request to zone supervisor/project coordinator who contacts vice rector
5. _____ Contact university specialist directly
6. _____ Other (specify _____)

methods and techniques				
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2.12 In your opinion, how effective are the following personnel management processes in the education/outreach programs of the Center?

Personnel Management Process	Very effective	Fairly effective	Somewhat effective	Ineffective
Personnel selection				
Orientation of new personnel to job				
In-service training				
Counseling of staff by supervisors				
Complaints and grievances				
Rewarding good performance				

2.13 In your opinion, does the work of the Center have duplications of effort?

1. _____ Yes
2. _____ No

Section 3. Capacity

3.1 Do you feel you have adequate resources to do your job?

1. _____ Yes
2. _____ No

IF NO, what resources do you lack? _____

3.2 Do you have the freedom to plan and implement your education programs?

1. _____ Yes
2. _____ No

IF NO, what are the barriers? _____

3.3 Do you feel you have the knowledge, skills, and ability to do your job?

Item	Have largely	Have fairly much	Have somewhat	Don't have
Knowledge				
Skills				
Ability				

3.4 Do you feel you have the equipment, tools, and materials to be efficient and effective in your job?

Item	Have largely	Have fairly much	Have somewhat	Don't have
Equipment				
Tools				
Materials				

3.5 What does your supervisor expect from you regarding:

Workload: _____
 Time to do job: _____
 Job performance: _____

Section 4: Motivation of Specialists

4.1 In which of the following ways do you receive feedback from your supervisor about how you are performing your job? (Place an "x" against all ways you receive feedback)

- 1. ___ Tells me orally
- 2. ___ Tells me in writing
- 3. ___ Reprimands me orally or in writing if my work is not up to expectations
- 4. ___ Recognizes me orally or in writing when I do good work
- 5. ___ Rewards me appropriately for superior job performance
- 6. ___ I do not receive any kind of feedback

IF YOU CHECKED ANY OF 1,2,3,4,5 ABOVE, can you give an example of the kind of feedback you receive?

IF YOU CHECKED 6 ABOVE, why do you think you do not receive feedback?

4.2 What kinds of rewards have you received for good or superior job performance?

- 1. ___ Verbal encouragement
- 2. ___ Written commendation (certificate, letter, testimonial)
- 3. ___ That I know I do good work is the only reward I value
- 4. ___ Increase in pay
- 5. ___ Have not received any reward

IF YOU CHECKED 1,2,3, OR 4 ABOVE, can you give an example?

IF YOU CHECKED 5 ABOVE, why have you not received any reward?

4.3 Are you satisfied with your job performance?

- 1. ___ Very satisfied
- 2. ___ Fairly satisfied
- 3. ___ Somewhat satisfied
- 4. ___ Not satisfied

4.4 When you achieve the job goals you set for yourself are you motivated to do more for the Center?

- 1. ___ Highly motivated
- 2. ___ Fairly motivated
- 3. ___ Somewhat motivated
- 4. ___ Not motivated

Section 5. Expertise of Specialists

5.1 What standards of performance does the Center have in place for your job? (Place an "X" against all that apply)

- 1. ___ Following prescribed programming processes
- 2. ___ Adhering to administrative rules
- 3. ___ Following personnel policies
- 4. ___ Cooperating with other specialists as needed
- 5. ___ Conducting educational programs and activities
- 6. ___ Visiting private farmers as needed
- 7. ___ Other (specify _____)

5.2 Do you know if your job performance is being evaluated?

- 1. ___ Yes
- 2. ___ Not sure
- 3. ___ No

IF YES, how?

5.3 Are opportunities provided by the Center for you to receive training on a continuing basis to keep up with new technology and changing job needs?

- 1. ___ Mostly provided
- 2. ___ Fairly provided
- 3. ___ Somewhat provided
- 4. ___ Not provided

IF YES, can you give some examples of training you have received since you were appointed to your job as a specialist?

5.4 Do you feel the Center has adequate resources for staff development?

- 1. Very adequate
- 2. Fairly adequate
- 3. Somewhat adequate
- 4. Not adequate

5.5 Do you know if the Center's staff development training programs are being evaluated?

- 1. Yes
- 2. No
- 3. Don't know

Appendix G (cont'd)

Organization Performance Analysis Questionnaire – Administrative/Supervisory Staff

Section 1: Center's Mission/Goals

1. Do specialists (university and/or raion) under your supervision know that the Center's mission is to enable Ukrainian agriculture move into a free market economy.

- 1 All specialists know
- 2 Most specialists know
- 3 Few specialists know

1.2 Do specialists (university and/or raion) under your supervision know that the goals of the are to:

Goal	All specialists know	Most specialists know	Few specialists know
Increase professional competency of Center faculty			
Provide financial assistance to private farmers			
Assist private farmers solve their problems through education			
Conduct formal training programs for private farmers			
Bring latest production technology to private farmers			

1.3 Indicate if you agree, do not have an opinion, or disagree that the expected outcomes of the Center's work at the end of the Project are clearly stated:

Expected outcome clearly stated	Agree	No opinion	Disagree
An established Private Farmer Training and Outreach Center			
Faculty well-trained in extension methodology			
A computerized information support system that is used by farmers			
Ongoing educational programs and activities for private farmers			
A formal agricultural training program for farmers			
A formal extension training program turning out extension workers			
Ongoing educational programs and activities for HPOs			
Linkages with agribusiness firms			
Linkages with research institutes in the oblast			
Linkages with agricultural colleges in the oblast			

1.4 Has the Center identified performance indicators for the above outcomes?

- 1. _____ Yes
- 2. _____ No
- 3. _____ Not sure

1.5 In your opinion, indicate whether the following factors in Ukraine/Vinnitsa oblast are a barrier or a help in meeting the Center's mission and goals:

Factor	A barrier- give an example	A help – give an example
Current economic conditions		
Current political climate		
Current cultural forces		

1.6 How well do specialists (university and/or raion) under your supervision understand what they are expected to do in their job?

