A FRAMEWORK FOR YOUTH DEVELOPMENT IN UGANDA BASED ON CHARACTERISTICS OF OKLAHOMA FFA AND 4-H PROGRAMS

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CHAPTER I

INTRODUCTION

The rural-urban exodus of school leavers is a huge problem in Uganda where the rate of growth of the urban population was 5.4% in 1993. Despite the inability of the urban industrial sector to provide employment for the growing population, many people still believe agricultural occupations are less honorable for persons with a school education.

On the one hand, almost every sub-county in Uganda now has a secondary school. The tertiary institutions, however, are still very limited in number and capacity. This means there is a lot of waste between secondary schools and tertiary level entry. It is also true that Uganda's school leavers lack both farm and workshop skills. The end result has been increased frustration for the youth and their parents alike amidst the high cost of school fees.

Since agriculture is the chief employer with about 90% of the population involved in the agricultural sector, agricultural education and extension must play an important role in job creation. The low level of technology in the agricultural sector, exemplified by subsistence producers, implies that agriculture must depend on abundant supply of labor and land. Agricultural educators have a growing challenge to guide the country's youth into meaningful vocations in the farming industry. There is a need to develop a cadre of youth with self-esteem, self reliance and rural leadership skills.

Agricultural youth organizations are the very core of agricultural education and extension. According to Wayne D. Rasmussen (1989), boys and girls' clubs, devoted to such agricultural subjects as corn, hogs, gardens, and canning, were the direct predecessors of today's 4-H clubs in the United States. Rasmussen also said these clubs were part of the building blocks for the nation's extension system. Indeed, when the Smith-Lever act was passed in 1914, the boys and girls' clubs were already established as part of the Cooperative Extension System.

The early leaders in the U.S, according to Rasmussen, had seen that if young people were involved in adopting new and more efficient practices, their parents also would become involved. By 1911, the four-leaf clover with an "H" on each leaf representing "Head, Head, Hands and Health" had become a permanent symbol. Furthermore, with the labor shortages on farms during World War I, leaders in virtually every state recognized that a sure way to increase production was to expand club work among rural youth.

Uganda desperately needs such strategies for both empowering its youth to enter commercial vocations in farm production and diffusing scientific agricultural practices to rural areas. Although the Uganda Farmers' Clubs have been in place since the 1960s, a need still exists to learn from other peoples' success stories as from Oklahoma. Oklahoma, like the rest of the western world, has both the necessary technology and a long cultural history of working with youth which could be of use to smaller countries like Uganda.

Besides the school based National FFA Organization (FFA), there were nearly 122,000 youth in Oklahoma involved in the out of school 4-H Educational Programs in

1995/6. About 52% of these 4-H youth were girls. This number was supported by over 6000 volunteers all over the state who in turn felt they were developing their own personal skills while helping the youth. Furthermore, over 45,000 of the 4-H members participate in State Fairs or enter exhibits each year. By participating in the various programs, the youth learn a variety of life skills like understanding self, goal setting, communication skills, cooperating with others, problem solving, decision making, resource management, leadership and many others.

The researcher hopes that this study of FFA and 4-H clubs in Oklahoma will contribute toward efforts to enhance similar programs in Uganda. It was hoped that by observing and documenting the organizational structure of the 4-H clubs and FFA associations in Oklahoma, the investigator could facilitate the reproduction of similar youth programs for Uganda.

This study therefore, purports to investigate the possibility of using the success stories of the FFA and 4-H clubs in Oklahoma as a possible solution for the education of Uganda's youth. The researcher purports to answer the question: "To what extent can the structure of agricultural youth organizations in Oklahoma be adapted by educators and extension agents in Uganda?" The study will, therefore, compile the desirable characteristics of the FFA and 4-H clubs in Oklahoma as a basis for making recommendations for similar organizations in Uganda.

Background to the Study

The purpose of education is to provide individuals with skills for adult living and values for fitting into the communities in which they live. In the present times, the communities have taken on a global perspective. In Uganda, however, many parents

also "invest" in the education of their children for a possibility of a better future. Education has also become very expensive as parents compete to place their children in better schools. Unfortunately, the job market is still very limited as the government is constrained between the creation of jobs and paying for social services like education and health.

At the policy level, agriculture was pronounced as a compulsory subject in 1980 for all secondary schools. However, because the education system is inclined toward competitive national examinations, the policy has not yielded the desired outcomes. Agricultural education is now taught to the demands of the national examinations. There have been no school leavers helped in entering farming occupations. In fact, students of agriculture have equally reverted to subsistence farming just like their parents. The school system has already been criticized for not offering practical skills to its clients. Although several ideas were passed in the 1993 government white paper on education, clubs and societies will play a significant role in promoting agricultural skills and values. The following is a brief comparison between Oklahoma and Uganda.

Uganda is a land locked country located in East Africa to the west of Kenya. It has a total area of 236,040 sq. km with a land area of 199,710 sq. km. Its climate is mainly tropical with two dry seasons from December to February and June to August. The country's landscape is mainly a plateau with a rim of mountains on the west, east and northeastern borders.

By 1995, Uganda's total population was 19,573,262 people with an annual growth rate of 2.25%. The age structure consisted of 49% children below 14 years and only 2% above age 65. The life expectancy at birth was only an average of 42 years in 1993.

School enrollments are still low with a total adult literacy rate of 48% in 1990. For the period between 1986 to 1992, the gross primary school enrollment ratio was 78% female and 64% male.

Economically Uganda is one of the poorest countries with a GNP per capita income of US $170 in 1992. The land use consists of 23% arable land, 9% perennial crops like coffee, bananas, sugarcane, and tea, 25% pastures and meadows, 30% forests and woodland, and 13% other uses such as settlements. The country's mineral resources include copper, cobalt, limestone and salt.

Oklahoma on the other hand, is one of the 50 states of the US, situated to the north of Texas and south of Kansas. It was admitted to the Union on November 16th, 1907, as the 46th State. The word Oklahoma means "the land of the red people" in the native Indian's *Choctaw* language. Oklahoma has a total area of 69,957 sq. miles and is divided into 77 administrative counties. Its population was 3,258,100 in 1994 with a density of 46.6 people per sq. mile. The age structure consisted of 26.6% below the age of 18 years and 13.5% above the age of 65 years.

Statement of the Problem.

There is a need to strengthen agricultural clubs and societies in Uganda as vehicles of hands-on education, rural leadership and diffusion of scientific information to rural areas. This study will greatly enhance such endeavors of promoting club work as a necessary ingredient for Vocational Agriculture Education and overall youth development.

The Purpose of the Study

The purpose of this study, therefore, is to compile the characteristics of FFA chapters and 4-H clubs in Oklahoma as a basis for formulating recommendations toward similar programs in Uganda.

Objectives of the Study

This study attempted to accomplish the following objectives:

1. To describe the key characteristics of FFA chapters in Oklahoma.
2. To describe the key characteristics of 4-H clubs in Oklahoma.
3. To develop a framework for youth development in Uganda based on above characteristics.

Significance of the Study

As mentioned earlier, Agricultural Youth Organizations are the foundations of Agricultural Education and Extension. Oklahoma is host to two important Agricultural Youth Organizations, namely the school based Future Farmers of America (FFA) and the out of school based 4-H clubs. The two organization are parts of the US National Youth Organizations with ramifications stretching from village and school chapters through state to national centers in Indianapolis, Indiana and Washington, DC. It is hoped that findings in this study will:

1. Provide answers to problems currently facing agricultural clubs and societies in Uganda, especially the Uganda Farmers Clubs.
2. Be used as a basis for promoting youth work in Uganda's school and villages.
3. Influence educational policy and funding for agricultural education in Uganda.

4. Be an impetus for initiation of Agricultural Youth exchange programs between Oklahoma or the US and Uganda.
5. Provide current information about the state of FFA and 4-H clubs in Oklahoma.
6. Stimulate further research and development of youth exchange programs between developed and less developed nations.

Definition of Terms

The following terms used in the study were operationally defined as:

1. Agricultural Education (AGED) -the systematic instruction in and about agriculture at a high school, college, university or government department.
2. Future Farmers of America (FFA) -an organization for students enrolled in high school agricultural education programs.
3. Framework -a model or structural organization put in place for empowering youth.
4. Program -a plan of activities or an organization providing such activities.
5. Supervised Agricultural Experience (SAE) -the actual planned instructional hands-on experiences provided to students outside the classroom for the application of agricultural concepts learned in class.
6. School Dropout -a product of the school system who for one reason or another did not complete the course of study e.g. fees defaulter.
7. School Leaver -a product of the school system who has completed the prescribed course of study.
8. Youth Development -all effort and resources deliberately invested toward helping young people realize their full potentials and become responsible citizens.

Assumptions

This study assumed that:

1. The social-cultural differences between Oklahoma and Uganda would not significantly hinder its findings and recommendations.
2. Given correct information and leadership, all societies have inherent desire and capacity to contribute toward the full development of their young.
3. The samples used were truly representative of the FFA chapters and 4-H clubs in Oklahoma.

Limitations

Due to the limited time and resources, this study could not:

1. Validate its recommendations under Ugandan conditions. However, in-country evaluations were recommended as an on-going appraisal for program implementation.
2. Completely control for non-response error by covering every FFA chapter and 4-H club in Oklahoma.

CHAPTER II

REVIEW OF LITERATURE

The review of literature was broken down into the following areas:

1. Educational developments in Africa.
2. Educational developments in Uganda.
3. Introduction to the FFA basics and the FFA work program abroad.
4. Introduction to the 4-H basics and the 4-H international youth exchange program.
5. The FFA and 4-H programs in Oklahoma.
6. Other related studies.
7. Summary.

Educational Developments in Africa

Education and National development in Africa Today

The role of education in national development can not be over emphasized. During the period from 1909 to 1957, the increased education of the labor force contributed to 40% of the economic growth in the US, while the quantitative increases in land and capital contributed only 12% of the growth. This American example is very unique and should be taken seriously by all developing nations. Rasmussen (1989) stated that:

> No other country has focused on practical (applied), dimension of education by extending and applying the knowledge base of our Land Grant Universities to the laboratories of real life, where people live and

> work, develop and lead. Extension has been copied by many countries, but is yet to be duplicated(Cover page).

It is true in countries like Uganda extension, although recognized in importance, is not the responsibility of universities. It is this link between extension and university that is needed to facilitate the role of African universities in community development.

Sentezza kajjubi stated in Bagunywa (1980) that governments in Africa spent disproportionately high shares of their annual budgets on education. He further said parents were willing to build "harambee" or self help schools and to spend high proportions of their meager rural incomes to pay fees for the education of their children. The pupils, according to Kajjubi, walked long distances to school and ungrudgingly memorized voluminous chalk board notes in order to get over the hurdles of competitive external examinations. Kajjubi, in a forward to Bagunywa (1980), illustrated his point well when he said:

> There seems to be an unquestioning faith in the value of going to school. Both parents and their children look at school as means of emancipating themselves from the poverty of subsistence production and the rigors of the rural environment (p ix). . . . .

The growing significance of education in contemporary Africa was also illustrated by the following statement from Nigeria's second National Development Plan (1970- 1974) which said:

> The concept of education as a capital good is linked to the concept of human capital, which attaches a high premium to human skills as a factor of production in the development process. A corollary of that is that human productivity is just as important in the development process as finance, natural wealth and physical plant. Because education plays an important role in the creation and employment of 'human capital' its relevance and importance to development is now very well recognized (Nnolim 1988, p 72).

All these observations point to the centrality of education in development planning. In Africa, however, the fruits of education have yet to be re-directed for the benefit of the larger masses.

Some Problems in Africa's Educational Systems

In spite of the tremendous public zeal for and escalating public investment in formal schooling, less than 50% of the children of primary school age receive more than a few years of primary education. Of those who complete the primary school, the majority fail to find places in post primary institutions. The number of adult illiterates is increasing every year as is the gulf between country and town and the inability of the economies to absorb school leavers (Sentezza Kajjubi in Bagunywa, 1980).

As with the "Nation at Risk" publication of the US in 1993, the modern era (post-modern) has been characterized with open criticisms of what goes on in schools. Kay Mathews described Africa's educational crisis as follows (Nnolim, 1988):

> Lately every where in Africa, there is a deep dissatisfaction with the quality of education in relation to its role in national development. There must be something wrong with an education system that encourages students to gear all efforts to the passing of exams, leading to the next cycle of education and still more exams, for the sole purpose of getting into wage employment on the modern sector of the economy, particularly as so many of them will never in fact achieve this goal. .....the 'diploma disease' may be a world wide phenomenon, but now it is Africa that is greatly obsessed by credentialism (p 84).

Generally, the major symptoms of Africa's educational systems include; increasing proportions of educated unemployment, the rising numbers of illiterates, inadequate skills for rural living, budgetary constraints on governments, and the expansion of secondary and higher education at the expense of Universal Primary Education (Nnolim1988).

Kay Mathews (Nnolim, 1988) continued to argue that education in Africa and the rest of the third world has not provided the skills needed for survival and community improvement in the villages and shanty towns where most people spend their adult lives. He further explained that education instead has alienated people from their own cultures and filled their heads with urban values and urban dreams. Education, according to him, is like a transmission belt" for moving talent to the cities. Kay also argued that education may in fact reduce national productivity instead of increasing it. This is a valid argument in cases where school leavers prefer loitering in towns instead of settling down to productive work.

Mathews suggested that there could be much education that occurs outside schools, in the family, on the job through apprenticeships, or by means of adult programs in agriculture, health and other forms of community development. He said the growing trend toward vocationalization and ruralization of education aimed at preparing children to take up innovative roles in their own villages, needs to be encouraged.

