

**International Study Center  
for Rural Youth Work**



**1978**

**International Seminar  
for the Promotion  
of Rural Youth Work**

June 14th to July 5th 1978

Bildungsstätte des Bayerischen Bauernverbandes  
Herrsching  
Federal Republic of Germany

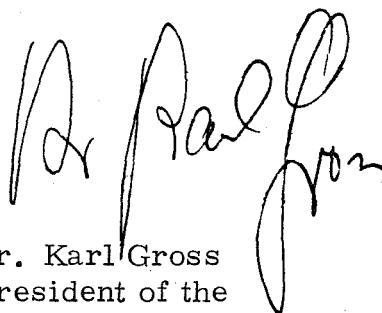
### P r e f a c e

Improvements to the basic economic, structural and ecological conditions on the land demand a raising of the level of education of the rural population. It has become a recognised fact that the chief cause of social backwardness is lack of knowledge.

The main concern of the International Study Centre is to use out-of-school education to provide young people with the knowledge and skills they will need to enable them to play an active role in the development of their countries. The younger generation must be able to meet the demands which modern life will place upon them.

It is not the aim of these international youth seminars, which are held biennially in the Federal Republic of Germany, to provide answers or to adopt resolutions. Their aim is more to provide for a joint search for possible solutions, working in friendly co-operation and, in the course of discussions and personal contacts, to gain understanding of the problems which are besetting other countries.

As in past years, numerous national organisations and the Food and Agricultural Organisation of the United Nations have lent their support to the International Study Centre and we should like to express our gratitude to them for their efforts.

A handwritten signature in black ink, appearing to read 'Dr. Karl Gross', is written over the printed name and title.

Dr. Karl Gross  
President of the  
International Study Centre  
for Rural Youth Work

### Objects of the Seminar

The existing structural conditions have placed rural areas and the farming community at a disadvantage. The educational system is generally less well developed in rural areas and public transport facilities are frequently inadequate.

The majority of countries in the world provide special support for their rural youth with a view to eliminating arrears in education and giving these young people the opportunity to participate in decision-making where their own development is concerned.

The object of this seminar is to provide assistance for those interested in self-help and to pass on experience and knowledge to those promoting rural youth work. The educational objective "Learn by Doing!" is linked with the attempt to provide a new impulse for rural youth work.

Development must be planned and executed in co-operation with the persons affected. On the one hand it is a question of upbringing and education, and on the other hand it is a question of mutual understanding and a readiness to work together as partners.

Education cannot be effected solely through the systematic and organised learning which is completed when school and training are concluded. Today, it is much more a question of renewing and expanding knowledge already gained through further education, thus safeguarding the social security of the individual. Effective post-school further education demands not only specially trained instructional staff, but also directing staffs who will constantly revise the methods and programmes used and match them to the demands of society.

We are frequently afraid today to set aims for education because they may be suspected of being manipulated or too generally standardised to permit personal self-determination. On the other hand we must show the individual the basic rules of behaviour he should be aiming at if he wishes to achieve emancipation.

Behind the formal aims of further education lie the variable standards and values - which may be many and diverse. Thus the teacher should orientate himself towards

- the student's personality
- his situation in life
- his motivation, which will have been generated out of his individual and social experience.

Some possible objectives for future-orientated rural youth work might be:

- The open-minded personality, who is mobile and ready to meet the changes in his world and in the concrete circumstances of his existence.
- The critical personality, who is able to differentiate between the multitude of ideas and slogans he encounters, and who only acts when he is prepared to accept responsibility for what he does; who realises that certain things are not possible.

- The social personality, eager for contact and discussion which will enable him to categorise both himself and others without prejudice, and who has learnt to judge and steer the behaviour of his fellows with discrimination.
- The political personality, who knows that his freedom of decision is permanently under threat from outside, and who stands to gain increased self-determination through political commitment and action.
- The independent personality, who attains self-realisation through analysing his situation in life, thus achieving a mode of behaviour based on reason and a readiness to take decisions.
- The serene personality, who, free from anxiety and inhibitions, is able to judge his own strengths and weaknesses sensibly and who strives to improve the quality of his life by gaining more enjoyment from it, too.

Active further education assumes that the young farmer has to learn to digest what he experiences and observes during his life. The individual must realise where his dependencies lie, and whether these are well-founded or not. He will only learn what it means to speak up for himself if he is prepared to take the trouble to analyse other peoples' personalities and opinions. He will never learn it from theory or in the classroom.

The students attending this seminar are displaying their interest and commitment to gaining new experience and furthering their knowledge. An adult's readiness to learn is dependent on the practicality of his problem. Hence, in their group work, students should receive the opportunity to contribute from their own general and detailed practical experience, opinions and fore-knowledge.

Learning brings new modes of behaviour, new concepts, opinions, skills, abilities and intercourse with fresh ideas. But learning also alters existing concepts of behaviour.

Teaching means initiating learning processes. Teaching is not an end in itself. It's aim is not to glorify the teacher, but to enable others to learn. Students should help determine this learning process with a maximum of personal activity and independence.

The central object of this seminar is:

"The creation of modern youth leaders"

We are hoping to achieve this by offering you what you need and by applying the appropriate practices. The programme for this seminar has been designed to meet the requirements and interests of the individual.

Dr. Helmuth Buermann  
Deputy President  
of the International Study  
Centre of Rural Youth Work

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## Review of the 9th International Seminar for the Promotion of Rural Youth Work

Dr. B. von Sydow, Director of the Seminar

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The 9th International Seminar for the Promotion of Rural Youth Work was held in the Bavarian Farmers' Association Training Establishment, Herrsching, Upper Bavaria, from 14th June to 5th July 1978.

It was conducted by the International Study Centre for Rural Youth Work under the sponsorship of the Food and Agricultural Organisation of the United Nations, supported by the Federal Ministry of Food, Agriculture and Forestry, the Bavarian State Ministry of Food, Agriculture and Forestry and the Bavarian Farmers' Association.

The main theme of the 9th International Seminar was "The creation of modern youth leaders". This seminar, with 79 students from 48 countries, was the largest so far held. Up to date 368 leaders responsible for rural youth programmes from 82 different countries have attended these International Rural Youth seminars.

### The Promotion of Youth Work

The International Rural Youth seminars aim to promote youth work in general, and rural youth work in particular. This promotion of multipliers in rural areas is designed to provide new impulses for rural youth work and to reduce the educational arrears of the rural population. The young farmers of the 70's will be occupying positions of responsibility in the 80's and 90's. These leaders will have played the leading role in the shaping of the world's rural areas by the time this century draws to a close. The fate of their countries will largely depend on their ability and their desires.

### The Objects of the Seminar

Subsequent to the reorganisation of the seminar in 1976, the objects of the 9th International Rural Youth Seminar became to teach:

- the methods required for modern youth leadership
- the organisation of group work - theories and techniques - with group teaching aids
- the exploration of initial situations and objectives, taking into consideration the existing social, cultural and economic situation
- the practice of skills relating to programme planning and the evaluation of completed projects
- the use of the media in internal and public work.



Consistent with these broad aims, the seminar was designed to enable the students to promote rural youth work in their home countries.

In consideration of its objects, the seminar was divided into three sections:

- communication, group dynamics and living learning
- discussions with experts
- the teaching of programme planning methods.

"Communication" means conveying information by means of symbols (speech, etc) or an exchange of information and ideas between individuals and groups. This exchange should be mutual, i.e. everyone concerned should have the opportunity to participate in it. In order to ensure that this was the case, wherever possible sub-groups were formed during the seminar.

The division of the students into working groups provided the opportunity to practise the various forms of communication and to learn both their advantages and their disadvantages through practical experience.

The discussions with experts afforded the students a chance to acquaint themselves with the methods and content of rural youth work, i.e. all those training and educational measures which are offered to young people outside their schools and jobs, or if you will, in their spare time. Teaching young people in this field - as opposed to in school - is characterised by the following parameters:

- the voluntary nature of the students
- relatively frank and informal communication
- the absence of hard and fast training syllabuses
- the restricted time-frame of the measures.

Having been taught the fundamentals, the students were divided into groups in order to develop methods for rural youth work and aids to programme planning. The students themselves checked these methods and programmes for their practical relevance as far as they themselves were individually concerned.

In addition to this, within the framework of the seminar presentations were given relating to vocational training and rural youth work in the Federal Republic of Germany.

### Outline Programme

The seminar was bracketed between an opening and a final session. In the course of a number of excursions the students had the opportunity to visit various agricultural and cultural institutions. A whole-day visit to a farm provided an insight into farming life in this country. On a number of evenings they were able to talk about rural youth work in their home countries.



### Development is largely a Question of Education

In the opening session, the Federal Minister of Food, Agriculture and Forestry, Herr Ertl, explained that agricultural development and the world-wide struggle against hunger, seen as the central task of our times, are largely a question of education. It has been recognised that ignorance is a major cause of social backwardness. From the viewpoint of social change, education had been charged with enabling mankind to meet the new tasks confronting it. However, a corresponding improvement in basic external economic, structural and ecological conditions must go hand in hand with this rise in the level of education. The minister pointed out the situation in the poorest developing countries, but at the same time asked for sympathy for the situation in which the industrial nations found themselves in with their complicated economic structure. It was a question of finding a just and correct compromise between the responsibility of the industrial nations for the Third World and their easily understandable self-interest.

### Excursions

Apart from cultural excursions, which included a sight-seeing tour of Munich and cultural centres in Upper Bavaria, two whole-day training trips were undertaken, the first one being to Landshut-Schönbrunn on 23rd June 1978 to see vocational training schools and central training institutions devoted to practical work. This gave the students the opportunity to experience German vocational training at first hand and to have their individual outstanding questions answered in the course of discussions with instructors, students, managerial staff and apprentices.