- 1. _____ Very well
- 2. _____ Fairly well
- 3. _____ Somewhat
- 4. _____ Do not understand

1.6 How well do specialists (university and/or raion) under your supervision understand what standards of job performance they have to meet in their job?

- 1. _____ Very well
- 2. _____ Fairly well
- 3. _____ Somewhat
- 4. _____ Do not understand

Section 2: Perceptions of the Center's organization

2.1 In your opinion, is the current organizational setup of the Center, namely a central office with divisions of university specialists, extension zones/zonal supervisors, and raion offices/raion specialists efficient, effective, and responsive in meeting job needs:

Organizational setup is:	Yes	No	Not sure	IF YES OR NO, give one reason you feel this way
Efficient				
Effective				
Responsive				

2.2 Is the job that specialists do, namely teach farmers, arrange educational programs, etc. appropriate and relevant to the Center's mission/goals?

204

Specialists' job is:	Yes	No	Not sure	IF YES OR NO, give one reason you feel this way
Appropriate to Center's mission/goals				
Relevant to Center's mission/goals				

2.3 When specialists (university and/or raion) plan and organize education programs and provide assistance to farmers do they have the freedom to do these things on their own or do they have to depend on you as their supervisor and/or university specialists to make program decisions?

1. _____ Specialists decide programs on their own
2. _____ Specialists rely on others to make program decisions
3. _____ Specialists decide programs on their own and also rely on others

2.4 When a raion specialist has to work with another raion specialist, how is this coordinated?

1. _____ Raion specialist goes through zone supervisor(s)
2. _____ Raion specialists goes through zone supervisor(s) and project coordinator
3. _____ Raion specialists contact each other directly
5. _____ Other (specify _____)

2.5 When a raion specialist needs to consult with a university specialist, how is this coordinated?

1. _____ Raion specialist makes request to zone supervisor who contacts university specialist
2. _____ Raion specialist makes request to zone supervisor who contacts Vice Rector
3. _____ Raion specialist makes request to zone supervisor/project coordinator who contacts university specialist
4. _____ Raion specialist makes request to zone supervisor/project coordinator who contacts vice rector
5. _____ Raion specialist contacts university specialist directly
6. _____ Other (specify _____)

2.6 When a university specialist needs to work with another university specialist, how is this coordinated?

1. _____ University specialist contacts other specialist directly
2. _____ University specialist goes through Vice Rector
3. _____ Other (specify _____)

2.7 When a university specialist need to work with a raion specialist, how is this coordinated?

1. _____ University specialist goes through Vice Rector
2. _____ University specialist contacts raion specialist directly and informs zone supervisor, project coordinator
3. _____ Other (specify _____)

2.8 Is the job of specialists under your supervision sufficiently flexible?

- 1. _____ Yes
- 2. _____ No
- 3. _____ Not sure

IF YES, can you give an example? _____

2.9 On the following scales of leadership/management practices, indicate on each scale the number that describes you?

- | | | |
|----------------------------|--|----------------------------|
| (Autocratic) | 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 | (Democratic) |
| (Consideration for people) | 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 | (Concern for organization) |

2.10 In your opinion, how efficient are the following programming processes in the education/outreach programs of the Center?

Programming Process	Very efficient	Fairly efficient	Somewhat efficient	Inefficient
Work with advisory committees				
Assess farmers needs				
Implementing programs				
Evaluating programs				
Use of appropriate teaching methods and techniques				

2.11 Do you feel the Center has the resources needed for each of the programming processes?

Programming Process	Have all resources	Have most resources	Have some resources	Have little or no resources
Work with advisory committees				
Assess farmers needs				
Implementing programs				
Evaluating programs				
Use of appropriate teaching methods and techniques				

2.12 In your opinion, how effective are the following personnel management processes in the education/outreach programs of the Center?

Personnel Management Process	Very effective	Fairly effective	Somewhat effective	Ineffective
Personnel selection				
Orientation of new personnel to job				
In-service training				
Counseling of staff by supervisors				
Complaints and grievances				
Rewarding good performance				

2.13 In your opinion, does the work of the Center have duplications of effort?

1. _____ Yes
2. _____ No
3. _____ Not sure

Section 3. Capacity of the Center

To what extent are the Center's resources appropriately allocated, accessible to those who need them, and adequate for the job to be performed? Indicate below if you feel the situation in each instance is very satisfactory, fairly satisfactory, somewhat satisfactory, or not satisfactory.

Center's resources are	Very satisfactory	Fairly satisfactory	Somewhat satisfactory	Not satisfactory
Appropriately allocated				
Accessible to those who need them				
Adequate for job				

IF NOT SATISFACTORY, INDICATE WHY?