These developments are in the right direction because they focus on such outstanding symptoms as dealing with the out of school children and adults. They also would curtail the growing numbers of rural-urban migrants.

Some Innovations in Africa's Educational Systems

The circumstances of the 1970s and 1980s produced new priorities in educational research and planning consisting largely of ambitious schemes: (a) to introduce work experience in the primary school curriculum, (b) to integrate adults with children in the more flexible system of first stage education, (c) to vocationalize the curriculum of secondary schools, (d) to introduce mandatory period of labor market experience between

secondary and higher education and, (e) to recruit dropouts in the education system into a national youth employment service (Nnolim, 1988).

Everywhere there is interest in reforming the examination system so as to minimize the testing of academic achievement and to maximize the testing of natural aptitudes that can not be acquired by rote learning. The slogans of the 1960s were "Universal Primary Education", "man power planning", and "investment in human capital". Those for the 1980s were "basic education", " earning while learning", "life long education" and " aptitude testing" instead of examinations (p 85).

These developments and slogans helped to highlight the fact that educational demands change with the dynamic forces of the larger society. The 1960s were the years of independence for most African nations. The educational needs were, therefore, those of creating the work force that would replace the colonial masters. In 1980s, the job market was flooded with job seekers, thus education was confronted with new needs of curriculum change toward self reliance. Tanzania, for example, is a well known advocate of education for self reliance under Julius Nyerere.

Kay Mathews (Nnolim, 1988), argued that education should be integrated with the social economic change and should put more resources and power in the hands of the rural and urban poor. Although this may be overstated, he warned that otherwise education will simply lead to frustration, bitterness and revolt. This is probably the one reason why the African continent is plagued with wars and political turmoil. The following reforms were pointed out by Kay Mathews (Nnolim, 1988 pp. 83 - 86).

1. The expansion of the primary education at the expense of secondary and

higher education. This was done by some countries like Tanzania, Zambia and Egypt by reallocating resources to the bottom of the education system. This is based on the point that Universal Primary Education can not be achieved unless controls were exercised on higher education. This is in contrast to countries like Uganda until recent, and Nigeria. In Nigeria, for example, out of the 2.2 billion Naira allocated to higher education in the 1980 -1985 national plan, 1.25 billion was earmarked for the University sector. Thus higher education took the lion's share at the expense of universal literacy in the country side.

2. Reformation of the education system to include large elements of basic education. This was done in some countries like Tanzania, Zambia and Algeria. According to Kay Mathews (Nnolim, 1988), basic education has the advantage of being modeled to fit specific needs of rural communities. It can also be shorter, more functional and cheaper than the formal primary education. Uganda's Namutamba project of education integrated into rural development probably fits in this category.

3. Institution of basic education programs for the out of school youths. This was done by Burkina Fasso (Upper Volta), Senegal and Ethiopia. These programs would mainly comprise vocational subjects.

4. Development of Community schools. This was the case for Zaire, Tanzania and Ghana.

Mathews (Nnolim 1988), said all these reforms were based on the view that education and production ought to be closely linked and that the school should become a productive unit. This was envisaged to have two advantages. First, schools could in the long run offset some of their operational costs from sales of products. Secondly, the new

type of schools would minimize the alienation of students from their communities and also encourage them to aspire for self help and community work.

In conclusion, therefore, education is a significant ingredient in the social and economic growth of nations. In Africa, like the rest of the developing world, education is confronted with many problems ranging from mobilization of funds to job creation. Although many reforms are under way, countries need to define philosophies that will bear fruit for larger members of their populations. It may be necessary to look outside the confines of colonial countries and learn from other countries such as the US. The expansion of higher education in many African countries could only be justified by demanding that such institutions extend their knowledge bases to the people. This is the success line for land grant universities of the US in transforming rural life.

Educational Developments in Uganda

Uganda subscribes to the idea that the curriculum for primary schools in rural areas should be related to and integrated with the rural environment (Bagunywa, 1980). This is, however, not yet implemented since the primary curriculum is not democratized. The country's curriculum is determined by subject matter experts of the National Curriculum Center as well as the demands of Uganda National Examinations Board (UNEB). The teachers at both primary and secondary school levels in fact teach to the UNEB exams.

According to Bagunywa (1980), the first point of departure from the education system of the colonial period was the acceptance of the recommendations by the Castle Commission to operate a seven year primary education instead of eight years. The change would facilitate the achievement of Universal Primary Education by reducing costs.

Bagunywa reported that the resulting system became academically overweighted. He said visiting educationists and informed lay men have remarked that Uganda' Primary school syllabus is very demanding. This is probably the earliest symptom for the exam oriented teaching that goes on throughout the country. Bagunywa (1980) also illuminated the curriculum problem further when he said:

> While we achieve a good measure of success in teaching the content of the present syllabus, as judged by examination results, we realize, however, the need for a rationale and definition of objectives and goals. The problem of primary school leavers who drift into urban slums and roam about in villages is a constant reminder to us of our failure to instill desirable attitudes and values in our primary school pupils. Our educationists are currently addressing themselves to the problem which has thus come to light (p 29).

Although the objectives of the school system have been articulated since the 1980s, some ingredients for rural development still need to be identified and addressed. One such focus is the need for rural leadership. The children in Uganda require the ability to take charge and initiative amidst challenges of the rural environment. There are already very sound policy pronouncements that have been directed toward the national goals of education. Bagunywa (1980)1980 stated that the function of the primary school anywhere is to prepare children for life and service in the local community both during and after school days.

What the educationists in Uganda need is to move further from such general statements and clearly articulate the specific aptitudes needed for rural living and success. Bagunywa enumerated tasks such as fetching water, hoeing and the like, but these are part and parcel of family chores required of every Ugandan child growing up in a rural area. In fact with deceptive role models from urban areas, these chores only send a message of

rural suffering into the minds of children. The schools should focus on such values as cooperating with others, sharing tasks, healthy competitions, communication skills, acceptance of defeat without bitterness, taking up a challenge and initiative etc. It is only after such values are taught that the youth will appreciate the fruits of cooperation, self reliance, the honor of work and rural life. Bagunywa (1980) also pointed out another point of concern for the academically inclined educators. He said:

> Some people might argue that ruralization of the primary school curriculum may reduce it to a kind of functional utilitarianism whereby the 15% who are intellectually inclined will fail to realize their academic potential (p 30).

Bagunywa, however, explained that the new concept of the curriculum design did not mean devaluation of the need for creative learning and academic achievement nor would it mean confining the rural child to the rural area and vice versa.

The problem with Uganda's educational system has been the unidirectional focus toward the academic achievers. There are many more learners who have been frustrated by the unhealthy competition in schools. In fact they are the majority. It is not because they are academically incompetent, but rather the system lacks flexibility toward individual choice and capabilities. Similarly an eclectic philosophy would be detrimental because teachers lack clear standards. What may be needed is adoption of clear educational practices such as a democratized approach to curriculum development. The choice of the school content should be a voluntary exercise involving all stakeholders in education especially the learners. The children need an opportunity to choose what they need to be taught. Learning can be more interesting and teaching much easier when the school curriculum is democratized without sacrificing standards. The concern for intellectual competencies

will not materialize since parents and their children choose what is most relevant to them. The academically oriented child will choose an academic project while others have the opportunity to master a skill of their choice as the teacher simply facilitates the learning process. This point is well illustrated from the following statements from the Oklahoma 4-H document "Helping All Youth Reach Their Fullest Potential", which states:

> It is up to you (the kid). You can make a rocket, grow vegetables, hatch an egg, use computers, give a speech, conquer an obstacle course, perform a play, go hiking and camping, learn to shop smart, raise an animal, investigate a pond, or a marine habitat or discover new interesting places....in short you can focus your own talents and interests. In 4-H you are the winner (leaflet document).

This is clearly what democratized learning means. The teachers are simply guides in the child's development process. It is amazing to imagine how much learning can occur within the above options and over limited amounts of time. It is also real life, hands on learning curriculum. The learners will be motivated because they have a choice. The intellectually inclined learners are equally provided for.

John Dewey, on experience and education, said educators should not only know the principles for shaping experiences, they also need to recognize surroundings that are conducive for providing experiences which lead to growth. Dewey said, educators should know how to utilize their physical and social surroundings in order to extract worthwhile experiences. He further said:

> Traditional education did not have to face this problem; it could systematically dodge this responsibility. The school environment of desks, blackboards, a small school yard, was supposed to suffice. There was no demand that the teacher should become intimately acquainted with the conditions of the local community, physical, historical, economic, occupational etc., in order to utilize them as educational resources (p 40).

Dewey suggested that a system of education which is based on the connection between education and experience must on the contrary take these things constantly into account. He said, experience is truly experience only when what goes on within the learner subordinates the objective conditioning of the experiences. In other words adult control and the setting of limits for individual freedoms should not override the learners' needs. This experiential philosophy has been met by encouraging community participation in agricultural education through supervised experience programs. In these programs, the students are supervised by their teachers in cooperation with parents or guardians, employers, and other adults to help them develop and achieve personal goals (Experiencing Agriculture, p 95). Studies also show a positive correlation between quality of supervised agriculture programs, student achievements in vocational agriculture, and employment after graduation (Understanding Agriculture, p 41).

As for the process of bringing about curriculum changes, Bagunywa (1980) also suggested that curriculum renewal must of necessity include possible reforms in non-formal education. He further said that the greatest problem in the country's effort to reform curricula so far was one of determining the procedure for making policy decisions to bring about necessary changes. He suggested that this could be solved by permanent commissions that deal with specific areas such as higher education, teacher education, technical and commercial education, secondary education, primary education, educational planning and financing, educational administration and inspection, and educational guidance and counseling. Although this is true, actual policy changes should be viewed as acts of progressive legislation. In the US, for example, advancements in agricultural

education could be solely attributed to two legislative acts of congress: the Smith-Hughes Act of 1917, and the Vocational Education Act of 1963 (Understanding Agriculture p 56).

Post Independence Curriculum Reforms

The first ten years of political independence (1962 - 1972) were characterized by minor adjustments to the content of school syllabi. The 1968 establishment of the East African Examination Council signaled the beginning of a gradual change in secondary school curricula. It brought in changes in History, English Literature, Mathematics, Science and traditional languages like Swahili and Luganda (Bagunywa, 1980). Major projects were also sponsored by various donor agencies. These were; the African Primary Science Program, the Buloba Language Unit, the School Science Project, the School Math Project, the African Social Studies Program, and the Namutamba Integrated Education for Rural Development.

The National Curriculum Development Center (NCDC) was created partly to coordinate these projects and partly to seek curriculum relevance at all levels of the education system (Bagunywa, 1980). In August 1973, the inaugural curriculum conference brought together 160 participants comprising professional educationists and informed lay men from all walks of life. The theme of the conference was "The future of Uganda", and for the first time, national objectives of the education system were defined. In 1974, the Paraa Lodge Conference recommended the return of the primary course from seven to eight years and to reduce the secondary course from six to five years.

According to Bagunywa, one of the critical issues was how to devise a machinery for handling conference and council recommendations, reaching decisions and implementing them by taking timely and concrete action. In this respect, the Education

Review Commission was set up in 1989, and its recommendations were passed by the parliament into law as the government white paper on education in 1990s.

As can be seen, the problem with these developments has been the time lag between conferences and the review commission. Uganda has, however, gone through political turmoil in the 1970s and 1980s. Generally the recommendations of the education review commission appear to tally most of what come out of the previous conferences. Although the commission employed extensive surveys, it is interesting that the preferences of the 1970s were equally outstanding in 1990s.The educated elite in the country have barely provided scholarly data to justify the above trends. Curriculum review should be more involving in terms of continuity and categories of participants involved parents, students, business people, etc. The radical restructuring of the school infrastructure over short periods of time may prove expensive such as those involving changes in the duration school time. In other words, reforms should be as inexpensive as possible and preferably content based.

Some lessons from the US land grant universities may illustrate the point. In the US these universities are agents of social change with extension as a major component. Kevin (1985) said that the philosophical orientation of the nation's university produces a "back wash effect" on the rest of the school system. In the US the land grant universities have played a vital role in the nation's development by emphasizing life skills rather than rote learning for 'standardized examinations'. These universities and schools build their communities rather than "building for the future". A good component of the US education department and the land grant university extension system are the FFA and 4-H youth programs.

Introduction to the FFA Basics

The original idea for the FFA Organization was fostered after courses in vocational agriculture were established by the Smith-Hughes National Vocational Education Act in 1917 (FFA Manual 1995/96). The Mission of Agricultural Education is to prepare and support individuals for careers, build awareness and develop leadership for food, fiber and natural resource systems. To accomplish this mission, agricultural education provides a well rounded, practical approach to learning through three components: classroom education in agricultural topics such as plant and animal sciences, horticultural, forestry, agrimarketing etc.; hands-on supervised agricultural career experience (SAE), such as starting a business or working for an establishment company; and FFA, which provides leadership opportunities and tests students' agricultural skills (National FFA on line).

The mission for the agricultural education program in Uganda needs to be reassessed following the above strategies by the US programs. Epeju (1989) in his paper "Practical agricultural training on school farming in Uganda" wrote that since 1974, there are many schools and educational institutions that offer agriculture in their educational programs. Epeju also said generally agriculture is taught in schools just to stimulate the development of the vocation.

This standpoint implies that agricultural education programs in Uganda are simply meant to "stimulate awareness/interest in agricultural vocation" rather than support individuals for careers. In a predominantly agricultural country like Uganda, agricultural education program should support individuals to enter agricultural vocations. Epeju (1989) also said practical agricultural training in Uganda is essentially a pre-service

training. He said it is for those people intending to take up occupations in agriculture and not for farmers, and that schools offer it generally.