The second training excursion on 28th June 1978 led to farms and a co-operative organisation in the area of Landsberg. The students were able to acquaint themselves with the situation regarding farming as a full-time, supplementary and a part-time occupation and also with the specialisation involved in intensive farming. In addition to this, they were also shown examples of vertical and horizontal co-operation in farming. During the visit to the co-operative a detailed description was given of the history and functions of the Raiffeisen organisation.

### National Reports

As the seminar progressed, students were afforded the opportunity to describe rural youth work in their home countries, which they did with the aid of posters, slides and films. These presentations proved of great interest to the other students. They also demonstrated that in spite of major cultural and geographical differences there were nevertheless many areas of common interest.

Especially in the countries of the Third World, the rural community - and particularly the younger members of it - forms the major portion of the population. From the point of view of development it is vitally important that these young people should be given a real chance to improve their futures, i. e. in the first place, they must be offered proper schooling and vocational training. Only properly directed measures will ensure that the rural populace not only recognises its economic, social and structural problems, but that it will also be able to do something about them, working on the basis of well-founded knowledge and experience.

The problem of how to retain the younger generation of rural youth on the land and prevent the drift to the cities - where they frequently end up in the slums - is universal. There are various ways of motivating young people to develop activities which will free them from this apparently inescapable situation and transform their social relationships. Money is frequently lacking for these projects. Rural youth needs the motivated and dedicated rural youth adviser.

#### Final Assessment of the Seminar

On the final day of the seminar the students were given the chance to express their opinions on the three-week international get-together and to provide suggestions for the 10th International Rural Youth Seminar in June 1980, which will likewise take place in Herrsching.

Considering the very regionally, linguistically and vocationally heterogeneous composition of the student body, the assessment provided a very positive picture. Some 80 % of those taking part rated the vocational content of the seminar as correct, the teaching methods as being of practical application and the organisation of the seminar as being from 'satisfactory' to 'very good'. When preparing for the 10th International Rural Youth Seminar these wishes and suggestions will be carefully studied to see whether they can be included.

For many of the students, the first and third sections of the seminar proved to be of particular value. They had felt that the group was really tailored to their requirements and they appreciated the knowledge and skills they had acquired in the application of group methods and in programme planning. All the students agreed that these seminars should be continued.

As the organisers of the seminar, the International Study Centre received support in the personnel and financial fields from various sides, amongst which the following bodies deserve a special mention: the Bavarian State Ministry of Food, Agriculture and Forestry, the Foreign Office, the German Farmers' Association, the Bavarian Farmers' Association, the German Raiffeisen Organisation and the Deutsche Siedlungs- und Landesrentenbank. As has been the case with all the previous seminars, the Food and Agricultural Organisation once

again accepted the sponsorship of the seminar and played an active role in its conduct. At this point we would also like to express our gratitude to all those who supported and participated in the seminar.

Our gratitude is also due to the Bavarian Farmers' Association Training Institute in Herrsching for the excellent hospitality accorded by its staff. The Institute proved to be an ideal location for a seminar such as this.

The seminar aimed to bring together rural youth leaders from various parts of the earth and from different countries with a view to improving international co-operation. This alone would justify the holding of these seminars. Only if we can succeed in bringing the youth of the world together and in increasing our understanding of each others' problems will there be a chance to improve international co-operation and to develop our world in a spirit of friendship.

The vocational content and results of the seminar are presented in the following chapters.

#### Dimensions of Social Behaviour and Experience within Groups K. Troitzsch-Göbel, Psychologist, Lecturer at the German Rural Youth Academy, Fredeburg

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The 79 students from 48 countries arrived for the seminar with very diverse expectations, motivations, experience and knowledge. In order to achieve fruitful co-operation in spite of this diversity, great efforts were made during the seminar to attain a maximum of partnership in communication and in the groups formed. The seminar commenced with various communication and co-operation games aimed at affording the students an opportunity to get acquainted. These also provided a useful introduction to the business of helping them achieve socially effective communication.

#### Social Competence

The object of this year's seminar - to achieve a deepening, broadening and reinforcement of "social competence" - had crystalised very clearly out of the experience gained with previous meetings of this nature and through the discussions held with students attending them. This competence is not solely to be thought of as being the competence we find in the

professional and social fields of activity, but also as that competence which enables the individual who bears the responsibility for these activities to commit himself to their execution using socially effective communication and to get his own way without overtaxing either himself or his opponents.

### The Rules of Discussion

Because it is just in the initial stage where group work is getting under way that the potentials for confidence and willingness must be evoked, potentials which become even more essential the more the work devolves from questions of relationships to more practical aspects, it has been demonstrated that a series of rules of discussion should be observed. These rules were given to the students in the course of the first group session where a free discussion took place based on occurrences in the communications field which the group members had personally experienced here in specific situations. Some of these rules were mentioned by the group leaders even before the lesson began, as an introduction to it:

- Listen attentively! Hear out to the end! Don't interrupt or throttle intentional energy!
- Exercise restraint with regard to direct (aggressive) criticism! At least at the beginning avoid browbeating! First create confidence! Avoid the desire to shine!
- Acknowledge your own feelings and sensitivities and express them in discussion!
- Try to speak precisely! Try to harmonize your language to the "truth" (object reference) you have experienced or been striving for!
- Try and give everyone a chance to speak, possibly using the "turn-for-turn" method!
- When the discussion is already interesting and lively, don't try to make it more so!
- Acknowledge the extent to which each member assumes a position of leadership and responsibility for the success or failure of the task in hand and the behaviour of the group as soon as he feels justified, or is permitted, to take the floor and take up discussion time!
- Avoid intellectual overburdening!
- Consider explanations on the relationship level to be of equal importance to those on the practical level!

A group leader such as this, who is fundamentally inclined to self-restraint, will largely remove the need for aggression and regression, authoritarian constraint and the infantile expectations to which every group inclines, replacing them by more constructive and more creative processes. This was made clear to the students through specially tailored interaction "games" and exercises in communication which provided them simultaneously with the ability to observe and to correct errors in communication.

### The Interactional Method of Learning

Before a person can harmonize his own social behaviour with that demanded by society and can get it accepted without hazard, he must know the degree of maturity, the state, the value and the limitations of this behaviour. It was in order to achieve this that the method of group centred learning has been developed over the last few years. This instrument makes it possible for the individual to acquire communicative competence and the ability to take socially relevant decisions, not only in the role of a student but also and simultaneously in that of a teacher.

### Role Dynamics

The learning process entails stepping beyond what is normal, beyond the unreflected identity, which must be regarded as a handicap for tolerance and the ability to co-operate in the social sphere. We can only gain the desired increase in reflection by meeting and confronting other people. It is not sufficient to possess psychological knowledge, it is only through active communication with others that this knowledge can become effective.

It was upon this concept that not only the planning methodology of this year's International Seminar for the Promotion of Rural Youth Work was based but also its group-didactic organisation. An important element of this was the division of the course into medium-sized "small groups". Within these, "natural" communicative situations such as the interplay of forces within the family, at work or in society produce "spontaneously", were retaken up "artificially" i.e. arbitrarily and experimentally so that their intensity, and their personal and communicative dynamics could be examined and assessed. This produces inter-personal encounter. Discussions can take place in which previous experiences can be relived and also current sensitivities and perceptions in the sphere of communication can be aired. This helps to remove the barriers to motivation.

### The Criteria for Successful Training

Right at the beginning, in the first section of this year's International Rural Youth Seminar, the student-orientated course organisation, using the method of thematic, interactional learning through experience, had borne good fruit thanks to the transparence which had been gained in the first week. All the students had already been motivated when they arrived for the seminar. The division into four linguistic groups had more or less arranged itself. The psychological competence of the group leaders (from Belgium, England, the USA and Germany), fortified by their previous experience in group dynamics, must be regarded as one of the mainsprings for the success of the 9th Seminar in Herrsching. During the course of the seminar, apart from an improvement in the students' motivation, it was noticed that their knowledge of the group-didactic method and its independent application had increased greatly. This was confirmed by the final assessment.

A few generally valid criteria for group work aimed at increasing social competence ought to be emphasized:

1. The observance of certain rules for discussion which permit better realisation of autonomous intentions and improve mutual sensitivity to others' feelings, thus creating trust and preparing the ground for successful discussions on practical topics.
2. If the students are encouraged to express their personal needs, perceptions and sentiments this will sharpen their consciousness of the symbolic character of social and communicative signals, thus increasing their communicative competence.
3. Interactional analyses promote objectivity and creative flexibility with regard to the role one is playing at any one time and strengthen one's autonomous competence with regard to one's powers of direction and decision by combating estrangement, helplessness and speechlessness.
4. This reflection upon the relationship between the picture one has of oneself and that which one has of other people, gained through practice and analysis, produces greater tolerance both towards oneself and towards others. This expresses itself in an improved willingness and ability to co-operate with others. The term "solidarity" receives new content.
5. Interactional group work is a demanding - because it involves confrontation and is a complete entity in itself - and at the same time emotionally revealing method of learning. Through this, one's psychological powers of judgement are able to mature and discriminate, which leads to an improvement in the economy and aptitude of all socially relevant decisions taken, i.e. of those necessary within the area of interaction involved.
6. The willingness to accept responsibility grows. Needs no longer require to be satisfied on a short-term basis. One is better able to tolerate expectations, concepts and certain of those decisions which diverge from one's own. An improved ability to know and define such tensions - both those present in oneself and those appearing through contacts with other people - and the improved ability to control them lead the way to emancipation and socially constructive competence.