3.2 Do specialists under your supervision have the freedom to plan and implement their education programs?

1. _____ Yes
 2. _____ No

IF NO, what are the barriers?

3.3 Do specialists under your supervision have the knowledge, skills, and ability to do their job?

Item	Have largely	Have fairly much	Have somewhat	Don't have
Knowledge				
Skills				
Ability				

3.4 Do specialists under your supervision have the equipment, tools, and materials to be efficient and effective in their job?

Item	Have largely	Have fairly much	Have somewhat	Don't have
Equipment				
Tools				
Materials				

3.5 What do you expect from the specialists under your supervision regarding the following?

Workload: _____
 Time to do job: _____
 Job performance: _____

Section 4: Motivation of Specialists

4.1 In which of the following ways do you give feedback to specialists under your supervision about how they are performing your job? (Place an "x" against all ways you give them feedback)

- 1. ___ Tell them orally
- 2. ___ Tell them in writing
- 3. ___ Reprimand them orally or in writing if their work is not up to expectations
- 4. ___ Recognize them orally or in writing when they do good work
- 5. ___ Reward them appropriately for superior job performance
- 6. ___ I do not give any kind of feedback to specialists

IF YOU CHECKED ANY OF 1,2,3,4,5 ABOVE, can you give an example of the kind of feedback you have given?

IF YOU CHECKED 6 ABOVE, why do you not give feedback?

4.2 What kinds of rewards have you given to specialists under your supervision for good or superior job performance?

- 1. ___ Verbal encouragement
- 2. ___ Written commendation (certificate, letter, testimonial)
- 3. ___ Tell them that good work is the only reward they should value
- 4. ___ Increase in pay
- 5. ___ Have not given any rewards

IF YOU CHECKED 1,2,3, OR 4 ABOVE, can you give an example?

IF YOU CHECKED 5 ABOVE, why have you not given any reward?

4.3 Do you feel specialists under your supervision are satisfied with their job performance?

- 1. ___ Very satisfied
- 2. ___ Fairly satisfied
- 3. ___ Somewhat satisfied
- 4. ___ Not satisfied

4.4 When specialists achieve their job goals that they have set for themselves do you feel they are motivated to do more for the Center?

- 1. ___ Highly motivated
- 2. ___ Fairly motivated
- 3. ___ Somewhat motivated
- 4. ___ Not motivated

Section 5. Expertise of Specialists

5.1 For which of the following job tasks of specialists does the Center have in place standards of performance? (Place an "X" against all that apply)

- 1. ___ Following prescribed programming processes
- 2. ___ Adhering to administrative rules
- 3. ___ Following personnel policies
- 4. ___ Cooperating with other specialists as needed
- 5. ___ Conducting educational programs and activities
- 6. ___ Visiting private farmers as needed
- 7. ___ Other (specify _____)

5.2 Do you evaluate the job performance of your specialists according to procedures prescribed and approved by the Center's administration?

- 1. ___ Yes
- 2. ___ No

IF YES, indicate what these procedures are?

IF NO, why?

5.3 Are opportunities provided by the Center for specialists to receive training on a continuing basis to keep up with new technology and changing job needs?

- 1. ___ Mostly provided
- 2. ___ Fairly provided
- 3. ___ Somewhat provided
- 4. ___ Not provided

IF YES, can you give examples of training that specialists under your supervision have received?

5.4 Do you feel the Center has adequate resources for staff development?

- 1. ___ Very adequate
- 2. ___ Fairly adequate
- 3. ___ Somewhat adequate
- 4. ___ Not adequate

5.5 Do you know if the Center's staff development training programs are being evaluated?

- 1. ___ Yes
- 2. ___ No
- 3. ___ Don't know

Appendix H

Linking Agricultural Research, Teaching, and Extension in Ukraine – Serving the Developmental Needs of an Emerging Democracy

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Linking Agricultural Research, Teaching, and Extension in Ukraine – Serving the Developmental Needs of an Emerging Democracy

Introduction

A critical developmental need of Ukraine as a market-oriented democracy emerging in the last decade from the burden of a century of imperialist and totalitarian rule is continued growth of agriculture and agriculture support systems. The experience of countries that have been successful in developing their agriculture on scientific lines shows that agricultural progress is sustained and enhanced by an agricultural knowledge system in which agricultural research, extension, and teaching enable new and appropriate technologies to be applied by farmers. The research system serves as a knowledge center where new technologies are discovered, field tested, and released for application; the extension system serves as a two-way link between the research system and farmers bringing new technologies to the attention of farmers and, in turn, eliciting from farmers the problems they face to bring back to the research system; and the teaching system prepares and updates industry personnel, researchers, teachers, and extension workers to fill their respective roles in the overall system. The effectiveness and efficiency of the overall system are influenced by socio-political, cultural, historical, and economic forces in the environment, as well as internal factors such as structure, governance, policies and procedures, and performance.