This once more justifies classroom instruction of agriculture at the expense of practical application that would provide a hands-on experience for future farmers in the country. The Food and Agriculture Organization, FAO (1984) as quoted by Epeju (1989) pointed out the constraints of such pre-service programs. These constraints include:

1. The programs are critically inadequate both quantitatively and qualitatively.
2. Few of the people trained are helped or ever enter farming and this affects seriousness during training.
3. The training institutions often concentrate on general agriculture at the expense of critical attention of the needed specific production projects.
4. In many cases, the instruction is more for plantation or commercial farming than for the small scale common in Uganda.
5. Training institutions also often place undue emphasis on theory and offer inadequate practical agricultural training.
6. Emerging students prove unable to solve local problems relating to agriculture and rural problems.

In another development, the UNESCO (1983) report on education in Uganda as quoted by Epeju (1989) also described the situation of agricultural education and training in Uganda. The report pointed out that implementation of the secondary school agricultural program faced a number of difficulties. In some cases, the courses were largely limited to theoretical classroom presentation, because of the lack of farmland and shortages of simple hand tools, irrigation equipment, and consumables such as seeds,

fertilizers, and pesticides. It also advised that without the provision of farmland and equipment, it is not possible to build sound attitudes to farming since practical aspects which are most important can not be provided.

All these observations point to the same fact that agricultural education programs in Uganda are simply classroom presentations. The teachers of agriculture have succumbed to the pressures of theory examinations, rather than developing vocations for individual students. Othieno (1968) as quoted by Kaddumukasa (1989) was concerned with this inclination of agricultural education programs towards examinations when he said that if agriculture is affiliated with certificate examinations the students would regard it as any other "academic" subject rather a practical subject. Its usefulness, according to Othieno, would be a matter of opinion. If agricultural education programs in Uganda are to play their role as ingredients in overall agricultural development, then supervised agricultural experiences (SAE) and student organizations similar to the FFA must be required as a matter of policy.

The Historical Background of FFA

Following the Smith-Hughes Act of 1917, Virginia formed a Future Farmer's Club for boys in agricultural classes in early 1920s. This innovation spread across the country and the national organization was established in 1928 at Hotel Baltimore in Kansas City Missouri (FFA Manual, 1996/97). By 1934, the only states that had not chartered associations were Rhode Island and Alaska. In 1939 a National FFA Camp was founded in Alexandria, Virginia. The National FFA Foundation, Inc. was created in 1944 to provide funds from business and industry to support new programs. In 1950 public law 740 was passed by congress granting FFA a federal status/charter which was revised in

1979. In 1952 the National Future Farmer Magazine was established. The New Farmers of America, the Organization for Black Agriculture Students, and the FFA were consolidated in 1965. In 1969 delegates voted to allow girls to become members. The National FFA Alumni Association was formed in 1971. In 1988 the official name was changed from FFA to the National FFA Organization. In 1989 the name of the magazine was also changed to FFA New Horizons. Today there are over 444,497 members in all the 50 states of the US, Puerto Rico, Virgin Islands, Guam, Rota and Saipan, Majuro, Kosrae and Yap (FFA Manual 1996/97).

The FFA Mission

The mission of the FFA Organization is to make a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success (FFA Manual, 1996/97). According to the Concise Oxford Dictionary, the word premier in this context refers to "first in importance, order or time", or "of earliest creation" (Oxford Dictionary, 1995 p 1078). Premier leadership, therefore, underscores the significance of the leadership component in agricultural career success. This mission statement would probably be relevant to education systems in Africa where rural-urban migration of the youth is a big problem. In other words, youth are helped to enter careers and also encouraged to take up leadership initiatives in their own environments.

To accomplish this mission, FFA develops competent and assertive agricultural leadership, increases awareness of the global and technological importance of agriculture and its contribution to our well-being, strengthens the confidence of agriculture students in themselves and their work, promotes the intelligent choice and establishment of an agricultural career, encourages achievement in supervised agricultural programs,

encourages wise management of economic, environmental and human resources of the community, builds character and promises citizenship, volunteerism and patriotism, promotes cooperation and cooperative attitudes among all people, promotes healthy lifestyles, and encourages excellence in scholarship (FFA Manual, 1996/97).

These are clearly articulated objectives or strategies that should be recommended for any agricultural education program around the world. They clearly reflect the inclination toward leadership, community, environment, personal skills and knowledge, career needs and the dignity of agricultural occupations.

Organizational Structure of the FFA

The FFA operates on local, state, and national levels. Student members belong to chapters organized under local school level. According to the National FFA on line, (02/08/97), there were 7,372 FFA chapters across the United States of America with more than 11,000 FFA chapter advisors. Agricultural education instructors serve as chapter advisors. Chapters are organized under state associations headed by an advisor and executive secretary, often employees of the state department of education. State associations function within the constitution of the national organization. They conduct state programs and host state conventions. The National FFA Organization is led by a Board of Directors and a board of student officers. The student officers; the president, secretary and four regional vice presidents are elected each year at the national convention. The National FFA Organization charters state associations, provides direction, program materials and support, and hosts the National FFA Convention, which draws some 35,000 attendees each November. It is assisted by the National FFA Alumni Association that has more than 40,000 members. The various tasks are accomplished

through the use of teams that include an Administrative Team, Student Services Team, Teacher Services Team, Partner Development Team, Ventures Marketing Team, Distribution Resource Team, Communications Resource Team, Human and Fiscal Resource Team, Convention Team, Alumni Association and the National FFA Foundation Team. The overall FFA structure is represented by figure 1 below:

The National FFA Foundation, Inc., headquartered in Madison, Wisconsin, works with business and industry, organizations and individuals to raise funds to recognize FFA achievements and support activities at local, state and national levels (National FFA on line).

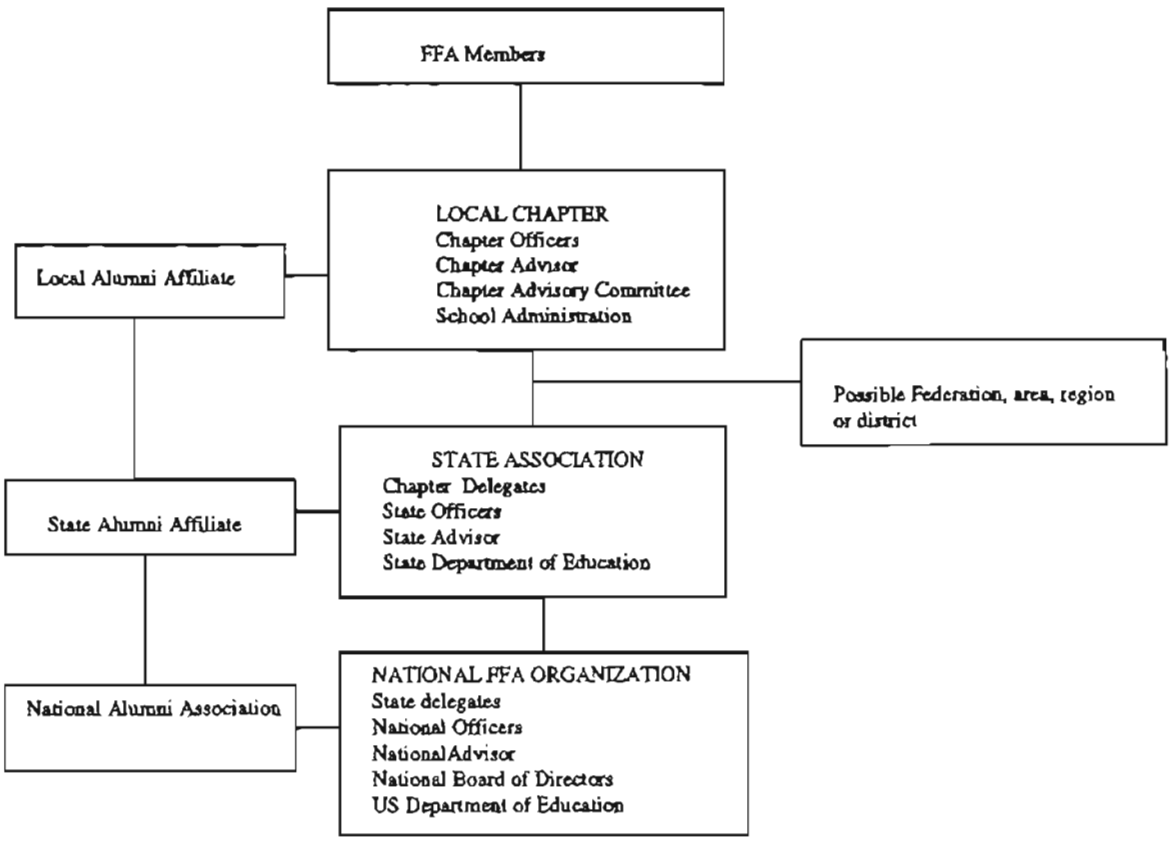

Figure 1: Diagram Showing the Structure of the National FFA Organization

(source: FFA Student Handbook, 1995 p 25)

Other characteristics of the FFA Organization include the following:

- Applied Learning According to the National FFA on line article, agricultural education programs provide a well-rounded, practical approach to learning through three elements:

    1. Classroom instruction carried out in a laboratory, shop, green house, school farm, or field trips in agricultural topics such as plant and animal science, horticulture, forestry, agrimarketing, etc.
    2. Supervised Agricultural Experience is the individual student application of the knowledge and skills acquired through instruction and put into practice outside the classroom, under the supervision of the agriculture teacher.
    3. FFA activities that combine classroom instruction, laboratory activities and supervised agricultural programs. These activities may require the student to be prepared through study and experience in each of the three components (Oklahoma FFA Guidelines, 1996/97, p 2).

- Programs and Activities The FFA programs and activities at the local, state and national levels are designed to help members develop public speaking skills, conduct and participate in meetings, manage financial matters, strengthen problem solving abilities, and assume civic responsibility. According to the FFA Manual (1995-96), the FFA is structured into a degree program which rewards active FFA members' progress. The Green Hand FFA degree and Chapter FFA degree are awarded at chapter level. State Associations award the State FFA degree. The highest degree, the American FFA degree, is offered at national level. In addition, Honorary Chapter, State and FFA degrees are limited and offered only by majority vote at regular meetings and conventions. Competitive events and awards programs are used to encourage members to excel beyond the classroom and develop career skills. Community service programs are also available to encourage students to contribute to society.

- Publications The organization has two magazines. The *FFA New Horizons* is a bimonthly magazine delivered to all FFA members. Non members can also subscribe to it on an annual basis. *Making a Difference* is a bimonthly magazine delivered to all FFA Advisors.

The FFA Emblem, Colors, Motto, Statute and Creed

The Emblem consists of five symbols representing the history, goals and future of the organization. *The rising sun* signifies progress and holds a promise that tomorrow will bring a day glowing with opportunity. *The plow* signifies labor and tillage of the soil, the backbone of agriculture and the historic foundation of the country's strength. *The Eagle* is the United States of America's national symbol which serves as a reminder of the people's freedom and ability to explore new horizons for the future of agriculture. *The Owl*, long recognized for its wisdom, symbolizes knowledge required to be successful in the industry of agriculture. The words *Agricultural education* signify that a combination of learning and leadership are necessary for progressive agriculture. *The cross section of the ear of corn* provides the foundation of the emblem, just as corn has historical served as the foundation crop of American agriculture. It is also a symbol of unity as corn is grown in every state of the nation (FFA Manual, 1995-96).

The FFA colors come from the blue field of the US flag and the golden fields of ripened corn. The blue and golden colors are displayed at all FFA functions and paraphernalia.

The Motto is "Learning to Do, Doing to Learn, Earning to Live, and Living to Serve."

The FFA Pledge of Allegiance, the same as that made by all citizens of the United States, is an official salute of the FFA organization. The members face the US flag, place the right hand over the left part of the chest and while holding it there, repeat the following words:

> I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God indivisible, with liberty and justice for all (FFA Manual, 1996/97).

The FFA Creed

The FFA creed has the following inspiring words:

> I believe in the future of farming, with a faith not born of words but deeds and achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now have come to us from the struggles of former years.
>
> I believe that to live and work on a good farm or to be engaged in other agricultural pursuit, is pleasant as well as challenging; for I know the joys and discomfort of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I can not deny.
>
> I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in providing and marketing the product of our toil.
>
> I believe that rural America can and will hold true to the best traditions in our national life and that I can exert an influence in my home and my community which will stand solid for my part in that inspiring task (FFA Manual, 1996/97)

It stresses members' belief in the future of agriculture, life on a good farm, leadership, less dependence on begging, honest wealth and American agriculture's influence in homes and community.

The FFA Code of Ethics

The code of ethics were adopted by delegates at the 1952 National FFA Convention. This code of ethics reads as follow:

> We will conduct ourselves at all times in order to be a credit to our organization, chapter, school and community by: 1) Dressing neatly and appropriately for all occasions; 2) Showing respect for the rights of others and being courteous at all times; 3) Being honest and not taking unfair advantage of others; 4) Respecting the property of others; 5) Refraining from loud boisterous talk, swearing and other unbecoming conduct; 6) Demonstrating sportsmanship in the showing, judging contests and meetings and being modest in winning and generous in defeat; 7) Attending meetings promptly and respecting the opinion of others in discussions; 8) Taking pride in our organization, activities, supervised experience programs, exhibits and occupation of agriculture; 9) Sharing with others experiences and knowledge gained by attending national and state meetings (FFA Manual, 1995/96 p 12).