### Imparting of Knowledge

Professor Dr. P. von Blanckenburg, Director of the Institute for Social Economy and Agricultural Development at the Technical University of Berlin

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Transfer of information to other people technically seems to be much easier today than some decades ago. The communication network has become much denser. Road and transport systems have improved enormously and mass media have gained a position in everybody's life which hardly was imagined 30 years ago. Moreover, the communication of ideas can be approached on a much more scientific basis. But do all these improvements really lead to a more efficient and successful transfer of knowledge? Particularly if we want to change behaviour, we probably meet as much failure as before.

A suitable concept for reviewing the problems involved is the sender-message-channel-receiver (SMCR)-system. In the sender-receiver relation it is not always the same person who talks and the same who listens. A good communication system must contain elements of twoway communication. A successful change agent will aim at an understanding of the assumptions from which the clients start. Usually a farmer will define his own situation quite differently than the change agent does. Basic attitudes, experiences, felt needs, assessment of the economic and social conditions influence the informational behaviour. As agent and client differ in this respect almost regularly, communication problems arise. A problem, for instance, which extension officers or development planners very often underrate is the assessment of risks by farmers, particularly if they are poor.

If a change agent realizes that his information is not accepted, he must try to find out the reasons and consequently change the method of communication or the content of the message. This implies that the change agent is interested to get a feed-back from the other side showing the success of his action.

An important problem lies in the credibility of the change agent, i. e. in how far he appears to be trustworthy and competent to the clients. The credibility depends not least on the reputation which the organization of the change agent enjoys among the people. A governmental agent may be trusted more than a commercial sales agent. But especially in developing countries it may occur that an extension officer suffers from the identification with the government, as the villagers may not expect anything good from the state. Such an identification can be a heavy handicap.

Another important part in the communication system is the message. Looking at the volume of information supplied, the motto often seems to be: the more-the better. But it is doubtful whether there is a linear relation between the size of information supply and the utilization by the receivers. Everybody has preferences in his selection of information. It is



not easy to define a priori which information is attractive and, on the other hand, is also needed by the clients. We cannot take for granted that our partners always know their information needs. Theoretically we can make use of the distinction between felt needs and real needs. But to know what the real information needs are, is not easy.

The last element in the communication system to be discussed is the channel through which information passes. The channel links the sender and the receiver by use of certain media or communication methods. The media can be classified into individual, group and mass media. No method has an absolute advantage over the other methods. In the case of adoption of a new practice, the whole process may comprise the following steps: awareness - raising of interest - closer examination - trial - adoption of the recommended practice. To each of these stages certain methods can be attached which are particularly suited.

The methods available can be categorized according to their specific characteristics and achievement potential. One can, for instance, distinguish the depth effect, width effect, the comprehensiveness of information, the timeliness and the cost aspect. According to these criteria, the various media are examined in a synopsis "A model of the specific achievement potential of extension and information means". The practical judgement on various extension media by East-African extension officers has been examined. It turns out that individual advisory work and some group methods are ranked highest. Recently it has been realized more and more that in the conflict between depth effect and width effect (and costs) group methods deserve particular attention. However, no good change agent will utilize one method only. He must try to find in each case the appropriate combination of means.

Behaviour of Young People and Ways of Transforming it  
D. Korte, Pedagogue, Movement of the Catholic Rural Youth of Germany

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On the Communicative Situation

"Learn from one another" is a central demand everywhere where people meet on the basis of mutual respect and tolerance. This maxim may also be applied with regard to the 9th International Seminar for the Promotion of Rural Youth Work. However, it cannot be realised simply by pious declarations, but only if all those involved are clear about certain essential elements of the seminar situation.

The participants approach the topic behaviour of young people and the possibilities of changing it with varying degrees of consciousness as conditioned by

- language and the correspondingly varied concepts attached to the semantic meaning of the terms dealt with
- different socio-cultural experience, resulting in differing modes of thought and perception
- differences in initial political and economic situations
- the nature of one's employment produces varying ideas regarding the importance of the topic for it
- varied interests and expectations regarding the content and progress of the seminar

Summary of Contents

It is not easy to discuss behaviour and its modification with students originating from different political and socio-economic backgrounds and thus having correspondingly differing standards and values. To limit discussion to international standards of behavioural science would simplify the problem, but: the diversity mentioned above and the problems it brings are the daily meat of those engaged in international co-operation.

If it is a question of altering behaviour we must agree as to which behaviour is to be altered and to what purpose. The analysis and assessment of current modes of behaviour of young people required for this must, within the framework of an international exchange of experience, include the problem of inter-cultural comparison against a background of individual national traditions and historical evolution.

There is no universal theory of behaviour. A. H. Maslow's approach to behavioural motivation would appear to be helpful when comparing the various marked behavioural characteristics of the industrial countries with those observed in the Third World. Maslow arranges his behavioural motives hierarchically in such a manner that psychological impulses appear in bottom place and the need for self-fulfilment is placed at the top. This implies that "higher" needs only make themselves felt when those below them in the hierarchy have been satisfied. According to this, then, the need for individual self-fulfilment may be interpreted as being a need typical of highly industrialised countries. The relevance of this state of affairs for the understanding and assessment of modes of behaviour and the establishment of pedagogic goals within the framework of an inter-cultural dialogue is elucidated by means of selected examples.

Following this, a comparison of the behavioural patterns of urban and rural youth originating from countries at varying stages of development is made against this background and an attempt is made to assess this. This involves the following postulations: in the comparison between industrialised and developing countries, the modes of behaviour acquired in dynamic social structures (e.g. in cities) show less diversity than those acquired in static structures (rural areas). This is valid both for socially acceptable behaviour and for behaviour which deviates from this standard. This realisation is important when comparing rural youth work in the industrialised countries with that in the developing countries because the relevant concepts evolved in the industrialised countries are still only based on a gradual town-country gradient.

The problem of developing specific modes of behaviour and structures of consciousness in accordance with technological change is illustrated on the basis of the transition from the rural (static) way of life to the industrial society (dynamic) in Central Europe. This transition produces considerable social crises, which find their parallels in the developing countries, too. But one major difference is pointed out: the people in the developing countries have to "digest" this technological change in a comparatively brief period of time and: this frequently leads to their being confronted with "imported structures".

What applies to technologies frequently applies to the field of education, too: imported technologies result in the importation of corresponding "educational ideologies". Hence, using the example of development in Central Europe, the question is raised as to whether experience gained there is transferable, can be "universalised", or not, and which consequences may be deduced, if any, for the development of national conceptions of rural youth work.

Postulations regarding the subject on "Behaviour of Young People and the Possibilities of changing it"

1. An inter-cultural dialogue on "behaviour" or "changing behaviour" is impossible without due regard being paid to the relevant historical facts and cultural traditions.
2. Behavioural accents are dependent, inter alia, on the technological state of development of a society (e.g. changes of qualificational and employment structure).
3. In the inter-cultural comparison, the differences in the behaviour of individuals and groups between major urban industrial societies are less marked than in rural societies. Industrialisation frequently entails loss of identity and cultural tradition.
4. Pedagogic concepts of rural youth work can only be generalised at the international level to a certain degree because different socio-economic conditions mean the establishment of different goals.
5. During the transition from an agrarian society to an industrial one social and political crises are inevitable and it is impossible to prevent them through education.
6. Historical experience has shown that changes in behaviour are in the main always the result of social circumstances.
7. "A positive attitude towards social surroundings" always depends on the degree of satisfaction of subjective needs supplied to the individual by his social environment.
8. The limits to which behaviour may be formed through education will be reached all the more quickly the more awareness of social circumstances remains irreconciled with pedagogic goals.

## Rural Youth Work in the Developing Countries

Dr. E. Krüsken, Director of the Central Agency for Food and Agriculture of the German Foundation for International Development

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The situation of the rural areas in the developing countries is characterised by the increasing poverty of the masses living in them. As long ago as 1975, the World Bank estimated that there were more than 500 million "poverty-stricken" people living on the land whose incomes lay under 50 dollars per year. This steadily deteriorating situation is marked by shortage of food, lack of employment, weakened purchasing power and low productivity, together with a consequent gigantic flight from the land.

Young people comprise up to 60 % of the rural population. These youngsters will be the ones who will decide the social and political development of the countries of the Third World in the years to come. As far as any training, based as it is on the colonial/conventional system of education, may be effective in rural areas it frequently demands an uprooting from the rural milieu instead of binding youth to the land through job-orientated training.

Apart from national initiatives to improve the situation of the masses of the rural population, there have also been a large number of international efforts at co-operation aimed at promoting rural development. However, one mustn't fall into the trap here of thinking that the development process can be accelerated by introducing new technologies. The priority requirement of these countries is a structural transformation in the social and economic spheres within the framework of an integrated approach. Rural development also demands the training and further education of a large number of multipliers, advisers and informants right down to the local leaders of individual target groups. The ability of open-minded groups to accept social, economic and technical innovations is very often a function of their "minimum factor" training and further education, which, however, should not be restricted to the technical field alone. It is obvious that in a multitude of cases formal training doesn't cover the requirements of rural development, and may even detract from them. A large field of activity is opening up here for rural youth work.

Rural youth work must be looked at within the framework of the educational approaches to the promotion of rural development. It falls into the Category of non-formal education, whose aims, fields, forms and methods possess an extraordinary degree of flexibility. Within the common tasks of informal and formal training, and also of other forms of non-formal training, it has acquired a significant role, especially in the developing countries, i.e. it can be used to supplement or even to replace formal systems of education which have been incorrectly planned.

Its tasks may be described as follows:

- in broad rural areas rural youth work will have to replace school as a formal instrument of education where
  - schools are in short supply
  - premature school-leavers need further attention
  - compulsory schooling has not yet been introduced, and thus for this or other reasons young people are not receiving any schooling
- to promote understanding for and of the physical, social, economic and cultural environments
- to impart the knowledge and skills required for a job
- to develop public spirit and to prepare students for their civic responsibilities
- to mobilise creative abilities.