In the Soviet era, top-down decision and management strategies characterized the agricultural production, research, and education systems in Ukraine. It is important that that these systems begin to adapt to political and economic reforms, market forces, and rapidly changing technology. Prior to the current initiative to privatize all of Ukraine's agriculture, the country's agricultural production machine comprised large-scale, government collective farms, backed by research and education systems geared to the needs of that machine. Privatization resulted in the breakup of collective farms, and the emergence and growth of private farms, agri-support industries and services, and limited credit opportunities. However, the agricultural research and education infrastructure established at state, regional, and national levels continues. This infrastructure could be characterized as institutionally segregated, in that the several research and teaching institutions are nationally directed and have unique philosophies, structural arrangements, and agendas causing problems of coordination and communication.

Extension as informal outreach education did not exist during the Soviet regime, and only in the last six years has it been formalized and organized in selected geographic areas in conjunction with agricultural development projects and activities.

The purpose of this paper is to describe the historical context of and recent developments in agricultural research, teaching, and extension systems in Ukraine, present the case for integrating these systems to optimize efficiency and effectiveness, and propose as an organizing option a regional approach to achieve integration while conceding that any approach must consider local, regional, and national conditions, influences, and culture, and utilize desired features of proven systems.

Agricultural Research System in Ukraine

A simplified form of the existing agricultural research system in Ukraine is shown in Figure 1. In the Soviet era, state institutions at the national level - the National Academy of Sciences and the National Academy of Agricultural Sciences (Box A) - identified research needs based upon, among other sources, input and feedback from end users, primarily the collective farms (Box D).

Local research needs were also identified by local oblast/raion (synonymous with state/county in the U.S.) administrations (Box C) through their agricultural boards and other units and fed into the system. Requests for specific research activities were then directed to the Institutes and Testing Stations (Box B) located throughout the country.

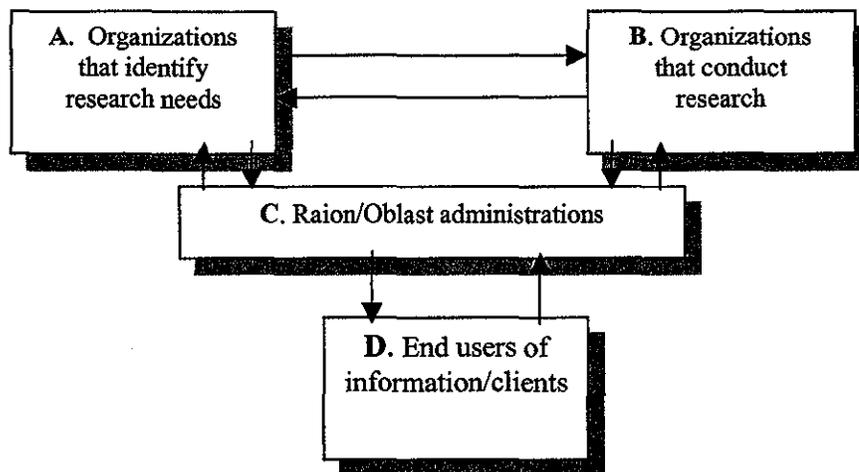


Figure 1. Agricultural Research System in Ukraine

While the research infrastructure and facilities have remained the same following independence, end users now consist of former collective farms, private individual farmers, and household plot owners (HPOs). They form the new free market agricultural sector whose needs have to be considered in research planning. Complicating this input is the slow transition of the agricultural sector to a market economy and financial difficulties facing the industry. New farmers who may or may not have had an agricultural background joined the agricultural sector. Presidential decrees on land titling and reorganizing of collectives as private enterprises created new research and training needs for farmers in such areas as land ownership, taxation, and marketing. Additionally, since the farm is now a private revenue enterprise, consideration of higher productivity and efficiencies are creating demands for improved production and post-production technologies.

During the Soviet era, research planning was centralized at the national level with fundamental and applied research carried out at about 50 institutes located throughout Ukraine. These institutes are large research farms specializing and addressing production problems in such areas as sugar beets, maize, animal selection, and genetics. They were nationally financed and directed, and their research agenda was mainly driven by the needs of large collective farms. Mechanisms were in place for managers of the collectives to periodically communicate production problems to the Ukrainian Academy of Agrarian Sciences for research. Through a centralized decision-making process one or more institutes was assigned to conduct the requested research. The programs of the institutes were broad, encompassing all phases of plant and animal culture, including fertility, mechanization, irrigation, pest control, nutrition, variety development and selection, and animal genetic improvement. There was little formal involvement of the 19 agricultural colleges and universities in Ukraine in identifying production problems, setting the research agenda, or carrying out research activities. Similarly, there was no recognition of the needs of HPOs who produce a substantial portion of Ukraine's food supply.

Since independence, a number of institutes have been closed while those remaining have been downsized. Physical facilities, and scientific and field equipment at the remaining institutes have deteriorated significantly. These institutes need additional funds to modernize their facilities and

equipment to be able to conduct relevant research and help Ukrainian private farmers become globally competitive.

Research institutes have a rich history in the development of new varieties of a broad range of Ukrainian crops. Plant breeding and variety development activities continue today and appear to be reasonably productive given the limited resources of these institutes. The National Academy of Agrarian Sciences has an extensive and well-developed mechanism for testing and certifying the seed of new lines prior to their designation as varieties. The institutes are also heavily involved in the production and distribution of "elite" seed as a source of revenue performing an important service to Ukrainian farmers until a private-sector seed trade develops. Sustained applied research programs in crop variety trials, in animal nutrition and genetic enhancement, in evaluating commercial fertilizers and modern agricultural crop protection chemicals, and in adaptation of modern farm machinery are needed.