Other factors that are essential for the success of an FFA chapter are: the members' knowledge of the FFA, diversity of membership, shared responsibilities by all members, capable officers, challenging programs of activity, a workable constitution and by laws, proper equipment and records, well planned regularly held meetings, adequate financing and school and community support (FFA Manual, 1995/96).

As mentioned above, one of the most important factors in the success of an FFA chapter is the capabilities and willingness of leaders of officers to serve the members. The elected officers must have the talent and dedication necessary to lead the chapter. In this respect all FFA officers are expected to have a genuine desire to be part of the leadership team; a willingness to accept responsibility; a sincere desire to work with all chapter members in meeting their leadership, personal and chapter goals; a commitment to lead by example; a knowledge and understanding of the chapter, state and national FFA constitutions, by laws and programs; a working knowledge of parliamentary procedure and an ability to memorize their parts in the official ceremonies.

The FFA Work Experience Abroad

The work experience abroad is designed for active and alumni members of FFA and cooperating organizations around the world. The program's goal is to offer practical work experience in another country and to provide opportunity for the observation and study of agricultural methods. The requirements for participation in the program include:

1. having completed the junior year in high school and being an active, collegiate or alumni FFA member.
2. satisfactory completion of the equivalent of two years of vocational agriculture (360 hours).
3. having a good practical experience in farming, ranching, horticulture or other specialized field.
4. being recommended by the vocational agriculture teacher, high school principal or college advisor, and a neighbor.
5. a basic knowledge of the host country's language if different from English or a willingness to complete a home study course offered by FFA.
6. each participant is required to select a subject area, gather materials while in the host country, and complete an essay or paper within 60 days of returning home. The essay may be submitted to school or college for credit purposes.

The selection of farms or training establishments and placement of students with host families are made by the cooperating rural youth organization and/or the student exchange office in the participating country. The selected members are taken in as members of the family and work on the farm or at other agricultural businesses along

stipend. The stipend is based on the standard of living in the country assigned; the normal wage paid to students who are training for an occupation; and the government regulations affecting student payment.

Programs vary in length from a minimum of three months to six months and a one year stay involving two continents. The work experience abroad can be adapted for vocational agriculture students who are required to obtain practical experience by placement in production agriculture. In such cases, agricultural instructors have to contact the National FFA center to set up a credit program. Holiday tours to four or five countries in Europe lasting about 10 days may be offered.

Financing the Work Program Abroad

Most chapters often finance their exchange through normal fund-raising activities. Local businesses and civic organizations have been good supporters. Some state FFA associations assist in providing financing. It is also recommended that the participants contribute a portion of the program cost. Some ideas used previously include international night, pancake suppers, sales of imported items such as Dutch bulbs, and support from the Alumni affiliate. Some participants have obtained financial assistance by doing a series of articles for the home town or taping radio reports.

Making the Application for Work Experience Abroad

Applicants in 1974 were required to make a deposit of $100 to the FFA along with the application form. Final payment, which is based upon costs to destination, is due upon receipt of country assignment but not later than 45 days prior to departure date. Applicants are accepted on first come first serve basis provided the qualifications as stated in the application form meet necessary requirements. Early application is

recommended because a limited number of opportunities are available in each country or area of the world. This also varies from year to year and partially depends on the number of young people that can be placed for training in the US.

Often FFA members think the competition is too high and that the possibility of being accepted is not good. However, average FFA members who have the necessary agricultural skills, are interested in other countries, and who exhibit a real interest in learning another language or helping to improve agriculture will be accepted. It must be kept in mind that the Work Experience Abroad program provides the opportunity to live and work as a native of the country, rather than as a guest who sees and does only what others want him/her to see and do.

The Oklahoma FFA Association

The Oklahoma FFA Association, is the 3rd largest FFA Association in the US with 22,807 members in 1997 represented in 355 secondary high school programs. The local chapters are restricted only to high schools that have organized instruction in agricultural education. These chapters operate as an integral part of the instructional program of agricultural education under the responsibility of the local school system. Where agricultural education has been discontinued, members may remain active for only three additional years, if approved by the agricultural education division of the Oklahoma Department of Vocational and Technical Education (Vo-Tech).

The agricultural education students of the local school system meet, organize and adopt the state constitution for their chapter. They elect officers, set up a program of work, and apply to the state secretary for membership in the state organization. The members and its chapter can only use the name FFA upon receipt of a charter from the

state association. The local chapters are also organized at district/sub district levels that are located within the a professional improvement group of agricultural education teachers. The districts for agricultural education teachers' improvement are shown in appendix C. According to the state secretary, agriculture teachers in each district meet regularly on a monthly basis together with a representative from the state office of agricultural education.

The local chapters are considered as units of the state FFA association whose overall objectives are as follows (1996-97 Guidelines p 39):

1. To develop competent, aggressive, rural and agricultural leadership in Oklahoma.
2. To create and nurture a love of country life.
3. To strengthen the confidence of students of agricultural education in themselves and their work.
4. To create more interest in the intelligent choice of farming and other agricultural occupations.
5. To encourage members in the development of an individual farming program and establishment in farming.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.
13. To encourage and practice conservation of all natural resources affecting agriculture.

Membership in this organization is divided into four categories, Active, Alumni, Collegiate, and Honorary (Oklahoma FFA Guidelines, 1996/97, p 40).

- The Active membership is open to any student in Oklahoma who is regularly

enrolled in agricultural education and is not over 23 years of age. Active members can retain their membership for a maximum of 4 years after graduating from high school if they are not beyond 23 years of age.

- Alumni membership is for the former Active, Collegiate, or Honorary members of FFA and former agricultural education teachers and other friends of FFA who have paid their annual dues. According to the 1997 Agricultural Education Teacher and Staff Directory, the Oklahoma FFA Alumni Association is a statewide organization that promotes, serves, and supports agricultural education through FFA. Alumni members provide leadership activities and incentives for FFA members such as the annual Alumni Leadership Camps for chapter officers, savings bonds for state officers, scholarships to outstanding seniors majoring in agricultural education, state speaking contests, leadership workshops for members, and buses to Washington, DC. Leadership Conference. In other words, they help to educate others in agriculture, generate support for the FFA, and build confidence in FFA members.

- Collegiate membership is for FFA Associations established at two year or four year institutions where agriculture is taught. This type of membership is open to students who are enrolled in agriculture courses and those pursuing career objectives in the industry of agriculture. They are required to pay state and national dues.

- Honorary membership is open to instructors, school superintendents, principals, teachers, businessmen, farmers, and others who are helping to advance agricultural education and FFA work in Oklahoma and have rendered outstanding service. They are elected to honorary membership by a majority vote of the members present at any chapter meeting. Honorary members can not vote or earn the chapter degree.

Honorary State degrees are conferred by delegates at any state convention to individuals who have rendered outstanding service to Oklahoma FFA Association.

Like the national organization, the Oklahoma FFA Association is closely correlated with classroom instruction and supervised agricultural experience. Figure 2 shows the relationships between the components of an agricultural education program:

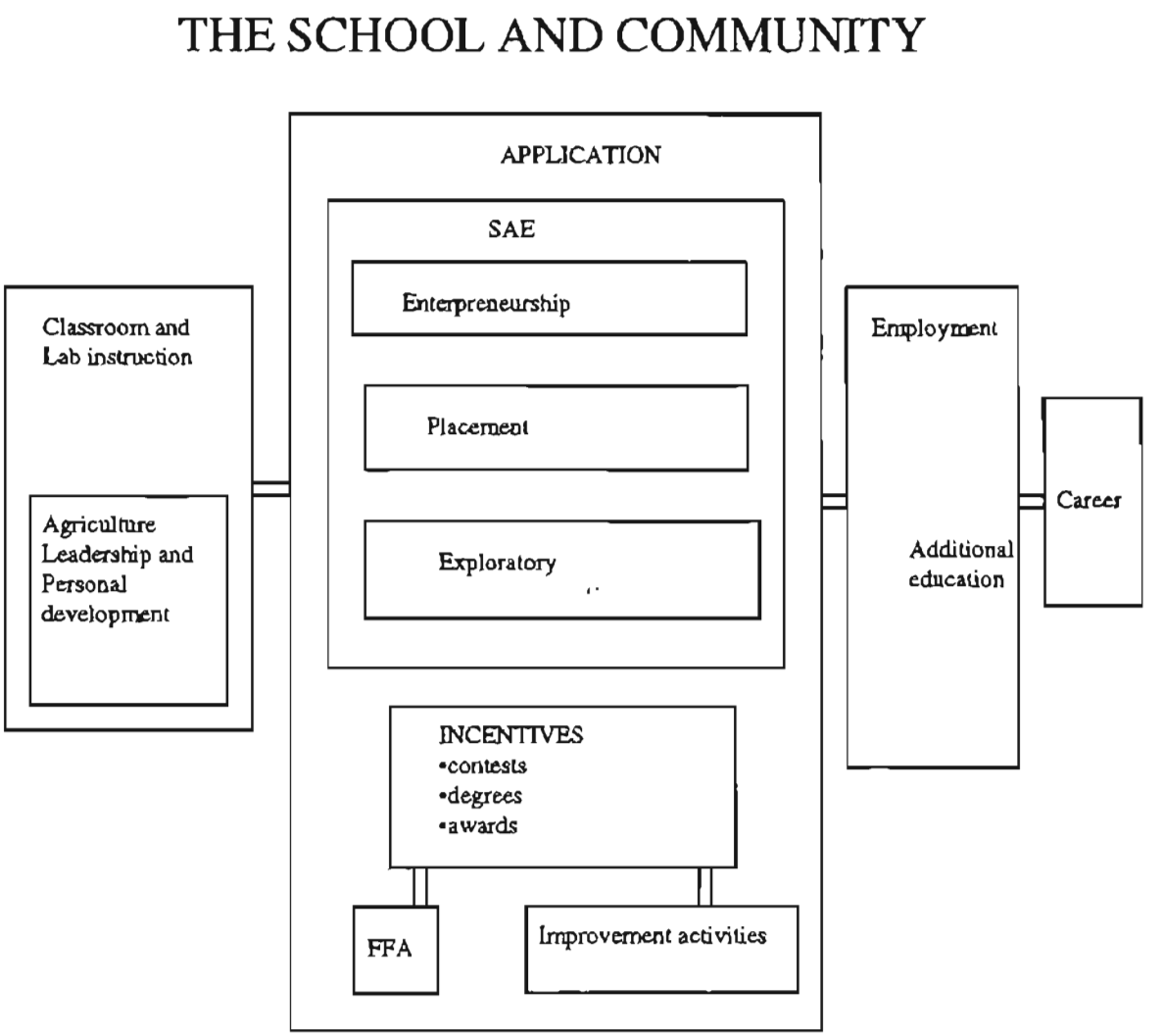

Figure 2: Components of an Agricultural Education Program in a Community

(source: SAE: Experiencing agriculture, p 92)

This diagram shows that FFA and Improvement activities help to support the application of classroom instruction by providing incentives to students that stimulate further learning and career development. Figure 3 illustrates the various components of a supervised agricultural program, SAE, (Experiencing agriculture p 93):

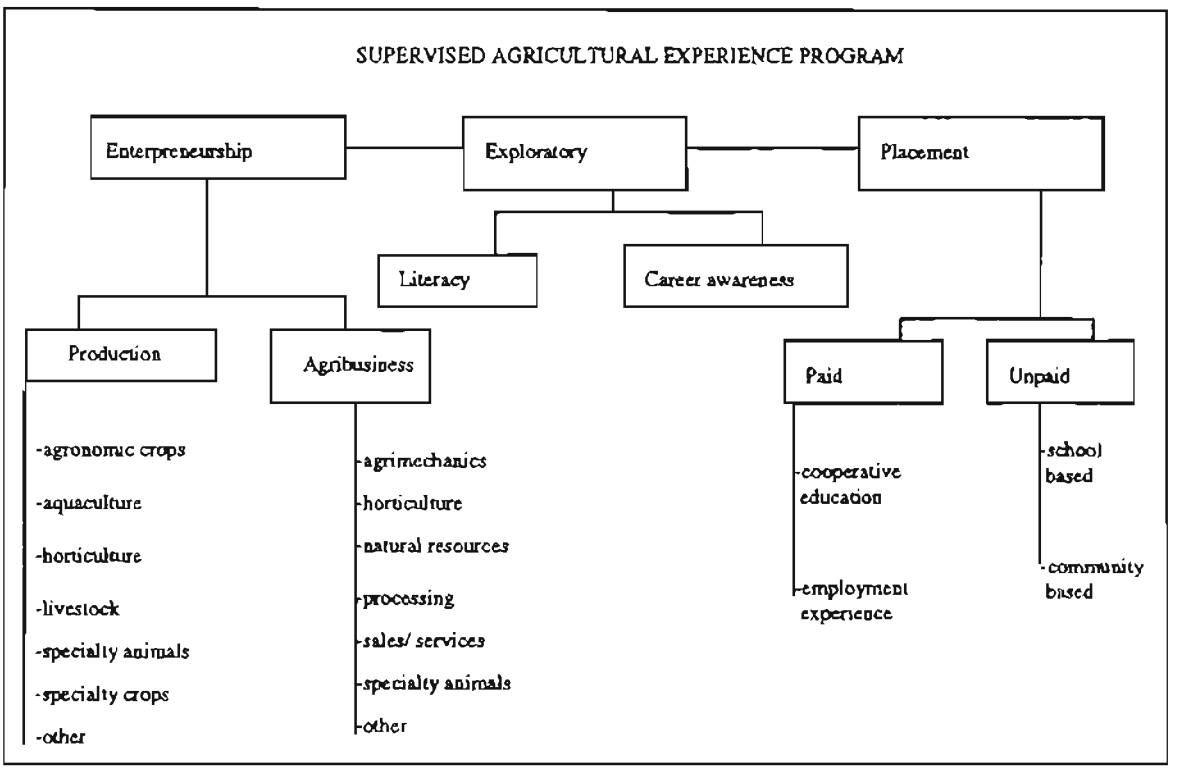

Figure 3: An Illustration of a Supervised Agricultural Program

(source: SAE: Experiencing agriculture p 93).