With these life-, job- and community-orientated tasks rural youth work can plough a furrow which, just in the countries of the Third World, is not being ploughed.

Rural youth work takes many forms - as will be shown in the national reports which will be delivered during the seminar. cursory mention should be made here of the fact that the 4-H-Club system has become very popular in the developing countries, but that many other forms, such as youth movements and groups, youth brigades, youth camps, rural youth centres, etc, are also contributing in varying degrees to the preparation of rural youth for their vocational, civic and personal tasks.

The general conditions under which rural youth work takes place in the developing countries are especially obstructive. These are the conditions which determine the unfavourable situation of the rural masses and which have been called the initial conditions. Further problems arise for the young farmers from the fact that they have no means of production at their disposal, no power to take decisions - this power traditionally resting with the adult section of the population - and that the problems of the generation gap are often far more marked in those countries where their particular, often still static, social structures prevail than is the case in the industrialised countries.

Progress in rural youth work in the developing countries also has to struggle against a lack of organisation caused by the absence of any proper administrative structure, with defective communications, with social class distinctions and with the shortage of leaders, funds and backstopping services.

Assistance in this situation can only be afforded via directed measures and promotion serving the overall development of rural areas and helping the rural masses to help themselves. The responsibility for this rests with the governments of these Third World nations themselves. By setting political and

budgetary priorities in favour of rural development, by pursuing attractive pricing policies, ensuring that the factors of production (especially land) are made available, arranging for the target population to participate on an organised basis and to enjoy co-determination and, finally, by producing a satisfactory network of services including administration, information, training, medical care and material infrastructure the state must create the prerequisites for rural development, which will also create improved framework conditions for rural youth work, too.

Rural youth work, too, can only thrive in a favourable political climate, which will promote the creative development of the young farmers and their determination to build a better future. Demands on the state that it should provide specific promotional measures for rural youth work should only be submitted after the most careful consideration. Rural youth work should be conceived as self-help and as youth's contribution to development "from below", and should only receive state assistance if it is without strings. This might take the form of providing backstopping services for the training of personnel or perhaps supplying material, or, at the other end of the scale, granting cheap loans for rural youth projects. It would be a useful exercise to draw up a catalogue of suitable promotional measures. International aid should also be looked at critically. It is too easy to ignore the conditions obtaining in the country and to place development on a false footing.

Rural youth work must be conducted in accordance with local social conditions, the interests of the young people themselves and it must be independent of the state, the operatives accepting full responsibility for their work. It should contribute to the bridging of the generation gap and should have an integrating effect such that it will be supported by the local (village) community. Only then will it become viable.

Under these conditions rural youth work in the developing countries can awaken in the younger generation a more positive attitude towards life on the land and to the rural community, thus checking the tendency towards an increasing flight from the land. It can also help to develop behavioural patterns compatible with civic responsibilities and promote the evolution of a national identity. If rural youth can succeed in promoting village youth to the national level of responsibility and decision-making, then it will have rendered a great service to the demand of the rural masses for more acknowledgement and more co-determination as regards those decisions which are going to affect their life and work.



Situation of Rural Youth and its Role in Development  
E. Hansen, FAO, Rome

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The basic social and economic problems of rural youth in developing countries are, by and large, similar to the problems affecting the youth in the more developed countries. The problems are, however, of quite different dimensions from country to country. Improvement in the situation of rural youth calls for serious consideration and effort in countries all over the world.

In the more developed countries only a small percentage of the total population is occupied in agriculture. Farming, therefore, provides employment only to a relatively small group of rural young people. Those wishing to remain in agriculture need increasingly sophisticated education and training. The majority of rural youth must be prepared for non-farm occupations.

In the developing countries the situation of rural youth is much less favourable. Working and living conditions are primitive. The employment rate in rural areas is very low. Agriculture is not well developed and yet it is almost the only employment opportunity rural youth can hope for. Therefore, a large number of them seeks jobs in cities.

Youth have an important role to play in the efforts to improve the rural situation in developing countries. Their traditional role is to take over adult responsibilities. Education and training during their childhood and adolescence are of vital importance for these future citizens. Unfortunately, in these countries opportunities for formal and informal education and training are limited. An extension related rural youth programme can assist in the efforts to provide such training programmes.

Another role youth can play is concerned with the development of agriculture and the community. Club projects can contribute to an increase in local food production and provide feed for the homes and for sale at the market. Young people can participate on a voluntary basis in the construction of roads, buildings, terraces etc.

A third role rural youth can play is related to their opportunities to influence adults. Assisted by the extension staff, young people can demonstrate new methods in agriculture and home-making. Such activities can best be planned and executed through a rural youth club programme.

Involvement of rural youth in development activities requires assistance from youth leaders. They deal with the adults on behalf of the youth. Traditionally adults are reluctant to involve the youth in the activities of their own organizations and institutions. Too few adults recognize the importance of meeting youth's psychological needs. Programmes aiming specifically at youth are therefore needed. The need for such programmes is also recognized in the developed countries. Planning, implementation and execution of rural youth programmes must take full account of a set of basic requirements and conditions.

Great efforts should be made to make the rural youth programmes attractive to the young people. The programmes should meet their immediate needs as well as their future requirements. Agricultural training programmes, for example, are of little interest to young people, unless agricultural services, such as credit and market facilities, are made available to them.

Situation of Rural Youth in the Family, School, Village and at Work  
Dr. P. Sinkwitz, Director of the German Rural Youth Academy  
Fredeburg

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### The Aim

The aim lies in the context of the efforts of the students on the seminar to achieve an effective and comprehensive socialisation of the young people on the land which will enable them constantly to make best use of the social opportunities available to them in society, to rise to the demands made on them as adult citizens and to be of assistance in supporting the society itself at its base and in developing it further with the object of enabling the life of each individual to mature in freedom and social responsibility. In order to be able to afford effective assistance directed towards the achievement of this aim the rural youth adviser must be capable of making a relevant analysis of the situation of the country youth. Only then will he be able to compare the present situation with that of the past, with that of the youth in the towns or with the one aimed at in the realm of youth politics, and to make a critical analysis of it.

The aim may therefore be defined as follows: to be able to recognise and to picture for oneself the socio-economic and the physical and mental situation of rural youth in the spheres of the family, school, village and place of work.

### Definitions

- Socialisation: the process of the integration of the individual into the community (family, village community, school, place of work).
- Youth: the phase of a person's life which commences at puberty and concludes with the coming of adulthood, normally on completion of the first stage of professional training or on getting married.

### Knowledge of German Conditions is of secondary Importance

A knowledge of the socio-economic and the mental and physical situation of rural youth in the Federal Republic of Germany is of comparatively secondary importance for the student attending the International Study Seminar. Each country has its own conditions. These are dependent upon:

- the scope and drive of technical progress
- the steepness of the differential gradient existing between town and country
- the quality of the intercommunication between town and country
- what the country dweller demands from life
- the state of the economy and the extent of private ownership
- the growth of the economy and agriculture
- the nature and efficiency of the educational system

This listing, of course, can never be a fully comprehensive coverage of all the influences acting on the situation of the rural youth.

### The Theory of the Social System is important

Before one can recognise and describe the procedures which characterise the situation of the rural youth one must understand the theory of the social system. According to this the family, school, village and place of work should each represent a social system of its own. Such a social system has a characteristic structure within which certain events or processes are constantly at work. The individual elements of these structures are common to all social systems and to these belong in each case particular social processes. Note the following table!

### Nine Points - a first Attempt

There are nine Points relating to the socio-economic and the mental and physical situation of the rural youth in the Federal Republic of Germany which belong to this summary of the address. They represent an attempt by the author to show how he pictures the situation with reference to an individual country in the discussion. Each student on the seminar should feel himself encouraged to make a list of similar points for his own country.

- For various reasons young people living on the land are well equipped with respect to the emotional and psychomotor components of their upbringing within the family, whereas the cognitive component is by tradition still somewhat defective.
- The young countryman, because he grows up amongst familiar structures and processes, is well orientated as to space and person, and problems of identification and deficiencies in socialisation occur only seldom as long as the young people are included in a - mostly intact - family life.
- Their general and professional education forces young people in the country to move away from their homes at an early age. The young people, the vast majority of whom come from absolutely middle-class backgrounds of ownership and income, are through their noticeably better schooling (only about 35 - 40 % leave school without 'O' levels) real 'flyers' in comparison to their parents. Taken as a whole their social attitudes and behaviour correspond in general to those of the middle middle class, whereas their parents must be classified as belonging to the lower middle class.
- On account of the reasons mentioned in paragraph 3 the phase where the young people start loosening their ties with the parental home gives rise to extra sharp conflicts. When they have become adults and if they remain on the land they soon form the mainstay of the social life of the village.
- The conflict between the generations is exacerbated by the fact that there are no useful and sensible leisure activities available which are in any way orientated to the requirements of these young people. Partly because of the dearth of possibilities to communicate with the older generation the youngsters enjoy the run of the village, but they then find that their freedom is "one great yawn".
- With regard to their ideas and behaviour the young people in the country form no splinter group from the youth of the rest of the Federal Republic of Germany. However, as is also the case with urban youth, many variations appear within the group itself although not quite to the same degree as with their city counterparts. The situation and conditions of life of the country youth vary more according to the region rather than the social class.
- The poor infrastructure of country regions means that in all departments - let's say from public transport to health service - the countryman is at a noticeable disadvantage to the young town dweller. This disadvantage today is at its least with respect to general education and at its greatest with respect to vocational training.