Agricultural Education System in Ukraine

Agricultural education in Ukraine is primarily conducted at the post-secondary level through colleges, institutes, and universities to produce professionals to assume positions in industry, research, and teaching in agriculture. Colleges and universities have the same administrative status, but universities generally have more departments, a range of specialties, and the freedom to develop curricula (M.F.Kropivko, Provost for Information Technologies, NAUU, personal communication, December 2000; T Bagriy, Deputy Director, Youth Development, personal communication, December 2000; P.Stetsyshyn, Methodological Instructor, Illinty College, personal communication, December 2000).

Governance of agricultural education at the national level is the joint responsibility of the Ministry of Agrarian Policy (MAP) and the Ministry of Education and Science (MES). Departments within these ministries are vested with the necessary authority for coordinating, funding, accreditation, issuing of "state orders", and curriculum development. For example, coordination of programs and activities is primarily done by the Department of Education of MAP and the Department of Methods of Teaching in MES. In developing technological curricula, academic councils in MAP interact with the Institutes of Agriculture in Kiev, and submit to MES which is responsible for overall curriculum development and approval. Academic and administrative policies governing all colleges, institutes, and universities are the responsibility of MES.

The National Agricultural University of Ukraine (NAUU), Kiev, has special status and exerts considerable informal influence over other agricultural education institutions in Ukraine. NAUU has agreements with selected state institutions offering preferential admission for their students; plays a key role in securing ministerial approval for curricula in regional institutions based on national guidelines; participates in ministerial accreditation of teaching institutions; and offers a four-year agricultural teacher preparation training program.

Agricultural Extension Systems in Ukraine

Several efforts beginning in the mid 1990s addressed the question of support services and education for private farmers. These efforts were driven primarily by donor support, and by private sector companies and investors from Western countries. To date, two versions of agricultural advisory services following the European model, and one U.S. land grant-based model have been implemented. The agricultural sector underwent several accelerated reforms following the Presidential Decree of December 1999 changing the ownership of all collective

farms to private status by April 2000. The decree increased the number of private farmers almost overnight and made the task of designing and implementing farmer assistance programs more critical. Furthermore, an awareness of the need for farmer support was created nationally, and a debate on which system should be established for Ukraine ensued during the year 2000. In late 2000, a draft presidential decree requiring that an advisory service be established was produced (Government of Ukraine, 2000; Ministry of Agrarian Policy, 2000)

A review of the aforementioned advisory/extension services would be useful in considering organizing options suited to Ukraine.

Agricultural Advisory Services in Lviv Oblast, Western Ukraine

The Tacis program is a European Union initiative which provides grant finance for know-how to foster development of market economies and democratic societies in the Newly Independent States and Mongolia. An agricultural advisory project under Tacis auspices was established in January 1998 for Western Ukraine with a Center in Lviv oblast and five regional offices. The Center for Privatization and Agrarian Reform, established in 1993 by the Lviv oblast administration to assist in reform of some 660 collective farms in the oblast, received the Tacis Project grant (Agricultural Extension Service in Lviv oblast, Internet available).

At the start of the Project, over 1,200 individual family farms, 346 private limited company farms, and over 390,000 HPOs were the focus of support services and technical advice to enable them to adjust to the transition to a market economy in Ukraine. The Project was implemented by ADAS, an English firm in association with the University of Reading. Project specialists from England trained local staff both on site and through study tours in the United Kingdom. Six staff were at the central office to support staff at each of the regional offices who served a small number of clients with needed information. The program began by conducting a survey of local farms, followed by the selection of a typical farm as a pilot.

Advisory assistance was provided by the project through traditional methods, including one-on-one farm visits and consultations, both in person and via telephone. Seminars, workshops, and demonstration activities were also organized. A major activity of the project was a 30-hour farm management program in which over 200 individual farmers and managers of farm companies were trained. In addition to direct work in the farming community, a rural development component concentrated on assisting small non-farm business startups and facilitating community development activities.

The Project also conducted workshops for six other oblasts in Western Ukraine on starting extension services. This training was done in collaboration with the Ministry of Agrarian Policy.

The Project has been well-received by its clients, and the Lviv oblast administration has provided funding support in its 2000 budget for the Project. This support is supplemented by a fee charged for client services, and the sale of a farm management handbook.

Rural Advisory Services in Donetsk Oblast, Eastern Ukraine

"DonetskAgroConsult", an advisory service in Donetsk oblast, has evolved from different rural advisory initiatives beginning in 1995 into an integrated rural advisory service provider. The Donetsk oblast administration with initial support of the British Government initiated activities in 1995 to assist in privatizing land and reorganizing agricultural collectives. This experience led to the realization that the farming community also needed advice and help on a variety of subjects.