The significance of the supervised agricultural experience was shown from the following statements from students (State Officer Candidate Resume booklet (1997):

> My supervised agricultural education program is wide and varied. I have had an 8 sow operation in which I raised show pigs. I currently have an

> operation of 17 ewes and I have began to produce some prize winning show lambs. In the past several years, I have added wheat production and stocker cattle. I recently purchased 6 heifers to begin a cow-calf operation. I currently farm 80 acres of my own and help with the family operation of 1025 acres of wheat and cattle (p 74).

A resume for another student in the same book stated that her supervised agricultural experience originated as a vegetable and sheep production and through the years it grew to include beef cattle. In 1995, the student's vegetable program was recognized as an outstanding FFA vegetable production project in the state. The past year, the student added agricultural communications as an additional enterprise.

These are a few of the examples of students reporting their success stories from the supervised agricultural experiences. Based on these two students, one can say at the ages below 23 years their performance is way beyond most "progressive" farmers in Uganda. It can also be said that agriculture teachers in Uganda have an urgent challenge to live to the demands of their job. The following teachers' creed for teachers of vocational agriculture in the US illustrates such challenge. (Agricultural Education Teacher and Staff directory, Oklahoma Department of Vo-Tech (1997):

> I will strive to set before my students, by my deeds and actions, the highest standards of citizenship for the community, state and nation.
> I will endeavor to develop professionally through study, travel and exploration.
> I will not knowingly wrong my fellow teacher, I will defend him as far as honesty will permit.
> I will work for the advancement of vocational agriculture, and will defend it in my community, state and nation.
> I realize that I am a part of the public school system, I will work in harmony with school authorities and other teachers of the school.
> My love for people will spur me on to impart something from my life that will help make for each of my students a full and happy future (p 43).

Like the students' FFA creed "I believe in the future of agriculture", this teachers' creed is very inspirational for the instructors in vocational agriculture. It stresses the sense of duty as a teacher, example as a role model for students, the school system as a team of professionals with a common goal, and the civic responsibility toward students, community, state, and the nation. It points out that teaching is far more than the job or salary. The teacher sees him/herself as a person helping others to achieve full potentials for a happy future. That this is true is exemplified by the following words from another student (Officer Candidate Resume Booklet (1997):

> Yes, only four years ago, I joined an organization that has given me an endless amount of opportunities. I look back at all the FFA activities that I have participated in and realize that each one was just another opportunity for me to become a better leader, develop life skills and most importantly make new friends. The memories from Alumni Camp to speech contests, and COLT conference to livestock shows are priceless and I thank you for what you have given me (p 21).

This is one good testimony to the many ways in which the Oklahoma FFA Association develops the lives of students in the state. The vivid experiences by this student can not easily be forgotten unlike the material learnt through rote memorization of chalkboard notes or textbooks. There is probably a need in Uganda to develop the school based agriculture into programs like these involving camps, speech contests, conferences, livestock shows and others at sub county, county, district, regional and national levels just like music and athletics.

Funding FFA Activities

One probable obstacle to the recommendations of this study might be the common tradition to take the excuse that there is no money. It is interesting to note that the FFA programs in Oklahoma do not seem to thrive on availability of money *per se.* Most of the

activities are sponsored through the creativity of the local chapters with some help from the state office. According to the state secretary of the FFA Association, schools in Oklahoma receive annual grants for operating agricultural education programs including FFA activities. Therefore, all agricultural education programs in Oklahoma are inspected and certified by the State Department of Vo-Tech. The chapters also raise their own funds through fund raising activities conducted at local levels. Further support comes from the FFA Alumni Associations and the Oklahoma FFA Foundation, where individual chapters are encouraged to build their own trust as well. According to the 1997 Agricultural Education Teacher and Staff Directory, the Oklahoma FFA Foundation, Inc. is a non profit organization for the purpose of giving support to the educational activities of members and chapters. It has a board of directors and a sponsoring committee composed of representatives from the business and agricultural community, agricultural education teachers, current and past FFA officers, university agricultural education teacher training departments, FFA Alumni Organization, Young Farmers Organization, and state agricultural education and vocational-technical staff members. Its books are audited each year by certified public accountants, and a report of income and expenditures along with all FFA award recipients is provided to the donors.

FFA in Retrospect

Despite the great name of the National FFA Organization, there is growing advocacy within the agricultural education specialists that some changes need to be made to suit the present trends in a changing agriculture industry. The 1988 study by the National Research Council recommended that FFA should adopt a new name, symbols

and rituals consistent with the contemporary, forward-looking image of agriculture. The study said (Understanding Agriculture 1988):

> FFA should revise the nature, focus and award structure of its contests to open more new categories of competition in areas outside production agriculture; reduce the number of production oriented activities and programs; attract minorities and girls in vocational agriculture programs; and minimize absences and conflict with regular programs (pp. 44-45).

The study went on to say that FFA's image, name, ceremonies and focus in production agriculture lessened the attractiveness of vocational agriculture and interfered with the needed changes in agriculture. While these recommendations are already being taken seriously in various states, it may be necessary to point a reminder that production agriculture should remain the focus of agricultural education. The mission of an agriculture teacher is in agriculture. Paul Vaughn of Mississippi State University explicitly dwelt on this fact. He explained that despite the specialization of agriculture, instruction in agricultural education must of necessity include aspects of production agriculture. In an article, "Let Us Not Philosophize Ourselves Out of Business," Vaughn said (SAE: Experiencing Agriculture):

> We should also recognize that many students are attracted to agriculture by various aspects of production agriculture. The thrill of working with animals and plants has always been an attraction to young people. We can capitalize on that interest only if we include a portion of it in the agricultural education curriculum. Production agriculture does not have to be (nor should it be) the major component of agricultural education, but failure to include it in the curriculum will be a big mistake (p. 21).

Vaughn clearly argued that although self-flagellation within the profession is useful, it can be overdone. He conceded that changes need to be made in FFA, but that care is needed. He further said:

> We have a good thing. It is extremely popular and well respected. Let's never forget that -even as we work to make it better (p 21).

Vaughn continued to argue that unlike the standpoint of the National study, the decline in enrollments for agricultural education was not due to lack of interest by students. According to him, it is the new graduation requirements by the recent education reform that have made enrollments in agricultural education difficult. He threw the challenge that the national study should have addressed this issue as the number one concern for agricultural education today.

In another development, Bill Weeks of Oklahoma State University, in an article, "What Happened to the Class of 1979", lamented that the narrow focus of agricultural education in high schools may have driven many potential students away from agriculture, yet many of these school graduates ended up in agricultural occupations. Weeks advocated that the high school curricular should address the various aspects of agricultural industry to better prepare students for realities in their later lives (SAE: Experiencing Agriculture 1997, pp. 266-267).

In general, the current trends in agricultural education point toward a paradigm shift in the way we conceptualize and implement the FFA and vocational agriculture programs. While such change is appreciable, challenging and yet inevitable in our times, it must be kept in mind that agriculture teacher's mission is to promote occupations in agriculture. This even gets more urgent as one looks as toward the increasing hunger in developing countries. We need producers, businesses, and scientists alike. If the food crisis can be solved by cloning then agriculture teachers must play their role toward that direction. It will not be science but a new paradigm for production agriculture and

therefore vocational agricultural education. As for the FFA organization, it simply reflects what teachers and students teach and learn during class and supervised projects. When these change, FFA will change its contests as well. This can only be the case, as indicated by the national study, when FFA does not have to drive the instruction programs in agricultural education but vice versa.

Introduction to the 4-H Basics

Historical Background

Today's 4-H clubs started as boys and girls clubs devoted to agricultural subjects like corn, hogs and canning (Rasmussen, 1975). They were started because some of the early leaders saw a need for practical programs for young people. They had noticed that if young people were involved in adopting new and more efficient practices their parents would become involved. Further support came in 1908 when the Country Commission urged practical agricultural education for young people and the need to develop new, young rural leadership. In the same year, the USDA appointed the first agent to work solely with boys and girls clubs. By 1911, the four-leaf clover with an "H" on each leaf representing Head, Heart, Hands and Health was adopted as a permanent symbol. However, the term 4-H was not documented until 1918. These boys and girls clubs became part of the cooperative extension service developed by the Smith Lever Act of 1914. The club work among rural youth also expanded during World War II as a result of labor shortages on farms. In 1921, the National Committee on boys and girls club work was formed in Chicago. This Committee later became known as the National 4-H Service Committee in 1960. It served to mobilize funds from private businesses and individuals to support 4-H work. It also sponsored competitive events and awards at various levels,

published a newsletter, and took the lead in arranging annual state and national 4-H congresses for outstanding club members. In 1939, the Extension Committee on Organization and Policy (ECOP) established a sub committee devoted entirely to 4-H. Its objectives as stated by Rasmussen (1975) were to encourage young people to:

1. Apply science and technology.
2. Learn practical skills and acquire knowledge.
3. Maintain optimum physical and mental health, and
4. Increase leadership capabilities (p 175).

The National 4-H Club Foundation was created in 1948. Its objectives would include (Rasmussen, 1975):

1. To acquire and develop a National 4-H center facility.
2. To support leadership training and development in the US and abroad.
3. To support professional improvement for Extension personnel.
4. To conduct programs in international education.

This resulted in the opening of the National 4-H Center in Chevy Chase, Maryland in 1959. The center became a permanent venue for the National 4-H Conference that had already began in 1927 in the form of a National 4-H Club Camp. In 1976, the National 4-H Foundation and the National Committee on boys and girls clubs were combined under the umbrella of the National 4-H Council. Today, there are several State Foundations that raise and allocate funds to state programs and activities.

Although the traditional programs in agriculture and home economics are still popular, the 4-H has been diversified to appeal to boys and girls in urban areas. Projects like consumer education, computers, model rocketry, bikes, arts and crafts and many others have surfaced to fit the needs of urban and rural youth alike.

The 4-H Philosophy, Motto, and Pledge

4-H is a national federally funded youth organization operating in almost every county of the US. Membership is open to all young men and women irrespective of race, color, or national origin. It includes rural and urban youth between 9 and 19 years of age. The 4-H philosophy rests on the following program objectives (Oklahoma 4-H Leaders' Guide, 1996, p 3):

1. To develop the youth into more useful citizens by involving their families, peers, and the community in the learning processes.
2. To provide "learning by doing" educational experiences through young people's participation in over 50 project areas ranging from agriculture and home economics to rocketry, geology, citizenship, leadership, and others.
3. To train youth to become strong and willing leaders through a host of activities such as short courses, camps, club meetings, community activities, contests, tours exhibits, and judging.
4. To provide programs that create a sense of belonging, involvement, being wanted and needed, sharing skills, and thoughts with others.
5. To prepare the youth for their future by creating life long interests and abilities.

The 4-H Motto is "To make the best better".

The 4-H Pledge is:

> I pledge my Head to clearer thinking, my Heart to greater loyalty, my Hands to larger service and my Health to better living for my club, my community, my country and my world (Oklahoma 4-H Leaders' Guide, 1996, p 3)

The 4-H Club, Emblem, and Colors

The Club is the heart of the 4-H program. The club may be organized in a community or school. It may be a multi-project club or simply a single project club emphasizing a particular project area. The community club consists of youth from a neighborhood who meet regularly as a group. The school 4-H clubs are composed of youth who meet regularly in school. They may be from a single class, several classes, or an entire school. The adult leaders for these clubs are usually parents, teachers, or other interested adults from the community.

The 4-H Emblem is a four leaf clover with the letter "H" on each of the leaves. The four "H" letters on the leaves stand for Head, Heart, Hands, and Health. The green color of the leaves symbolizes the "youth, life and growth", while the white color of the "H" letters stands for "purity".

Incentives, Recognition, and Awards

According to the Oklahoma 4-H Leaders' Guide Book, incentives, recognition and awards are tools the adults in 4-H can use to help boys and girls learn and develop. However, they should be based on sound educational principles. Initiative grows when leaders encourage and reward members' efforts. Recognition is a communication to members as to their performance. It is the acknowledgment of an individual's or groups' accomplishment. It should be sincere, valid, and based on objective evaluation. The best form of recognition, however, varies with different places and people involved. Informal recognition such as a glance, a smile, a pat on the back, simple words of appreciation, or a thank you are valued by almost all people. Formal recognition such as letters, certificates, statements at a meeting, pictures in a local paper, or mention on radio provide official

statements of worth or performance. Informal recognition is important when the job is still in progress, while formal recognition is appropriate upon completion of the job. Although outstanding performance is the usual reason for recognition, sometimes minimal performance should also receive some acknowledgment. Rewards on the other hand are merited by those with long service or people who move up the ladder. Recognition in 4-H is also based on the understanding of the following basic needs of youth for effective motivation (Oklahoma 4-H Leaders' Guide, 1996, p 8):

1. They want to belong or have a feeling of personal worth which is gained from the value others place on them.
2. They want to achieve. The tasks should be challenging but within their reach because they need to know their efforts are worthwhile and appreciated.
3. They want to become independent. They need the chance to make decisions.
4. They want experience and adventure. They need new friends, new ideas and new responsibilities.