- The employment opportunities are characterised by small-time traders, industrial undertakings without posts for qualified staff, and a general lack of jobs with a future. The above-average level of unemployment and a shortage of trainee positions in whole groups of trades are forcing young people to move off the land and into the great urban conglomerations.
- The situation of the youth in country areas will greatly deteriorate in some respects in the next few years since the countryside is now feeling the full effects of the fall in the birthrate, too. In 1985 there will only be 3.8 million young people between the ages of 0 - 15 years old living in country areas of the Federal Republic of Germany compared with 5.2 million in 1974.

#### Questions concerning the Youth Situation

The youth of today is integrated into social units, of which the most important are the family, the village community, the school and the place of work. With the assistance of the "social system" we have made the individual processes at work within these units, together with what we in their entirety call socialisation, clear for all to see. In order to enable the student on the seminar, whether he comes from east or west, or north or south, to depict the socio-economic and the mental and physical situation of its rural youth for his own country a list of questions has been drawn up which in each case contain criteria against which the conditions of life may be judged.

- In which areas are social changes clearly taking place, how are they affecting the youth and what consequences are they having?
- What are the main conflicts and problems besetting the rural youth
  - a) in the family b) in the village c) in school d) at work?
- What is the economic situation of the youth like?
- What proportion of the youth have completed their schooling, and what were the main types of school attended?
- How is the choice of a career effected and how is the transition from school to working career made?
- How high is the proportion of rural youth which has completed a vocational training course?
- How high is the degree of employment of youth on the land?
- What types of undertakings are providing training or employment for young people?
- What ways are there for bettering oneself socially through one's work?

- What factors are causing dissatisfaction among the youth and how is this manifesting itself?
- What are the things which are giving cause for satisfaction to the youth and how are they manifesting themselves (with reference to job, family, recreation)?
- What are the fields of interest of rural youth, what is their nature and scope, which are ripe for development?
- Are the behaviour patterns practised suitable for coping with the day-to-day problems of personal life?
- How do the boys' problems differ from those of the girls?
- How do the problems of the young farmer differ from those of young people in other jobs?

#### Youth Work within the Educational System of the Federal Republic of Germany

H. -H. Heuser, Protestant Youth Agency in Rural Areas

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#### What is Youth?

'Youth' is understood to be an age-group lying between childhood and adulthood. A youth is no longer a child, but he is also not yet an adult. There is no generally accepted definition of the term youth. Youth cannot be defined on an age basis, nor is there an accepted social term defining it. The age of youth varies in accordance with its social and historical context.

Thus, for instance, youth was almost unknown in the Middle Ages, and it was not until the 18th century that 'phases of youth' involving extended training periods for young people made their appearance. It is only when training becomes a social necessity that a phase of youth appears.

Hence the continuously extending periods of training in the Federal Republic of Germany over the last 10 years have meant an expansion in the numbers of young people falling within this bracket. The number of schoolchildren and students between 15 and 24 has doubled, while that of apprentices has been halved.

So the answer to the question: 'What is youth?' depends on the prevailing social structure. Apart from the fact that he belongs to this age-group, the social existence of any young person is also characterised by his position in society. A 16-year-old working-class youth in the Federal Republic is primarily categorised by his integration into the production process, the fact that he belongs to the age-group of youth being only of secondary significance. For him, youth may not have the same meaning as it would for a 16-year-old schoolboy.

It is for this reason that in youth work we place youth into various categories such as unemployed, workers, schoolchildren, apprentices and other social groupings.

### What is Youth Work?

The field of youth work is so variegated as regards its aims, activities and supporters that here, too, a uniform definition could scarcely cover the multitude of forms found.

However, the following structural characteristics apply to all forms of youth work:

1. Youth work covers all those measures and functions which take place outside school, the family and training time and which enjoy official support.

2. Youth work is an educational instance in its own right, quite apart from the family and training activities.

The claims of youth to education and upbringing frequently cannot be met by their homes, schools or vocational training organisations. Hence young people require a field of social learning which will facilitate the development of their own personalities and their transition into society. Out-of-school youth work is just such a field.

3. Youth work is a leisure occupation, leisure here referring to those hours of the day outside the scope of school, one's job or one's family commitments, i. e. the time which a young person has at his own disposition.

This spare time has been calculated as being from 35 - 40 % of a young person's total waking hours, taken on average over the year.

4. In comparison with school or work, youth work occupies a peripheral position. It has no institutionalised learning processes, it has no desire to provide generally accepted qualifications, it issues no reports and it rejects the principle of maximum possible achievement.

5. Youth work is entirely voluntary in nature. This means that it must be orientated towards the requirements and interests of those taking part. Quite independently of the forms of participation involved, young people, through their comings and goings, exercise sanctions against the institutions, their initiatives and forms of activity.



The fact that they are volunteers means that those involved in youth work cannot require young people to do what is alien to them.

### The Organisation and Structure of Youth Work

The present-day system of youth work in the Federal Republic has not been created by the state, but has evolved under certain historical constraints. Hence it is bound up with history and the economic foundations of our system of society.

I would like to symbolise this system of youth work which has grown up as a tree with four great roots supporting its trunk:

1. Youth work began in 1856 under the sponsorship of the church. It attempted to attract young people to its standard and thus to save them from demoralisation and neglect. Since 1911 it has been supported by the state with a view to binding youth to both state and society.
2. State youth work has been legally regulated since 1922. It is conducted through the local authorities.
3. The proletarian youth movement represents an attempt made at the beginning of this century by working class youth to organise itself with a view to alleviating its distress and improving its lot in society.
4. The bourgeois youth movement was a protest movement against an authoritarian educational system - a revolt against the older generation.

These roots form a joint trunk for today's youth work, which is legally regulated and is called "youth assistance". This trunk has many branches, which provide the shade under which youth can develop. The green branches represent the independent (non-state) "bearers" of youth work, such as one finds them in present-day Germany: the churches, trade unions and various associations. It is in one such association, for instance, that rural youth work is organised. The "independent" supporting agencies cover the major part of Germany's youth work. They receive material assistance from the state. The state only intervenes when these independent sponsors are unable to cope, i.e. this is where the branches of state youth work grow, which is run by the local authorities.

The tree bears diverse fruits representing the different sections of youth work:

- sponsored leisure activities
- sports and games
- political education
- international youth work
- vocationally - orientated education
- voluntary social services
- education in the arts
- independent leisure activities
- advice
- educational aid
- youth training centres.

The major independent supporters of youth work vary enormously as far as their aims, activities, contents and structures are concerned. This diversity reflects at the same time the socio-political aims and interests in our society.

Thus we have some youth associations with clerical, humanitarian, trade union or socialist aims, some which take the form of scouts and hiking clubs, and, finally, three which are active on the land:

The German Rural Youth League  
The Catholic Rural Youth Movement  
The Evangelical Youth on the Land

These rural youth associations are free associations of young people in rural areas which represent their interests. Their object is to prepare these young people to accept social and political responsibility, and to help offset the under-privileged status of rural areas.

To these ends they employ a great variety of methods. These are orientated towards the requirements of the respective circles of membership. Amongst the methods employed are: advice, group evenings, series of functions, seminars, courses, trips, campaigns, parties, etc. One young person in three or four is involved with these youth associations in the Federal Republic.

All the major associations have combined in the German Federal Youth Ring (GFYR), which, together with the Political Youth Ring forms the German National Committee for International Youth Work. This represents the youth associations and political youth organisations in the European Youth Council (CENYC), to which the national committees of the western European countries belong. In the World Assembly of Youth (WAY), again, the national committees of a series of non-socialist countries have joined together. The GFYR is also in contact with the youth organisations of the COMECON countries.

### Planning of Rural Youth Programmes

Ulrich Baer, Eckart Bücken, Herbert Kirchgässner,  
Lecturers of the Academy for Education in the Creative Arts  
and Media at Remscheid

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Messrs. Baer, Bücken and Kirchgässner had developed the educational concept for the planning stage of rural youth programmes and, in their capacity as proficient experts, were in charge of the implementation of the work in the various language groups.

The participants in the Seminar were shown ways of planning and implementing rural youth programmes. It was in particular planning techniques and forms of public relations work for programmes of meetings, etc. which were taught and tried out. Binding main contents were determined for all groups, which were followed up to different extents, according to the interest prevailing in the respective group.

- Examples of how to perform cultural work (from the fields of "game", "picture" and "music");
- planning techniques for the arrangement of rural youth programmes;
- forms of public relations work and animation.

In particular the third contents were developed in workshops, with such subjects being chosen as offered a wide framework and as were interesting to all participants. The contents of the planning techniques were taught with the aid of a concrete planning example, which can serve as a model for all other planning techniques.

These methods and techniques were conveyed to the participants, with a check-list for the planning of meetings, etc. being an aid to the orientation of all groups.

### Check-List of Measures

#### Planning of Contents and Methods

What different types of participants will we have to be prepared for?  
How many will, are to come?  
What do we want to achieve?  
What wishes and expectations participants may be assumed to have?  
Which subject - which title - are we to choose for our meeting,  
etc. ?  
What kind of activities could take place?

What opportunities for independent work should be offered to participants (with/without working instructions)?

What programmes (to be prepared) do we intend to offer?

What kind of group activities do we wish to initiate?

How can we motivate participants to cooperate in preparations, activities and clearing-up operations as well as in the follow-up work?

Should certain groups be included in the activities (e.g. children of foreign workers)?

How is the meeting to pass off in general?

Different activities in succession or simultaneously side by side?

How much time will we have in total?

How much time will be required for each of the different activities?

How can we combine the various activities so as to diversify them and to lead them to a climax?

Will certain activities require special motivation of participants?

How can we compile a documentation (observation, recording) e.g. from photos?

How can we draw participants' attention from one activity to the next?

### Staff Planning

Who is intended to participate as assistants, rapporteurs, helpers, etc.?