Thus, in 1996, the oblast authorities established a Department for Post-Privatization Support that began offering advice and assistance on legal, economic, and accounting issues. During the next three years, the number of newly established agricultural enterprises and farms increased significantly. These enterprises demanded advice and recommendations on legal, economic, technological, processing, and marketing issues. Thus, it became necessary for the oblast administration to expand services provided by the Department for Post-Privatization Support. In 1998, the Donetsk Agrarian Reform (DAR) Project was established to meet this demand. Also, the Farms and Agribusiness Support Services (FABSS) Project was created to provide information and advisory support to agricultural enterprises, individual farmers, and HPOs to improve their production efficiency. Two regional centers were established in the oblast with raion administrations providing office space, and the Projects providing needed equipment. Specialists were trained to advise clients. By the beginning of 2000, two more regional centers were established, and the four centers are now providing advisory services in a range of technical areas to all 18 raions in the oblast (Bivko, 2000; Slauta, 2000).

The Presidential Decree of 1999 accelerating reforms in the agricultural sector catalyzed the merger of DAR and FABSS in March 2000 into the current form of DonetskAgroConsult, with the objective of assisting reform, establishing sustainable agricultural enterprises, and reviving rural communities. The merger combined the expertise and experience of DAR and FABSS to provide higher quality service in a number of areas, including property ownership, and legal, economic, bookkeeping and taxation, and technical services.

The evolution and experience of DonetskAgroConsult indicates that it is a wise decision by the oblast authorities. DonetskAgroConsult is now developing new initiatives, including the dissemination of legal rights information to the general population; developing a model for effective management of community pastures; and facilitating increased employment in the rural communities.

In summary, DonetskAgroConsult is charged with providing information and services for the public good and commercial services for agribusinesses and rural communities. It is financed by support from donors, the Ukrainian government, the oblast administration and commercial services to clients.

The Ukrainian Center for Private Farmer Training and Outreach, Vinnitsa Oblast

The Ukrainian Center for Private Farmer Training and Outreach (Center) in Vinnitsa oblast is a state-wide extension system which is being integrated with teaching at a state agricultural university and agricultural research institutes in the state (LSU AgCenter, 2000).

The Center was established at Vinnitsa State Agricultural University (VSAU) in 1998 as a U.S. Agency for International Development (USAID) funded project with technical guidance and support of Louisiana State University Agricultural Center. The Ukrainian Branch of the World Laboratory and NAUU are partners in the Project.

The key functions of the Center are to provide up-to-date agricultural production information to the farming sector; coordinate the roles of research, education, farmers, and agri-businesses; and assist farmers in solving problems.

The first charge of the Center was to make contact with local private farmers and gain their trust. A number of workshops and seminars were conducted using adult education theory on topics of importance to successful agricultural production, such as grain production and processing,

agricultural machinery and fruit tree management, livestock breeding and nutrition, farm management and record keeping, and legal and tax issues. Field days and demonstrations were also organized at regional research stations, which helped farmers develop contacts with researchers, extension faculty, and agribusinesses.

Early in the Project, selected University agricultural teaching faculty received extension training in the U.S. and now form the Center's core technical and education specialists. About midway through the Project, 27 outreach offices supported partly by local resources and staffed by trained extension personnel were established in all raions, thus reaching more farmers through farm visits, demonstration plots, and assistance with locating agricultural production supplies and equipment.

Initially, the Center's clients were primarily small and medium size private farms. As programs matured and farmer confidence grew, HPOs and members of restructured collectives were added to the client mix.

A computer-based Information Support System (ISS) has been established through the work of the World Laboratory, Kiev. Raion extension agents use the ISS to provide farmers critical information for decision making on resources, inputs, appropriate technologies, markets, and economics as well as bringing farmers problems to researchers to improve and update the database.

The Center has influenced agricultural research and teaching institutions in the oblast through a scientific coordinating council and on-site, cooperative education programs.

Links have been established with local agri-businesses, particularly seed, fertilizer and farm machinery dealers, to promote the sharing of information, education, and training to benefit farmers.

The Center has influenced other institutions in the oblast, including farmers associations, producers groups, the agro-industrial complex, oblast and raion government administrations, and donors.

Communities in the oblast have developed an awareness and appreciation of the Center's educational role and activities.

Integrating Agricultural Research, Teaching, and Extension Systems in Ukraine

Leonid Kuchma, President of Ukraine, addressing the anniversary session of the Scientific Council of the National Agricultural University of Ukraine, 1999, stated "I am certain that we are losing immense potential due to structural differentiation of the systems of education, science, and technology transfer... the state organizations and institutions responsible for integration of the systems are ineffective... We are to search new integrated forms of these three fields of activity. Unfortunately, as in Raikin's joke – someone sews the sleeve, someone sews the trousers, someone sews on buttons but nobody is responsible for the whole suit." (National Agricultural University of Ukraine, 1998, p. 5). If integration, as indicated by the president is the desired end, the basic question is how can integration be realized and what are the options?

As the above representative descriptions show, the agricultural research, teaching, and extension systems in Ukraine are segregated in their institutions, governing structures, and programs. Agricultural research and teaching are essentially in the public, government sector within

institutions that are under different central ministries, with little or no outreach function. The emerging agricultural extension services are in both the public and private sectors, and except for Vinnitsa which is linked with teaching at a state university, are not formally connected with research or teaching institutions.

The integrated land-grant model succeeded in the U.S. for historical and cultural reasons and progressive legislation, and because it did not replace existing systems. The established segregated infrastructure, and cultural and political traditions have to be considered in building a Ukrainian approach. This approach may include features of several models that are appropriate for different conditions and situations in the country. It is important that the selected approach (a) ensures proper coordination of agricultural, teaching, and extension programs, (b) eliminates duplication of efforts, and (c) facilitates communication among individuals in the organizational or institutional structures where such programs will be housed.