According to the same booklet, the challenge to youth leaders is how to keep the youth motivated and involved throughout the program. Several ideas were suggested which include: 1) Involvement of each member from the beginning in planning their own programs; 2) To show each member that leaders care about them; 3) Involvement of each member in active work. 4) Praising each member at his or her level of success; and 5) Fairness, honesty, and willingness to listen to each member.

The 4-H Youth Exchange Program

There are many studies that have been done concerning International Exchanges as a means of promoting global understanding and trade. Larry D. Sanders of Oklahoma

State University and C. Parr Rosson of Taxes A & M University wrote (Journal of Extension on line, 1991):

> As Educators, it's Extension's responsibility to ensure constituents understand the importance of international events and issues that affect their daily lives and their long-term business planning (paragraph 1).

This statement was based on the knowledge that global events will continue to place a high level of uncertainty into farm and rural community decision making in the US in 1990s just like the 1970s and 1980s. The authors further noted that the extension training at that time may have been inadequate to address the many crucial concerns related to international forces and events as they affect US agriculture. They reported that Extension educators in the south were surveyed during June 1988 and 1989 on their perceptions of program needs in international agriculture. The results of the survey showed that 86% of the respondents agreed extension programs should include more subject matter related to global issues. Almost 75% of the respondents indicated they were not able to design programs with an international focus or had little or no ability to use a public affairs policy analysis framework in presenting international issues. The authors also reported that conference attendees were surveyed a year later to determine if their perceptions about extension's role in international programming had changed. Eighty percent of them indicated Extension programs should include global issues. However, 40% of the respondents believed their constituents would not be supportive of International trade programs, while 35% felt they would be. A second survey completed in July 1988 showed that 80% of the respondents felt more programming was needed in

international affairs. This sentiment according to the authors was strongest among non-economists and weakest among county/area personnel (50%).

Another study conducted in 1991 by Gary L. Maricle was concerned with international interdependence. In this study, Maricle quoted the former secretary of Agriculture, John R. Block:

> There are those who believe that helping the agricultural economies of developing countries will increase competition and hurt the US producers. Nothing could be further from the truth. Studies by the USAID, the World bank and others show that as a nations economy strengthens and its foreign exchange earnings rise, a top priority is almost always more food, better food and improved security. in other words, there is more demand for what the US farmer has to offer. Developing countries are the market for the future (paragraph 1).

These words point to the urgency Extension educators face toward promoting increased understanding of global perspectives for successful trade development. Maricle pointed that to this end the "World 4-H Leaders' Guidebook" was designed to fulfill two major goals: 1) Increase awareness and understanding of the developing world. 2) Understand the importance the developing world has for them (4-H members) as individuals, as members of their communities, as Americans and as citizens of the world.

According to Maricle's article, the units of this book have six topics that include: Unit 1: What is development; Unit 2: You and the developing world; Unit 3: Your community and developing world; Unit 4: Your country and the developing world; Unit 5: World security and development; and Unit 6: Your future and development. This complete curriculum according to Maricle is accompanied by a 10 minute video entitled " Windows on the World". All these efforts point toward the civil need to promote

knowledge development about issues around the world and how trade, development and harmony could be promoted.

In 1993, Bill Rogers of Oregon State University wrote that international experience is an excellent way to gain a new perspective about work, life, and your own country. He said that one way for extension agent to gain overseas experience, while providing valuable service to home clients, is to participate in job exchange with an extension worker from another country. He also said this may in some cases offer new perspectives on problems or help to identify problems local people have overlooked. Rogers pointed out that by involving volunteers and other extension agents and by providing addresses to key local people for the exchange officer to work with, the event in his particular case attracted the whole community to participate (Journal of Extension on-line, paragraph 1).

In another development Arlen Etling, et al. (Journal of Extension, on-line 1993) wrote:

> Cooperative Extension faces many problems in adopting a more global outlook. This is evident in many Extension programs and especially in 4-H. Numerous programs offer 4-H'ers opportunity for global citizenship. International 4-H Youth Exchange (IFYE) and the Japan exchange program continue to grow and evolve. The Central American Peace Scholarship (CAPS) program that brings Costa-Ricans to live with 4 -H families shows promise for expansion to other countries (paragraph 1).

This is a good indication that despite the problems some "Collaboration for Youth Development" is still in progress. The authors also point out that the National 4-H Council provided 12 states with USAID funding for families to explore global connections in their own communities. The article, however, pointed out several barriers

to such global participation which included(Etling, et al.1993. Journal of Extension on-line):

- Expense especially for trips out of the country;
- Lack of clearly defined projects;
- Agents' resistance to international activities;
- Problems with state program leadership such as inadequate communication and impossible deadlines.
- Limited opportunities for adults who might otherwise provide support and complicated procedures;
- War and recession effects on clients attitudes to global citizenship; and
- A poor "image" of international 4-H in the past (paragraph 4).

This study also provided some recommendations that included (Etling, et al.,1993, Journal of Extension on-line):

1. Inexpensive alternatives to international travel;
2. Travel that involves little or no cost, for example Mexico Project;
3. Promotion of activities that require no travel such as camps, workshops. global recognition nights, pen pals, sister clubs, country studies, speakers, movies, and Board simulation games;
4. Agents who support a global perspective in 4-H should encourage their colleagues to take advantage of these opportunities;
5. State coordinators should use advisory committees to implement clear and consistent communications and to give leadership and direction at all levels of the program;
6. In-service opportunities for professionals and volunteers should be expanded;
7. University assistance to other countries also enable extension agents to share their expertise while gaining international experience;
8. Procedures must be simplified, clarified, and unified. If travel to other parts of the world is questionable emphasis should be shifted to elsewhere; and
9. The term "international" should be replaced by "global citizenship". When speaking about 4-H programming, "Global Education" should refer to a curriculum that helps youth gain life skills. Youth exchanges are just one activity that may comprise that program (paragraphs 5).

These recommendations are quite sound in efforts to improve the performance of exchange programs. The USAID initiative to support individual communities to establish links should also be appraised. However, in-service opportunities for professionals and

volunteers is one cheap way individuals could present information to local communities about issues and perspectives in their home countries.

The author of this article concluded in the following words(Etling, et al. 1993, Journal of Extension on-line):

> We may still hear people say, let's take care of our own backyard before we start running around the world'. But let's also consider the facts about today's global society. One in six US production workers depend directly on International trade. Furthermore, 20% of US industrial output is for export, 40% of the US farmland produces for export and about one third of US corporate profits come from International Activities (paragraph 10).

This is a very important indicator of global interdependence for which all educators of good will must uphold.

The Oklahoma 4-H Program

According to the Oklahoma Clover publication (Issue # 9, 1996) 4-H is the largest youth organization in the state of Oklahoma. In 1995, 116,949 youth participated in 4-H programs in all 77 counties of the state. In 1996, the number of youth participating in 4-H programs in Oklahoma expanded to 160,000 distributed in 5,544 clubs or local units. Of these, 36,000 participated in community clubs while the rest were involved in school enrichment programs and other activities. Each year, over fourty five thousand 4-H members enter exhibits and participate in activities of state fairs held in Oklahoma and Tulsa Cities. Every summer, about one thousand 4-H members and 200 adult leaders attend the State 4-H Round Up at Oklahoma State University (OSU) in Stillwater. There are over 4500 youth involved in 4-H camping experiences conducted by Extension staff at OSU.

The 4-H is a highly valued program in Oklahoma by adults and youth alike. This is well illustrated by the following words from a 4-H member (Oklahoma Clover, 1996 # 9):

> At the age of nine, I came into contact with Oklahoma 4-H. In the years since, it has truly made my dreams come true, opening the doors of opportunity that I needed to develop as an individual and providing the catalyst necessary to turn a frightened 4th grader into a civic minded leader. Four-H has taught me that in reality, any goal can be obtained if you just dare to dream. (p 16).

This is a clear testimony toward the educational significance of the 4-H program. It not only develops individual talent but also generates such feelings of civic responsibility to communities. In countries like Uganda, where rural leadership is in dire shortage, educational programming should promote the development of individuals who hold a feeling of civic responsibility toward local communities. According to the Oklahoma Clover (1996) the direct benefits for members' participation in 4-H programs are the development of:

1. Self confidence. As they pursue personal potentials, 4-H members get to know and like themselves better.
2. Positive group interactions. 4-H members learn to interact positively with others as they share what they have learned and receive from others.
3. An inquiring mind. 4-H members develop inquiring minds as they gather and process information related to their projects.
4. Effective resource management. They learn to meet goals by identifying resources, planning and organizing them effectively.
5. Leadership. They learn to be leaders by working with others in groups to accomplish group goals (p 1).

The Oklahoma 4-H Mission

According to one officer at the State 4-H Office OSU, the mission of the 4-H Youth Development Program is to provide youth, families, and communities with

educational programs which will create environments for diverse audiences of youth and adults to reach their fullest potential. This is being accomplished by:

- providing community based experiential learning through clubs, school enrichment programs and mass media;
- helping youth to develop skills that will benefit them through out life;
- fostering leadership and volunteerism for youth and adults;
- building internal and external partnerships for programming and resource development;
- strengthening families and communities; and
- using research based knowledge and land grant university system and other sources.

The Oklahoma 4-H Programs

The 4-H members in Oklahoma have up to 68 different project areas from which to choose. In recent years, emphasis has been placed in five broad areas that include health and wellness, environmental education, science and technology, family strengths, and volunteer development. The most popular area is animal science with over 52,000 members enrolled. This area includes swine, beef, sheep, small animal projects, horses, and poultry. Other popular areas are:

- Natural sciences with over 35,000 members enrolled. This project area includes environmental education topics such as conservation, wildlife, and forestry.
- Home economics with over 24,000 members. It includes life skill areas such as consumer education, nutrition, and clothing.

- There are several other project areas covering citizenship, leisure education, aerospace, communications, plant science, and international exchange programs.

The Cloverbuds program is for children below 9 years of age. In 1996, some 37,985 children participated in the non-competitive cloverbud activities. This program also encourages parents to become positively involved in their children's activities.

School Enrichment Programs. These programs place emphasis on the subject matter taught in schools. They are generally short term and provide teachers with curriculum material needed to enhance the on-going core subjects. The programs include printed guides, visuals, and equipment for teachers to use in providing hands-on experiences for students. These programs include the following:

a) Oklahoma Agriculture in the Classroom.

According to the Corner Post publication (Nov. 1996), the goal of Oklahoma Agriculture in the Classroom is to help school children in Oklahoma understand the importance of agriculture in their daily lives. The program provides curriculum materials that incorporate agricultural concepts into lessons in math, science, reading, language arts, social studies, and the visual arts. According to the State 4H Leader, this program reached a total of 55,000 students between 1993 to 1995. The teacher institutes at OSU taught 80 teachers from all parts of the state how to use the hand-on agricultural activities in the classroom.

b) Other school enrichment programs include Embryology, Plant Science, Personal Development using the "I Am, I Can!" curriculum for pre-school and early elementary school children, and Oklahoma Aqua Times for middle school children.

There are also other 4-H programs specifically designed to address contemporary issues affecting youth in Oklahoma such as threats to the environment, substance abuse, suicide, teen pregnancy, violence, and the like.

The Youth at Risk Programs are designed for high risk groups of youth in Oklahoma. The "Coalition for After School Care for High Risk Indian Youth" has helped Native American students learn how to cope with alcohol and drug abuse problems and also to appreciate their heritage. The pre-tests and post-tests showed that 78% of the 436 youth, aged 10 to 13 years, developed increased self esteem after participating in the program. They also showed significant gains in their knowledge of Native American history. In addition teachers reported that the youth's school attendance increased and their homework performance improved significantly.

Other such programs are the Indian Reservation Programs. These youth development programs were implemented in cooperation with the Muskogee and Cherokee Indian Nations in Oklahoma. The program allowed youth and their families to be involved in all 4-H Youth Development Programs that enhance life skills such as communications, decision making, self esteem, public speaking, leadership, and citizenship. Many of the projects in these programs center around environmental education, water quality, and animal production.

The Urban Programs are organized in partnerships with schools, museums, parks and recreation departments, and other public service agencies. They include collaborative efforts to form 4-H clubs in army installations, community centers, and housing projects. The common projects include Agriculture in the Classroom, School Bus Safety, Drug Awareness, Aids Awareness, and other personal health topics.

"Caring for Planet Earth" is an interactive environmental education program that uses computers games, video presentations, large quiz boards, and models to teach about issues related to water quality, solid wastes, wildlife and their habitats, agricultural practices related to environment, and weather. In 1995/96, more than 4,000 took part in "Caring for Planet Earth" program as part of the school enrichment program, and more than 18,000 people participated in the exhibit at the Tulsa State Fair in 1996. The pre-tests and post tests administered to students showed that the "Caring for Planet Earth" program is an effective method of educating large numbers of people about environmental issues.

Related Studies

Key (1969) investigated the theories of occupational choice in order to develop a theoretical framework for an occupational orientation program for North Carolina. He concluded among other things that a framework for an occupational orientation should be continuous for every student throughout his/her schooling and into the first few years of his/her occupational career. The framework, according to Key, should include group occupational guidance as a central core, supported by individual counseling. It should also have a cross-sectional representation of occupations in general education courses, occupational competence development courses, and placement and follow up services.

Shempemba (1973) investigated the concepts of successful factors contributing to the organization and maintenance of 4-H clubs with implications for Tanzania. He used an extensive review of literature, visits with the Extension personnel in the United States, and a questionnaire administered to a group of international graduate students who were enrolled in the department of agricultural education at OSU during the summer of 1973.