Who is going to act as coordinator (i.e. as manager)?

Which responsibilities with which rights and duties will be assumed by the different assistants?

How and when will helpers and assistants be instructed or trained, if necessary?

Who will be in charge of the assistants (contracts, payment, overnight accommodation)?

### Material Planning

Which rooms and furniture will be available?

How are the rooms to be re-arranged or decorated?

What kind of material will be required for the different activities?

What is already available? Who is going to procure what?

What kind of equipment and apparatus will be required?

Which are available? Who is going to procure the other pieces of equipment?

Who will be responsible for the various pieces of equipment (safety measures, connections)?

How much money will we need?

Where will we get the money from?

Can we collect money from the participants? How? What for?

### Information Planning

How is the meeting to be advertized? How are participants to be invited? Inform the press? Neighbours? Parents?  
Which ways of travelling (arrival/departure at/from the place of the meeting) used by participants will we have to take account of?  
How are we to inform participants about offers, course of the meeting, rooms and, if necessary, rules for residents?  
How are the sponsor, employer, owner of the locality or the administrative authorities to be informed?

### Preparation for Problems

What conflicts, problems, disturbances or accidents might occur?  
How can we cope with such conflicts? Which alternative offer will we keep on hand for such cases?  
How are assistants, participants and equipment insured?  
How is an emergency aid or, if necessary, a steward organized?

### Planning of Follow-up Work

Who is going to clear up, remove the waste and sees to the possible recycling of material?  
How are we going to review the meeting? Are participants to take part in the evaluation?  
How is subsequent public relations work to be performed?  
Is the decision on the continuation or repetition to be taken as early as now?

Expectations on Returning to Work  
Dr. Di Franco, FAO, Rome

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An individual who attends an in-service training activity does so with the hope that it will help him to do a better job upon his return to his home institution. This is not an automatic result. Human development and behaviour is conditioned by many factors. Some of these are outside his control but many are not. It goes without saying that we all hope that conditions upon return to our respective assignments will permit us to work in the work of our choice, in this case rural extension work. If this is true, how can we maximise the training to which we have been exposed? How can we improve our professional efforts to influence those we work with and those we work for? And how can we so demonstrate our ability to help raise the prestige level of our respective organization, and, of course, ourselves?

How does what I have learned on this course relate to my country and in particular to my area of responsibility? Without a doubt this has been constantly in the background of your minds. The effectiveness depends on the assumption that you have accurate knowledge of your home environment, specifically where you work, i.e. the social and cultural conditions. The professionally-minded person does not assume - he makes sure he knows the facts.

There are differences between countries. Many participants come from countries where field services are well established, running smoothly and financially secured. In this case the participant may have ample opportunity to discuss innovations with knowledgeable people in his service, thus increasing his possibilities of making an effective contribution. Others, come from countries with difficult conditions, such as those with newly organized extension services with insufficient personnel probably not adequately trained and lacking appropriate working conditions.

Some participants are occupying high or relatively high positions in their government services. They can influence others towards application of their new knowledge or apply it by themselves in their areas of work. Others may not be in this position.

Conditions in which extension services work are so variable both among countries and within countries that no general pattern can be established for effective performance everywhere. Many basic concepts are generally valid, but judicious interpretation for local circumstances is required before attempts at application are made or modifications proposed for existing programmes and procedures. For each case the interpretation of the teaching and subsequent exercises in this course will be different. Although no standard formula can be given, experience shows that there are usually many ways and opportunities in which the trainees may be able to use their newly acquired knowledge.

The expression "what to expect" must not be taken in the sense of special benefits or working facilities for the trainees. It is the institution he belongs to that has the right to expect from the trainee better performance and a contribution to its improvement. This is a concept to which the trainees should give careful consideration. It is very much hoped that the training provided has broadened the viewpoint of participants and given them some new basis for thinking and action. A beginner has probably more than one boss and usually has to carry out orders and instructions. Having received training, he should be able to understand the orders given to him and the reasons for them. He should execute them both quicker and more thoroughly. It should be clear that training of this nature is only intended to aid extension workers in their thinking and judgement regarding approaches, planning and ways to implement extension work; but thinking and judgement must relate to each particular environment.

The course should have served to expose them to new knowledge of certain aspects of extension and to learn about new experiences, through lectures, discussions and private conversations with fellow students and lecturers. What they can expect returning to their formal work is probably much the same as what they left about a month ago. It is up to each one to use what they consider to be beneficial for the improvement of their institutions. In so doing one important task could be to transmit to their colleagues, through seminars, and discussion groups, those things which they have found useful out of this course. For those coming from developing countries, the hope should be expressed that the message of 'group action' has come across convincingly. A frequent defect of many extension services is their deficient association with complementary organizations. Cooperation is too often expected as an initiative of others. If this is true, it is hardly surprising that it seldom happens. Cooperation with complementary services is essential for extension work and the initiative towards this end must be a responsibility of extension workers at all levels; efforts should be persistent and not subject to dismay if the first attempts are frustrating.

Attention is drawn to the integrated rural development concept in which most developing countries are now interested and which is presently being supported by many international and bilateral agencies of assistance. Promotional work by extension services for stronger cooperation among existing agricultural services is a valuable contribution for this purpose.

Returning home after a period of studies and observation in a more advanced environment can lead to frustration when coming up against the difficulties and scarcity of resources to carry out improvement programmes. This must not happen.



The fact that participants are here indicates their governments' interest in improving their knowledge of extension for the improvement of their extension services. It is not often that the views of trainees returning from centres abroad are adopted quickly by the authorities, but there are, nevertheless, many examples in which persistence has succeeded.

Extension services are an absolutely essential tool for agricultural and rural development. It is true that in most developing countries extension services are still at an early stage, either quantitatively and/or qualitatively, but this situation provides many opportunities for improvement which should be a continuing concern of trainees when returning home to their daily work.

We have to remember that all the others have not changed. You will be the one who has changed. You will need to be careful in how you bring about changes in routine, relationships and attitudes. Some of you will be more successful than others but all of you will be subject to resistance of one form or another. It may be very wise to not try to change anything too quickly. It will also be very important to do those things which bring credit to others. In other words, share the benefits. Once your colleagues realise you are working for everyone's benefit it will be easier to lead them or to demonstrate desirable changes.



Participants in the 9th International Rural Youth Seminar

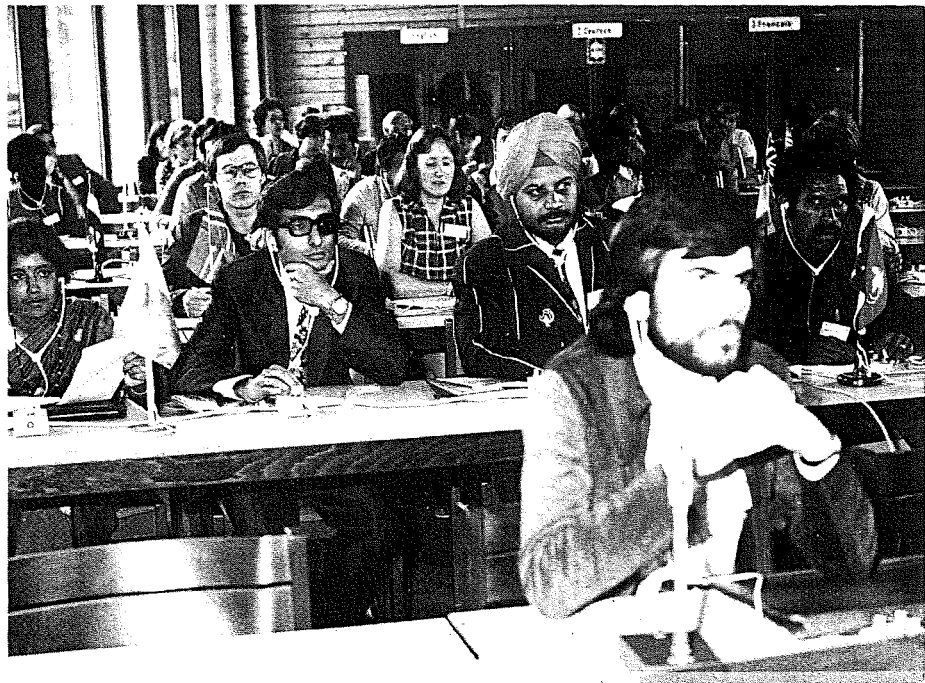


Opening of the Seminar in the presence of Federal  
Minister Josef Ertl

Attentive  
listeners at  
the inaugural  
session



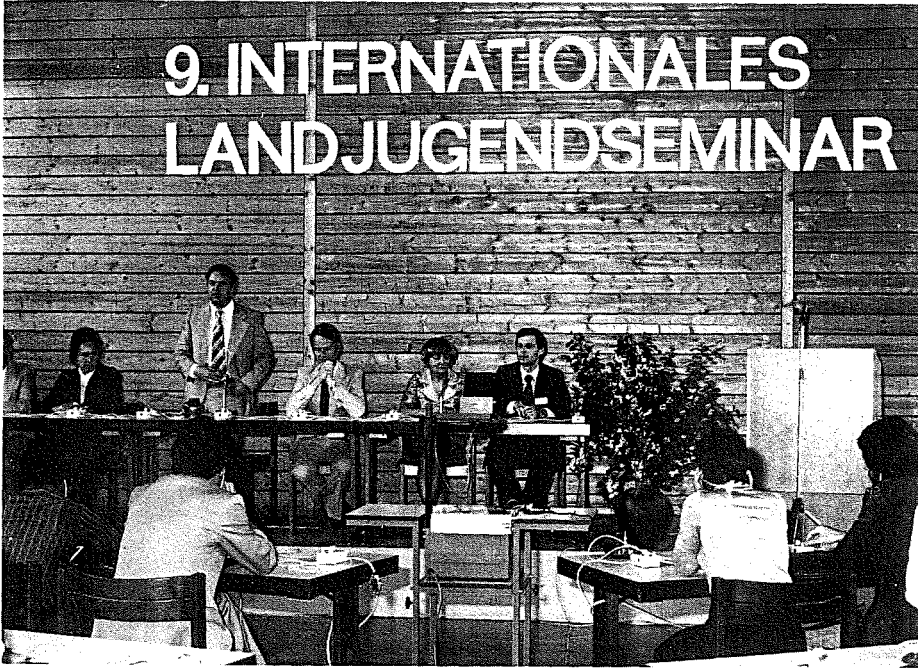
Participants from  
all continents



Lecturers and  
participants at  
the inaugural  
session



## 9. INTERNATIONALES LANDJUGENDSEMINAR



Dr. Buermann  
explaining aims  
of Seminar



Expectations  
placed in the  
Seminar being  
illustrated by  
means of a  
collage