Proposed Regional Model Featuring Integration

One approach based on the authors' experience over the last three years working with teaching and extension faculty and administrators at VSAU, faculty at research and educational institutes, government officials, farmers, and representatives of farmers associations and agribusinesses is proposed for consideration as a regional, multi-oblast model integrating research, teaching, and extension in a university or institute setting. It is felt that a regional approach to assist the agricultural sector in Ukraine is more appropriate than a national approach. Also, to ensure program sustainability, listen to all stakeholders, and exploit local budget support, a science-based and unbiased model that is incorporated within the structure of existing local educational institutions is preferred. The experience of the Vinnitsa project supports this view.

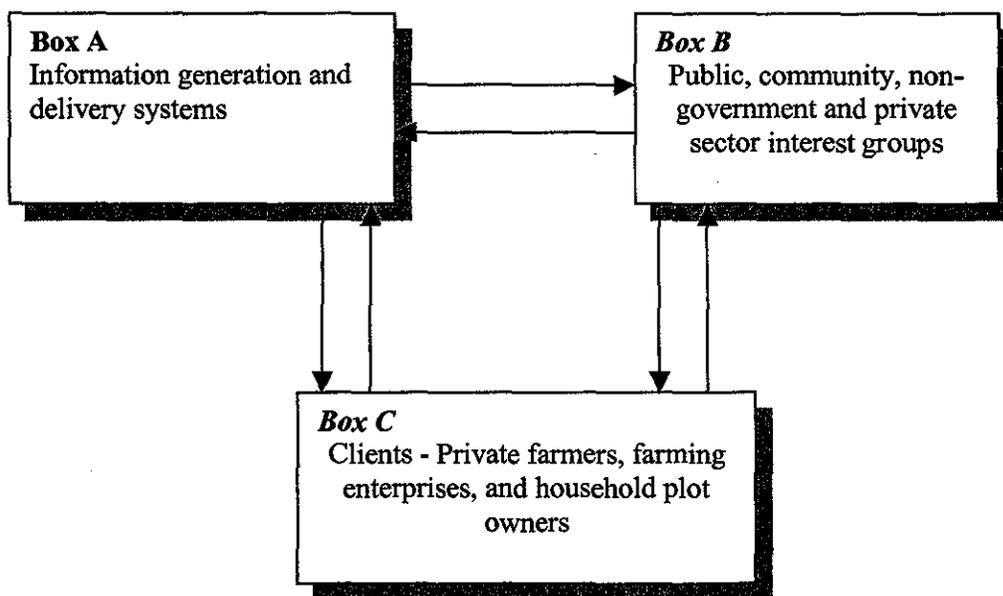


Figure 2: A conceptual model integrating research and extension

Conceptually, this approach (Figure 2) incorporates changes in Ukraine following independence. At the early stages, Collective Agricultural Enterprises (CAEs) existed side by side with the "private" farms of individuals or groups who received state land. Household plot owners (HPOs) also cultivated cash crops, potatoes, and other staples in small plots of land. Thus, client make-up

and their needs in the free market context changed. A second change was that rather than a "central order" for specific research needs, the public, government, non-government, and community and private sector entities had a vested interest in the agricultural sector. Therefore, the information generation and delivery entities (Box A) have to recognize the inputs and interests of a variety of clients (Box B). Furthermore, constant interaction among all groups is a key element of the model.

The proposed regional model (Figure 3) builds on the conceptual approach (Figure 2). Housed within the structure of a regional university or institute, the Regional Center would coordinate research and extension in the oblast/region and interface with national level institutions with regard to support, policy, and programs.

The Research Division would not conduct research, but would coordinate activities, priorities, and funding for research institutions in the region. A key advantage in this arrangement is that the Center can coordinate the flow of information to clients through the Extension Division. Thus, available human and material resources in the region or oblast would be optimized in service of clientele. Duplication of effort would be avoided.

The Extension Division's main functions would be education and outreach. It would also address or undertake business, community, and market development, and focus on urgently-needed post-restructuring support programs.

Information support interface will be another important facet of the Center's work. Experience shows that clients need information on a variety of subjects including legal, credit, and input supply and availability, in addition to the traditional needs of technology, equipment, and markets. The information support interface must relate to the client through 'local' representatives of the system at the client end; and with the national entities through the Extension Division, and the Regional Center.

The relationships of the Regional Center with the public, community, non-government, and private sector groups is an essential ingredient for success of this model. The Vinnytsia project showed that liaison with agri-businesses in the region was invaluable. The project linked farmers with agri-businesses, and other associations and projects, with positive results. Having an ongoing dialogue with local governments, and farmer advisory groups is of vital importance, particularly with respect to feedback on programs, and setting work priorities.

Finally, the relationship of the Regional Center with national institutions will be vital for policy interactions, training of extension workers, and research coordination and collaboration. Institutions such as the National Agricultural University in Kiev, for example, will facilitate exchange of ideas and information on programs among other regions or oblasts. In turn, results or programs emanating from the Regional Center which have national implications can be channeled through sister organizations at the national level through conferences and other forums.