Shempemba suggested some recommendations for Tanzania: the Ministry of Agriculture in Tanzania should be responsible for organizing youth clubs; other organizations having interest in farmer's production should be involved with youth work; a good education philosophy was required for youth work in complementing formal education; schools in the community could be used for original contacts in organizing clubs; national, regional, district, divisional and village committees should be established; the university should conduct research and assist in planning, costing, and evaluation of programs; extension agents should be trained for youth work; and various teaching techniques, such as learning by doing, should be used to meet the demands of the participants.

In another development, a team of experts from the United States visited the People's Republic of China in 1982 to look at youth development practices in that country. This team had four main goals which included (U.S.D.A Extension Service, 1982):

- To outline the management and organization of Chinese agricultural extension system and its relevant organizational units.
- To provide a descriptive analysis of the management and organization of Chinese rural youth programs.
- To review potential for future cooperation between the United States and China in management of rural youth programs.
- To identify areas for the Chinese authorities to review for development of their rural youth programs (p i).

This team identified some philosophical similarities between the Chinese rural youth organizations and the 4-H that included: 1) learning practical skills, developing competencies, and acquiring knowledge; 2) strengthening abilities to make intelligent decisions, solve problems, and manage personal problems; and 3) acquiring positive attitudes toward self and a feeling of self-worth. Recognition and incentives also seemed

to be highly regarded by the youth. After making a variety of other observations, the team proposed several recommendations to support future cooperation as follows:

- An agreement between the All-China Youth Federation (ACYF) and the National 4-H Council would have the following advantages: 1) available and potential private and public resources at the council's disposal including expert management and program staff; 2) the reach of both organizations to each country's rural youth population; 3) the wide range of mutually beneficial interests; and 4) quick response for immediate exchanges to test challenges for continuous and expanded relationships.

- An agreement between a university in the People's Republic of China and a university in the USA would have the following advantages: 1) available academic personnel including expert management, organization, and curriculum specialists; 2) the wide range of expertise and faculties to enhance the training of potential field staff; and 3) the linkages between research, training, and extension would provide a quick response for demonstrating and strengthening extension education (U.S.D.A, 1982, p 30).

Generally these were good developments not only toward youth development, but also a move to greater understanding between the people of these countries. Educators can, therefore, play a vital role in both promoting peace and quality of life among the youth of the world.

Summary

This literature review cited several writings concerning education in Africa and Uganda in particular. It also documented the basic philosophies and characteristics of FFA and 4-H programs in the US, especially Oklahoma.

First, the educational developments in Africa were reviewed pointing out that many countries are confronted with the challenge of choosing the most appropriate education system for their citizens. Several educational innovations were cited such as the expansion of primary and basic education at the expense of higher education. Many of these strategies do not seem to solve the problems of the growing unemployment and the rural-urban exodus of school leavers. It was pointed out that African countries need to

look outside the confines of their colonial enclaves and learn from experiences of nations like the United States of America. The success of the Land Grant Universities in transforming the rural life of their citizens was cited as a story worthy emulating.

In Uganda, like the rest of Africa, several educational innovations were cited, especially the Namutamba Project, the E.B Castle Report, and recently the Government White Paper on education. A case was made that these reforms were probably too expensive for an ailing economy since many of them involve restructuring of the entire educational system. The desirable innovations should be less expensive and focused on content of the school curricula.

In taking a lesson from the US, the review of literature explored the 4-H and FFA youth programs as vital components of agricultural education and youth development. The historical backgrounds, philosophies, and leadership/organizational structures of these programs were explored. Their philosophies were found to be articulated through the Mottoes, Emblems, Creeds, and in learning by doing. The projects and activities are carefully designed to instill life long skills, leadership and citizenship among the youth. If well coordinated, these programs could also get parents and communities to actively participate in the common good of their youth development efforts.

CHAPTER III

DESIGN AND METHODOLOGY

Introduction

The purpose of this study was to determine the characteristics of FFA chapters and 4-H clubs in Oklahoma as the basis for designing a framework for youth work in Uganda. To accomplish this task, several case studies were conducted to determine club characteristics regarding club demographics, facilities, community resources, finances, projects and activities, state laws, administration and leadership, and opinions.

Other methods involved the use of mail questionnaires sent to agriculture teachers and county 4-H agents throughout the state. The researcher also conducted personal interviews with the state officers responsible for FFA and 4-H programs respectively. This chapter presents a description of a) the subjects, b) the development of the instrument, c) methods of data collection, and d) data analysis and synthesis.

The IRB Approval

The US federal regulations and the Oklahoma State University policy require approval of all research studies involving human subjects before the study can begin. The IRB approval is used to protect the rights and well being of human subjects involved in research investigation. In accordance with this provision, the study sought the approval and was approved as AG97-023.

The Subjects

The population for this study consisted of the respondents from Oklahoma who were actively involved with FFA and 4-H activities. They furnished the primary data concerning the characteristics or outstanding features of these organizations. This population was comprised of the State 4-H Program Leader, the State FFA Executive Secretary, the advisors or agriculture teachers for selected FFA chapters, county 4-H extension agents, and 4-H volunteers in Oklahoma.

Two FFA chapters were selected for detailed case studies based on whether they had a single-teacher or two-teacher agriculture education department. The selection of a single-teacher and a two teacher department was meant to control the effect of staffing on FFA programs in a school. Similarly, two 4-H clubs were selected for case studies based on the ease of access from Oklahoma State University in Stillwater. The two 4-H clubs were selected in order to compare a general community 4-H club to a specialty 4-H club.

Four case studies were conducted by visiting with the school departments of agricultural education and 4-H volunteer leaders. In all these cases, the researcher obtained an introductory letter from the advisor. The researcher both asked informal questions and observed the facilities where possible.

Questionnaires were mailed to 40 county 4-H agents in Oklahoma based on the recommendations of the State 4-H Program Leader and on representing the four administrative districts in the state. Another set of 50 questionnaires was mailed to selected agriculture teachers through out Oklahoma based on the recommendations of the State FFA Executive Secretary and on representing the five agricultural education districts in the state. Ten agriculture teachers and ten 4-H extension agents above, were

selected in each of the districts to ensure equal representation from all parts of the state. The teachers and county 4-H agents were selected as the experts on FFA and 4-H programs in Oklahoma. The survey was restricted to this group in order to cut down the costs of mail and on the knowledge that they understand their organizations' characteristics better as the advisors.

The questionnaires were accompanied by cover letters and pre-paid envelops to enhance the chances of response by participants. Later, appreciation letters, which also served as reminders for non-respondents, were sent out. The reminder message was sent to all because the questionnaires had not been coded, which made the follow up efforts difficult.

Thirty out of the 50 questionnaires and 25 out of the 40 questionnaires were returned by the agriculture teachers and 4-H agents respectively. The total response rate from the agriculture teachers was 60 percent while that from the 4-H agents was 62.5 percent.

The researcher also visited with the state FFA and 4-H leaders for personal interviews, review of literature resources, and advice on methods of collecting data from a variety of people in Oklahoma. The state officers also helped to endorse and the mail questionnaire to minimize non-response.

The tallies from the questionnaire survey were converted into frequencies and percentages for tabulation. These, and the case study reports, were the basis for the major findings, and recommendations provided in the study.

Developing the Instruments

Separate questionnaires were mailed to teachers of agriculture in high schools and to county 4-H extension agents respectively. All the questionnaires were designed by the investigator with the help of expert faculty at the OSU Department of Agricultural Education, Communications and 4-H Youth Development. The two types of questionnaires were also cross checked by the state 4-H leader and state FFA executive secretary and later critiqued by fellow graduate students in the research design class to ensure their validity and reliability.

The format of the questionnaire consisted of both the open-ended questions and choice items. The two questionnaires also consisted of two sections: Section one was designed to gather demographic information about the clubs/chapters; and section two for questions that focused on characteristics of each club, the things that needed improvement, and advice that could be given to persons wishing to establish similar organizational structures in a developing country like Uganda.

Methods of Data Collection

Data from the case studies was collected through planned visits and one telephone interview with selected 4-H clubs and FFA chapters. During these visits the investigator observed, listened, interacted, and taped the conversations with FFA advisors, 4-H agents and 4-H volunteers in order to produce a detailed description of each of these cases. The investigator also visited and documented interviews with the state FFA and 4-H officials respectively.

Data was also collected by mailing questionnaires to selected county 4-H agents and agriculture teachers in high schools. To ensure good return from the respondents, all

questionnaires were accompanied by an introductory letter endorsed by faculty at OSU and either the State FFA Executive Secretary or the State 4-H Leader. Pre-paid return envelops were also enclosed and mailed with the questionnaires. A thank you letter was sent to all participants, both as a sign of appreciation to respondents and as a reminder for non-respondents.

Data Analysis

The responses from the questionnaires were tallied to obtain frequencies and further summarized/compared using percentages and tables. Each response item was assigned a numerical point so that totals and averages could be computed. The mean values of responses, frequencies, and percentages were then used to determine major characteristics of FFA and 4-H clubs in Oklahoma upon which a framework was suggested for the case of Uganda. The study was essentially a description of FFA and 4-H characteristics followed by inferences toward a Ugandan situation.

Reports from the case studies were summarized into concise essays for inclusion in research findings. The main features from the various case study results were the basis for part of the logical conclusions in the study. The framework for youth development in Uganda was therefore developed by blending the researcher's own knowledge of the country and the findings in this study.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

Introduction

The purpose of this study was to determine the characteristics of 4-H clubs and FFA chapters in Oklahoma as the basis for proposing a framework for youth development in Uganda. The data presented in this chapter was obtained by administering questionnaires to selected county 4-H extension agents and agriculture teachers in high schools. The teachers and county agents were selected by district based on the recommendations of the State FFA Executive Secretary and State 4-H Leader respectively. Twenty-five out of the 40 questionnaires sent to the four extension districts were returned, giving a total response rate of 62.5 percent. Furthermore, 30 out of the 50 questionnaires sent to the five agricultural education districts in the state were returned giving a response rate of 60 percent.

Data was also collected using personal interviews with state leaders as well as the case studies that included: a single teacher agriculture education department; a two teacher agriculture education department; a specialty 4-H club; and a community 4-H club. The purpose of the case studies was to provide a deeper insight into structure and organization of these programs at different levels of operation. The results of the study are presented here below:

Objective 1: Characteristics of FFA Chapters in Oklahoma

Table I provides a summary of the demographic information concerning the FFA chapters that participated in this study. Thirty out of the 50 questionnaires sent to agriculture teachers were returned. Of these, 23 percent came from the northeast district, 17 percent from the southeast, 23 percent from the southwest, 17 percent from northwest and, 13 percent from central district. Two questionnaires, representing 6.6 percent of the responses, could not be assigned to a particular district, because of lack of codes.

The results from table 1 above showed there were approximately 2,652 students enrolled in the thirty FFA chapters that participated in the study. The average enrollment

TABLE I

DEMOGRAPHIC INFORMATION CONCERNING FFA CHAPTERS IN THE STUDY

sample	AGED district	Enrollment	Teachers /Departmt	Sample	AGED district	Enrollment	Teachers /departm
1	SW	45	1	16	NE	62	1
2	NE	90	1	17	SW	80	1
3	SE	52	1	18	SW	69	1
4	NE	300	2	19	SE	57	1
5	SE	50	1	20	SW	52	1
6	NW	34	1	21	SE	42	1
7	SW	40	1	22	NW	70	1
8	NE	110	1	23	C	73	1
9	SE	60	1	24	NW	254	3
10	SW	66	1	25	NE	110	2
11	SW	75	1	26	NW	69	1
12	NE	140	2	27	C	210	4
13	-	100	2	28	-	51	1
14	NW	50	1	29	C	108	1
15	C	69	1	30	NE	64	1

per FFA chapter was about 88 students. The smallest chapter had 32 students while the largest consisted of 254 students. Eighty percent of the FFA chapters or AGED departments in the study had one teacher. The maximum number of agriculture teachers reported in a department was four.

Table II showed that over 93 percent of the FFA chapters in this study conducted their meetings on a monthly basis. The remaining chapters met every two months.

TABLE II

AGRICULTURE TEACHERS' RESPONSES CONCERNING REGULARITY OF FFA CHAPTER MEETINGS

Sample	FFA meeting	Time of day	Sample	FFA meeting	Time of day
1	Monthly	Morning	16	Monthly	Evening
2	Monthly	Evening	17	Monthly	Evening
3	Monthly	Afternoon	18	Monthly	Evening
4	Monthly	Evening	19	Monthly	Morning
5	Monthly	Afternoon	20	Monthly	Afternoon
6	Monthly	Morning	21	Monthly	Evening
7	Monthly	Morning	22	Monthly	Evening
8	Monthly	Evening	23	Monthly	Evening
9	Monthly	Afternoon	24	Monthly	Evening
10	Bimonthly	Evening	25	Bimonthly	Afternoon
11	Monthly	Evening	26	Monthly	Morning
12	Monthly	Evening	27	Monthly	Evening
13	Monthly	Evening	28	Monthly	Evening
14	Monthly	Afternoon	29	Monthly	Evening
15	Monthly	Morning	30	Monthly	Morning

A majority of chapter meetings were held in the evenings, 56.6 percent; a few chapters, however, met during the early morning hours, 23.3 percent; and in the afternoons, 10

percent. There were no chapter meetings held during the mid morning hours.

As shown in table III, a majority of the agriculture teachers in this study, 60 percent, did not feel their FFA activities were being interrupted by other programs in the school. However, 40 percent of them reported such interference.