Exchange of  
experience  
even during  
breaks

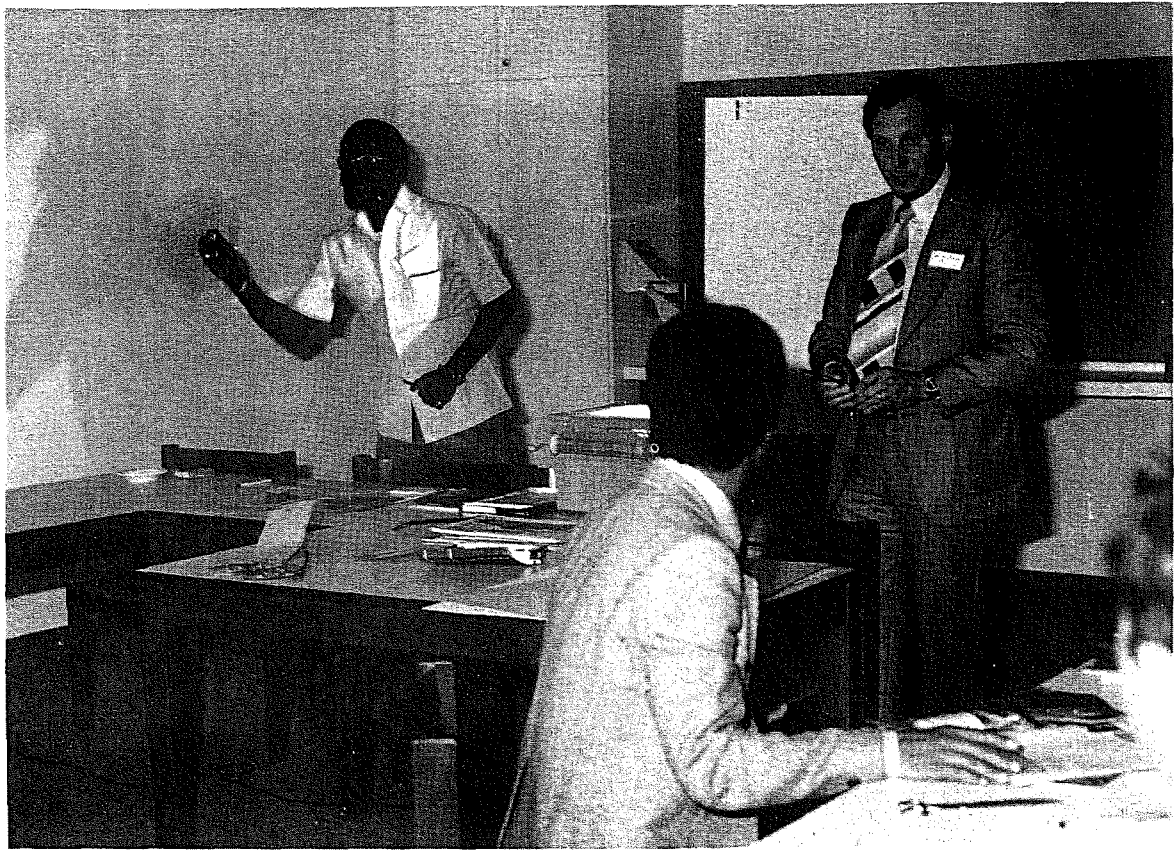




Use of media facilitates development of a project



Everone must take an active part in group work

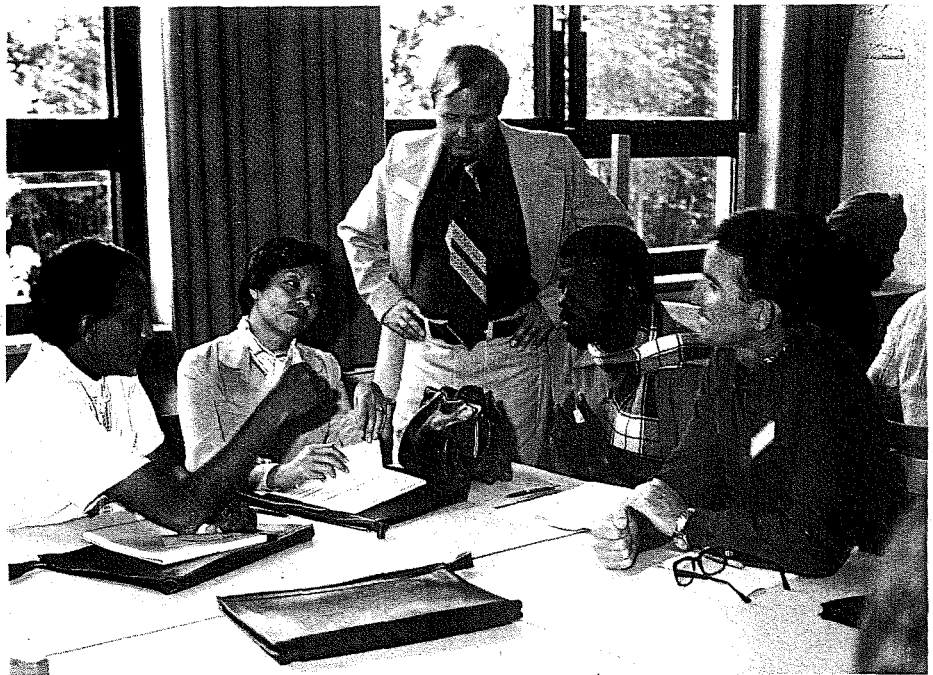


Explaining a result obtained in the French-speaking group

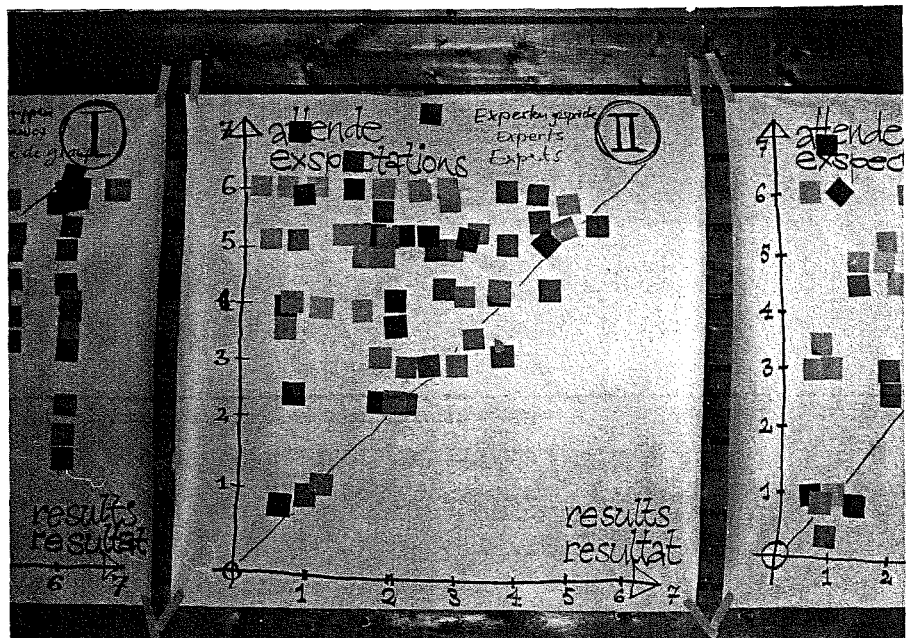


Lively cooperation in the English-speaking group

Lecturer  
McCreight  
discussing the  
setting of tasks



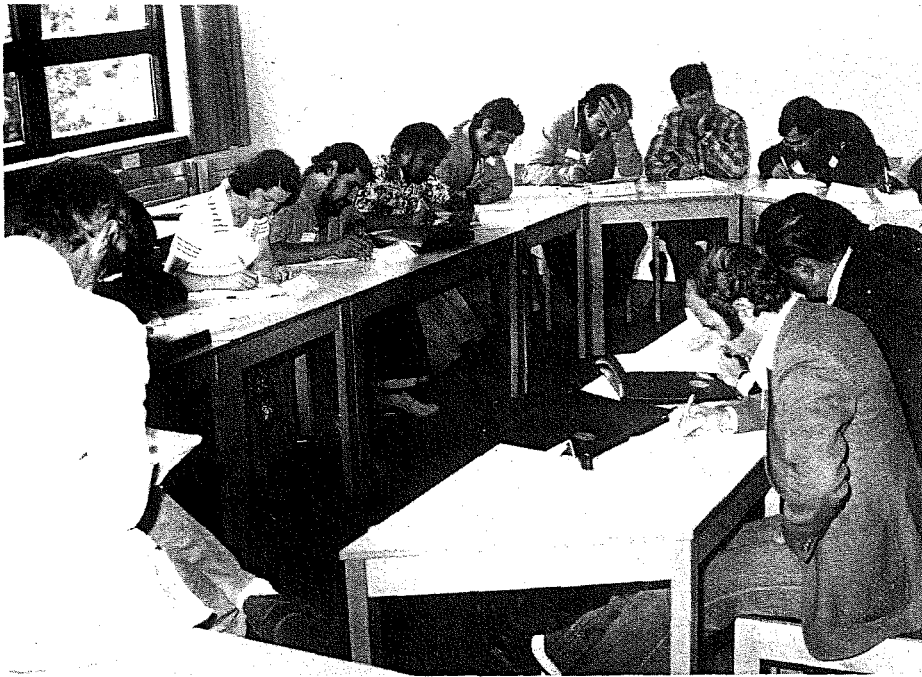
Evaluation of  
the Seminar by  
means of a  
points system