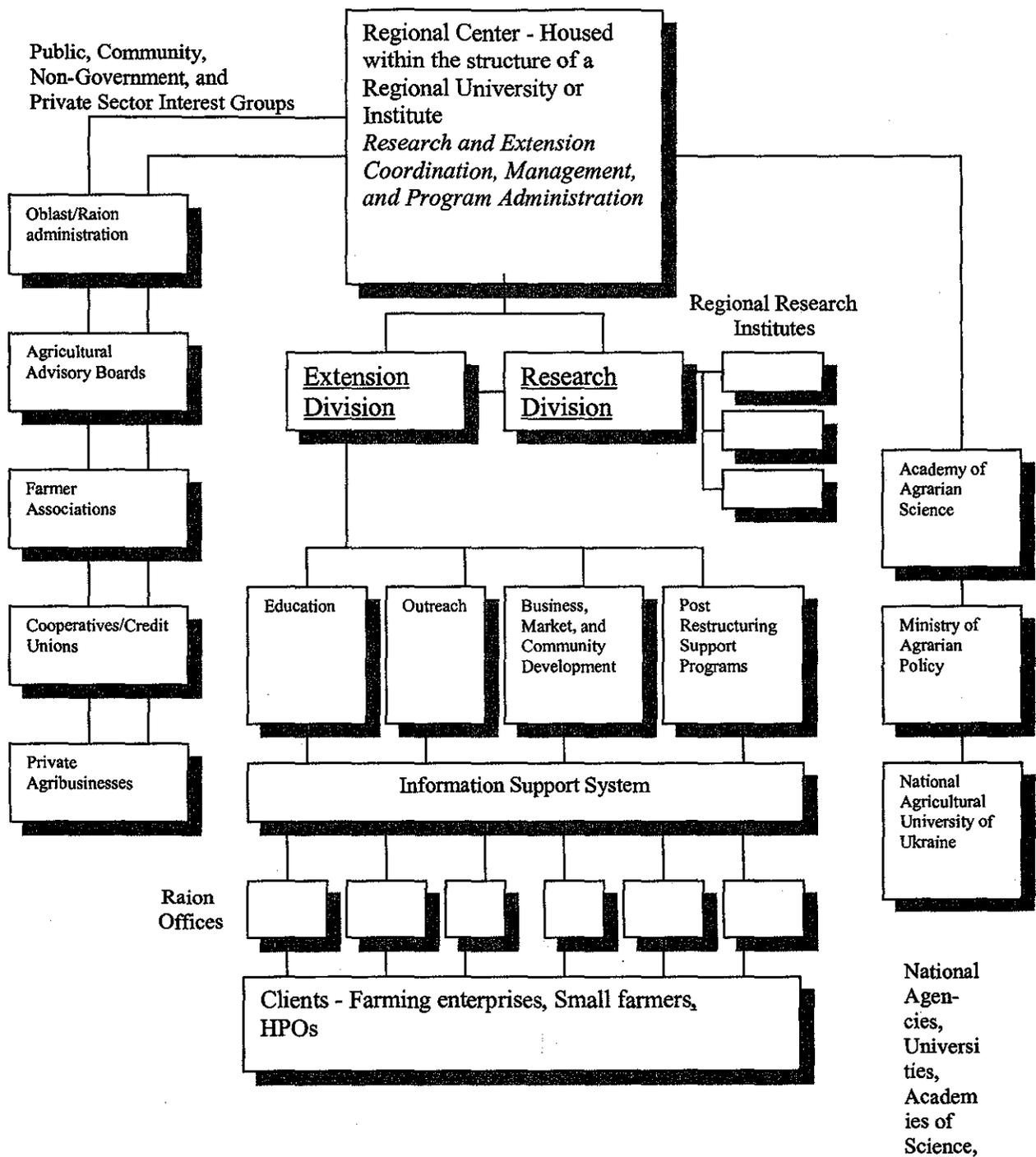


Figure 3. A Proposed Regional Model for Coordinating Research, Teaching, Extension, and Community Support at a Regional University or Institute

Conclusion

The transition to a market economy, recent government reforms, and experience with representative extension projects in Ukraine lead the authors to believe that there is great potential to link agricultural research, teaching, and extension systems for delivering science-based information to agricultural and rural populations. The integrated setup proposed has four key elements. The first element is an integrative, structural arrangement that brings research, teaching, and extension together and builds a climate which reinforces and strengthens these functions and optimizes their respective outputs. This arrangement is synergistic in that research sustains teaching and extension through new science-based knowledge; teaching faculty prepare researchers, extension personnel, and teachers to service workforce needs; and extension serves as a link between researchers and farmers/rural communities, and provides opportunities for researchers, teachers, and students to work in real-life settings. The second element is the development of regional extension systems rather than a single system for the country. Regional systems are likely to be more flexible, responsive, and effective in meeting existing and emerging client and market needs of the agricultural sector. Thirdly, from the standpoint of optimizing resources and ensuring sustainability, it is important that these regional extension systems be linked to the talents and resources of education and research institutions within the respective regions to develop an integrated research-teaching-extension system to support market-based agricultural, community, and economic development in rural areas. Finally, it is critical that the regional systems incorporate feedback from the grass roots farming level so as to listen to citizens and consumers, establish credibility and support of clientele, and respond to the needs of the country in a timely manner.

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