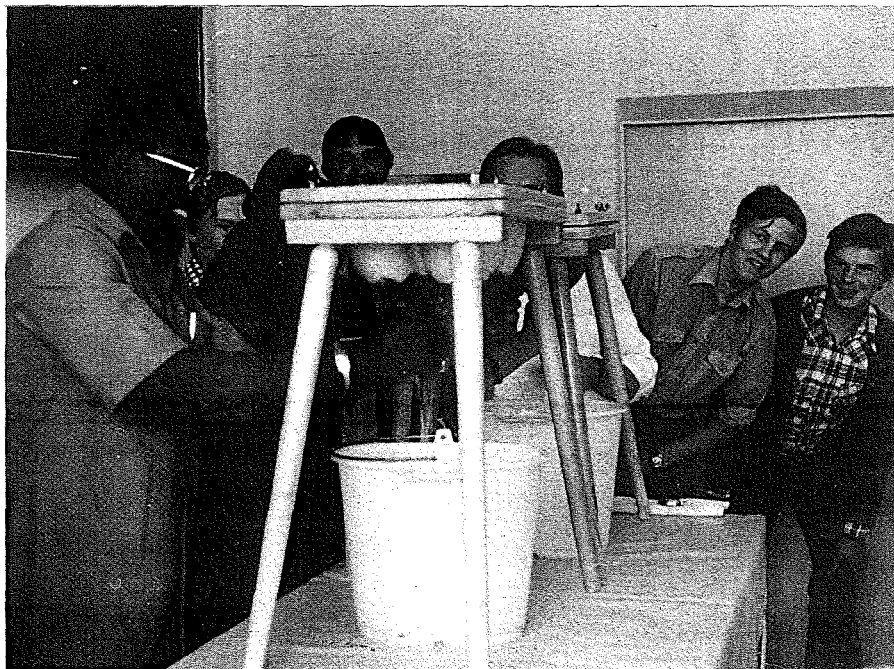
Collages may  
reflect  
expectations and  
fears







Concentration  
in preparing a  
rural youth  
programme



Milking test at  
the Livestock  
Husbandry and  
Milkers' School  
at Schönbrunn/  
Landshut



The cultural  
programme is  
not neglected





In high spirits during excursion to Landshut



Visit to farm training apprentices

## Ninth International Seminar for the Promotion of Rural Youth Work

### - Programme outline -

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Wednesday June 14	Aims of the Seminar Introduction
Thursday June 15	Youth work within the framework of the educational system of the Federal Republic of Germany Introduction into the first Seminar week: How can knowledge be communicated?
Friday June 16	Lively learning in groups Controlled discussion, observation and evaluation, role acting, communication exercises etc.
Saturday June 17	Group work, communication
Sunday June 18	Sight-seeing tour of Munich
Monday June 19	Working in groups, communication
Tuesday June 20	Working in groups, communication
Wednesday June 21	Behaviour in the decision-making process in groups The situation of rural youth in the family, in school, at work and in the village Youth behaviour and changes possible Reception by the President of the Bavarian Parlia- ment
Thursday June 22	At free disposal
Friday June 23	Excursion to Vocational Training Centres and farms, training apprentices
Saturday June 24	Visit of participants to farmers' families
Sunday June 25	Sight-seeing tour to Upper Bavaria

Monday June 26	Youth work related to the job Organisation and working method of Rural Youth organisations
Tuesday June 27	The situation of the Rural Youth Organisations and their tasks in rural development Rural youth work in developing countries Vocational training in the Federal Republic of Germany
Wednesday June 28	Visits to cooperatives and agricultural holdings
Thursday June 29	At free disposal
Friday June 30	Public relations, planning of meetings, methods, training of multipliers
Saturday July 1	Working in groups: Examples of methods of cultural work
Sunday July 2	Working in groups: Planning methods for the elaboration of rural youth programmes
Monday July 3	Working in groups: Forms of public relations work and animation
Tuesday July 4	Working in groups: Planning of meetings
Wednesday July 5	Conclusions for future work Final meeting
Evening functions:	Reports on rural youth work in various countries Meeting with rural youth groups Arts; music; drama etc.

TEILNEHMERLISTE  
LIST OF PARTICIPANTS  
LISTE DES PARTICIPANTS

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TAHER	Abawi	Beamter in der Abtei- lung für ländliche Ent- wicklung (Rural Deve- lopment Department)	Mocroroyan Block I Kabul
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Bahamas

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Benin

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Name	Vorname	Dienststellung	Anschrift
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Grossbritannien - Great Britain - Grande-Bretagne

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Ghana

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Haiti

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<u>Irak - Iraq</u>			
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<u>Irland - Ireland - Irlande</u>			
COLFER	Martin	Secondary Teacher St. Peter's College Wexford	Rochestown, Wellingtonbridge, Co. Wexford
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Name	Vorname	Dienststellung	Anschrift
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#### Israel

DLOOMI	Ezra	Leiter des "GAR' IN ODED, Hanoar Haoved Chashmonaim 91 Tel Aviv	Kibbuz Rosh Hanikra Western Galilee
GALOR	Zvi	Secretary of Moshav Argaman Doar Na Habiqua	Moshav, Kfar-Vitkin 40200

#### Jemen - Yemen

MADHI	Yehia Saeed	Co-Director of Wadi Hadramout, Agricultural Project	Al-Takar-Road, Building 6, Khormaksar, Aden
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#### Jordanien - Jordania - Jordanie

FAHMAWI	Sobhi	Agricultural Extension and Information Officer	Ministry of Agri- culture, Amman
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#### Jugoslawien - Yugoslavia - Yougoslavie

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N' KONA- BANG	Félix	Ingénieur agronome	Direction du Déve- loppement Commu- nautaire (MINAGRI) B. P. 2729 Yaounde-Messa
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<u>Kolumbien - Columbia - Colombie</u>			
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<u>Malawi</u>			
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<u>Marokko - Marocco - Maroc</u>			
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<u>Mauritius - Ile Maurice</u>			
KISTO	Ashok	Field officer	The National Federa- tion of Young Farmer Clubs, Youth House, Phoenix
<u>Nicaragua</u>			
MEJIA GODOY	Ramon Armando	Agronom	Instituto Nicaragense de Tecnologia Agro- pecuaria, Managua
<u>Niederlande - Netherlands - Pays-Bas</u>			
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Name	Vorname	Dienststellung	Anschrift
Name	First Name	Official Function	Address
Nom	Prénom	Fonction Officielle	Adresse

Österreich - Austria - Autriche

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Pakistan

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Papua-Neu-Guinea - Papua New Guinea

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Polen - Poland - Pologne

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Name	Vorname	Dienststellung	Anschrift
Name	First Name	Official Function	Address
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#### Portugal

AMARAL LOPES	Rosa Maria	Militante permanente de JARC	Jeunesse Agricole et Rurale Cathol. Campo Nartires da Patria, 43 Lisboa
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#### Schweden - Sweden - Suède

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#### Sri Lanka

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#### Südafrika - South Africa - Afrique du Sud

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Sudan - Soudan

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Tansania - Tanzania - Tansanie

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Thailand - Thaïlande

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Togo

BRUCE (Mrs.)	Elom Djaliba	Institut de Recherches Agronomiques Tropicales	Ministère du Développement Rural, B.P. 3935 Lome
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Tschad - Chad - Tchad

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Name	Vorname	Dienststellung	Anschrift
Name	First Name	Official Function	Address
Nom	Prénom	Fonction Officielle	Adresse

Tunesien - Tunisia - Tunisie

AYADI	Aissaoui	Directeur	Centre de Formation professionnelle agricole, Tozeur
MONGI	Rouis	Directeur	Lycée Agricole, Sidi Bouzid

Uganda - Ouganda

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Zaire

MAFUTA	Kiowe	Dirigeant National de la J. M. P. R.	B. P. 5715 Kinshasa I
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Zentràlafrikanisches Kaiserreich - Central African Empire -

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NAM- NGANA	Jean	Directeur du bureau d'études, Secrétaire général adjoint de l'union nationale de la jeunesse centrafricaine	Ministère de l'Agriculture, des Eaux, Forêts, Chasses, Pêches et du Tourisme, Bangui - ECA
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The Organisational Committee and Staff of the 9th International Seminar  
for the Promotion of Rural Youth Work

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Chairman: Ministerialdirektor Dr. Karl Gross

Head of the Department for the Development of the Rural Area, the Environment and Nature Conservation in the Federal Ministry of Food, Agriculture and Forestry, Bonn

Vice-Chairman: Regierungsdirektor Dr. Helmuth Buermann

Head of the Educational and Advisory Section in the Federal Ministry of Food, Agriculture and Forestry, Bonn

Representative of the FAO: Ejgil Hansen

Agricultural advisory officer with the Food and Agricultural Organisation of the United Nations, Rome

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