TABLE III

AGRICULTURE TEACHERS' RESPONSES CONCERNING INTERFERENCE WITH FFA ACTIVITIES BY OTHER SCHOOL PROGRAMS

Sample	Interference	Sample	Interference	Sample	Interference
1	No	11	No	21	No
2	Yes	12	No	22	Yes
3	Yes	13	No	23	No
4	No	14	Yes	24	No
5	No	15	Yes	25	Yes
6	Yes	16	No	26	Yes
7	Yes	17	No	27	No
8	Yes	18	No	28	No
9	Yes	19	Yes	29	No
10	No	20	No	30	No

Table IV shows the methods used by agriculture teachers to overcome the effects of external interference on their FFA activities. The table shows that 13.3 percent of the teachers reported that they overcame interference to FFA activities by integrating the FFA activities into class work. Another 13.3 percent said they solved the problem by collaborating with other teachers in the school as well as using make up exercises. The other methods reported were: preparing the programs of activities in advance, by 6.6

percent of the respondents; using flexible meeting schedules, 6.6 percent and ensuring that class work is always completed before the FFA activity, 6.6 percent.

TABLE IV

AGRICULTURE TEACHERS' RESPONSES CONCERNING METHODS USED TO OVERCOME INTERFERENCE WITH FFA ACTIVITIES

METHOD/ STRATEGY	Freq. out 30	% of resp. Reporting
Integrating FFA activities in class work	4	13.3
Coordinating with other teachers & make up Exercises	4	13.3
Preparing FFA programs early in year & avoiding known events	2	06.6
Flexible schedules for FFA meetings	2	06.6
Other strategies (class work first)	2	06.6

Table V shows the most common types of supervised agricultural experiences (SAEs) used by agriculture teachers in their respective communities. The table shows that 82.5 percent of the teachers, 25 out of 30, said that livestock projects were the most prevalent SAEs in their communities. The other important SAE projects mentioned were:

TABLE V

AGRICULTURE TEACHERS' RESPONSES CONCERNING TYPES OF COMMON SAES IN THEIR COMMUNITIES

SAE PROJECTS	Freq. out of 30	% of resp. reporting
Livestock	25	82.5
Placement in production agriculture & agribusiness	12	40.0
Crop projects	10	33.3

placements in agricultural production and agribusinesses, reported by 12 out of 30 or 40 percent of the respondents; crop projects by 10 out of 30 respondents or 33.3 percent.

Most of the teachers surveyed in this study were very positive about the educational value of the FFA Organization to their students. Many of them reported that FFA was the best, most important or greatest student organization, 36.6 percent. Other responses included: FFA provides leadership skills, experiences and activities, 30 percent; and that FFA supported or promoted the AGED programs of the high schools.

Table VI shows the most reported FFA projects and activities by agriculture teachers in this study. There were a lot of variations in number and types of projects and activities depending on the particular chapters reporting. The most outstanding of these were: shows, exhibits and fairs, reported by 33.3 percent of respondents; fundraising activities, by 30 percent; awards and appreciation banquets, 26.6 percent; leadership camps, conferences and workshop, 20 percent; community service activities, 20 percent; food for America, 20 percent; FFA contests, 20 percent; citizenship activities such as adopt-a-highway, 13.3 percent. The FFA week and career development activities were reported by 10 percent respectively. Most of these activities and projects were carefully laid out in form of annual programs for chapter activities.

Table VII shows the types of volunteers that often work with FFA advisors. Most of the respondents reported that their chapters depended on some form of volunteers. The table above shows 46.6 percent of the respondents said that parents of the FFA members volunteered towards chapter needs; Other major types of volunteers reported were:

TABLE VI

AGRICULTURE TEACHERS' RESPONSES CONCERNING THE MOST COMMON FFA PROJECTS & ACTIVITIES

PROJECT/ ACTIVITY	Freq. Out of 30	% of resp. reporting
Fairs, shows & exhibits	10	33.3
Fundraising activities	9	30.0
Awards & appreciation banquets	8	26.6
Community service activities/projects	6	20.0
leadership camps, conferences & workshops	6	20.0
Food for America	6	20.0
Contests	4	13.3
Adopt-a highway/ adopt-a park	4	13.3
Career development activities/events	3	10.0
FFA week	3	10.0
Crop & livestock projects	2	06.6
Member development activities	2	06.6
Labor auctions	2	06.6
Petting zoo & children's barn yard	2	06.6
Safety projects	2	06.6
FFA meeting	1	03.3
Building our American Communities projects	1	03.3
SAE exploration	1	03.3
Teacher appreciation breakfast	1	03.3
Farmhand Olympics	1	03.3
Basketball tournament	1	03.3
Student recreation	1	03.3
Green hand night	1	03.3.

clubs or associations in the communities such as; the Booster clubs, Lions clubs, Kiwanis, and Rotary clubs, reported by 43.3 percent; FFA alumni, 33.3 percent; schools, teachers and school administrators, 16.6 percent; and local businesses, 16.6 percent.

TABLE VII

AGRICULTURE TEACHERS' RESPONSES CONCERNING TYPES OF VOLUNTEERS THEY WORK WITH

TYPE OF VOLUNTEER GROUP	Freq. Out of 30	% of resp reporting
Parents	14	46.6
Other clubs in community	13	43.3
FFA Alumni	10	33.3
School officials/ teachers/ administrators	5	16.6
Local business communities	5	16.6
Civic groups in the communities	4	13.3
Community leaders/ adults/ ministers	4	13.3
OSU students and alumni	4	13.3
Government agencies/ personnel	1	03.3

Table VIII shows types of other groups that work with FFA advisors. Many of the respondents also reported that they collaborated or got help toward FFA activities from various groups in their communities. The most reported of these were: County Fair Boards and Expo committees, by 23.3 percent of respondents; the chambers of

TABLE VIII

AGRICULTURE TEACHERS' RESPONSES CONCERNING TYPES OF ORGANIZED GROUPS THEY WORK WITH

GROUP/ INSTITUTION	Freq. out of 30	% of resp. reporting
Fair Boards & Expo Committees	7	23.3
Chamber of Commerce	6	20.0
News media groups	3	10.0
Other clubs/ youth organizations	3	10.0
Schools	2	06.6

commerce, by 20 percent; news media groups such as newspapers and radio, 10 percent; other clubs and youth groups, 10 percent; and schools 6.6 percent.

Table IX shows reports about the most popular events at the State FFA Conventions. Although the respondents were very positive about the FFA convention as a whole, many of them, 43.3 percent, reported the opening speeches and key-note addresses as the most popular events at the conventions. The other most popular events reported were: the leadership and FFA alumni workshops, 30 percent; FFA degree awards, 20 percent; trade and career shows, 16.6 percent; and the opening ceremonies in general, 13.3 percent.

TABLE IX

AGRICULTURE TEACHERS' RESPONSES CONCERNING THE MOST POPULAR EVENTS AT THE STATE FFA CONVENTIONS

FFA CONVENTION EVENT	Freq. out 30	% of resp reporting
Speeches/ opening/ keynote speakers	13	43.0
Leadership & Alumni workshops	9	30.0
State FFA degree awards	6	20.0
Trade/ career shows	5	16.6
Opening ceremonies	4	13.3
Talent shows	2	06.6
Retiring Officer speeches	2	06.6
Chorus	2	06.6
Officer elections	2	06.6
Meeting the State Officer team	1	03.3
Entire Convention	1	03.3
Final session	1	03.3

All the chapters in this study reported a variety of awards received by their

members or chapter. 80 percent of the respondents said they had received the State FFA degree. 76 percent received the proficiency awards. 40 percent received the judging awards. Other awards frequently mentioned were: star awards; golden emblem chapter awards; individual scholarships; American FFA degree; Food for America; and safety awards.

Table X reports the number of members that constitute the AGED advisory committees. Almost all the chapters, 28 out of 30 respondents, in this study reported having an advisory committee for their programs. A majority of the committees, 40 percent, had five members sitting on them. However, membership ranged from three to ten members.

TABLE X

AGRICULTURE TEACHERS' RESPONSES CONCERNING THE NUMBERS OF MEMBERS ON THEIR PROGRAM ADVISORY COMMITTEES

# of Members	Freq. out of 30	% of resp. Reporting
3	2	06.6
4	2	06.6
5	12	40.0
6	4	13.3
7	4	13.3
8	1	03.3
9	1	03.3
10	2	06.6

Table XI shows responses about the compositions of the membership for AGED advisory committees. The table showed that Agribusiness persons, 80 percent; farmers and ranchers, 63.3 percent; and school administrators, 53.3 percent, were the majority of

the people on AGED program advisory committees. The other groups reported on these committees were: Bankers and accountants, 40 percent; FFA members' parents, 40 percent; community leaders, 26.6 percent; civil servants, 23.3 percent; and teachers, 20 percent. The least represented were the FFA alumni and FFA members, 10 percent.

TABLE XI

AGRICULTURE TEACHERS' RESPONSES CONCERNING THE COMPOSITION OF ADVISORY COMMITTEES

TYPES OF MEMBERS	Freq. out of 30	% of resp reporting
Agribusiness persons	24	80.0
Farmer/ rancher	19	63.3
School officials/ administrators	16	53.3
Banker/ accountant	12	40.0
Parents	12	40.0
Community leaders/ city officials	8	26.6
Government employees	7	23.3
Teachers	6	20.0
School Board members	4	13.3
FFA members & Alumni	3	10.0
Others	1	03.3

Table XII shows the suggestions made by respondents of this study towards the kinds of improvements they would make for their programs if adequate resources were made available. The table shows that, given adequate resources, most FFA advisors in this study would give priority to the following types of program improvements: student activities and educational trips, reported by 46.6 percent of respondents; computer laboratory, by 40 percent; workshop equipment, 33.3 percent; horticulture or green house, 23.3 percent; hiring of another agriculture teacher, 20 percent; and curriculum materials,

16.6 percent. Other things mentioned were the school farms, less fundraising, development of better financial bases, more parental involvement and increased support for student needs.

TABLE XII

AGRICULTURE TEACHERS' RESPONSES CONCERNING TYPES OF IMPROVEMENTS THEY WISHED FOR THEIR PROGRAMS

TYPE OF IMPROVEMENT SUGGESTED	Freq. Out of 30	% of resp reporting
More trips & student activities	14	46.6
Computers/ computer lab	12	40.0
Update mechanical shop/ equipment	10	33.3
Horticulture/ green house	7	23.3
Hire another agriculture teacher	6	20.0
Curriculum materials	5	16.6
School farm	3	10.0
Less fundraising & good financial base	3	10.0
More parent involvement	2	06.6
More support to students	1	03.3
Means of transportation	1	03.3
Other (aquaculture, science lab, video)	3	10.0

Table XIII shows suggestions given by agriculture teachers involved in this study toward starting an FFA Organization in a developing country. Most of the teachers involved in this study were very interested in the idea of having an FFA program in a developing country. Table XI above shows that, 30 percent of the respondents, felt that determination of local needs, goals and a suitable curriculum and skill was important. Other highly reported suggestions were: providing incentives and opportunities for students, 13.3 percent; strong adult leadership and local support groups, 10 percent; and

the involvement of other people as much as possible, 10 percent. The need for strong SAEs, keeping to the basics, good planning, maintaining good ethical standards, allowing local communities to shape their own programs and the promotion or marketing of the programs were also frequently mentioned.

TABLE XIII

TYPES OF ADVICE GIVEN BY AGRICULTURE TEACHERS TOWARD HAVING AN FFA ORGANIZATION IN A LESS DEVELOPED COUNTRY

STATEMENT OF ADVICE GIVEN	Freq. Out of 30	% of resp reporting
Set local goals, suitable curr. & skills	9	30.0
Incentives & opportunities to students	4	13.3
Adult leadership & local support groups	3	10.0
Involve other people as possible	3	10.0
You need strong SAEs	2	06.6
Basics first & develop slowly	2	06.6
Plan well & set achievable goals	2	06.6
Maintain ethical standards	2	06.6
Communities to shape their programs	2	06.6
Market the program/ show the need	2	06.6
Integrate class instruction & FFA	1	03.3
Strong recruitment	1	03.3
Use influential people outside AGED	1	03.3
Secure legislative support	1	03.3
Emphasize personality development	1	03.3
Other (work hard, involve all students)	3	10.0

Table XIV shows more than one person indicated that community involvement would be an important component of the effort to introduce FFA in other countries.

TABLE XIV

OTHER COMMENTS BY AGRICULTURE TEACHERS TOWARD HAVING AN FFA PROGRAM IN A DEVELOPING COUNTRY

COMMENT GIVEN	Freq. Out of 30	% of resp reporting
Be part of the community	2	6.6
Emphasize people not just skills	1	3.3
Be prepared	1	3.3
Quality first	1	3.3
FFA is integral part of AGED	1	3.3
Study FFA origins & modify	1	3.3
Don't know what to do there	1	3.3
Include practical & useful skills	1	3.3
Strong org. structure at all levels	1	3.3

Interview Results

Results of an Interview With the State FFA Executive Secretary

The following report is a result of an interview held by the investigator with the State FFA Executive Secretary in the Spring of 1997. It was meant to provide an over view into the organization and function of the FFA Association and the high school agriculture program in the state. All the questions asked were spontaneous and therefore not recorded in the study.

There are 353 high schools in Oklahoma that have agricultural education (AGED) programs. They employ a total of 432 agriculture teachers. The number of teachers per agriculture department ranges between one and five. The schools are organized into five

agricultural education districts. Each district is further subdivided into four to five teacher professional improvement groups as shown on Map in Appendix C.

The teachers in each professional improvement group meet once every month. They set their own agendas, meeting dates, and venues. They conduct business meetings, organize in-service training programs, work on student applications and communicate with each other regularly.

Each of the agricultural education districts is supervised by a state AGED specialist who attends each of the monthly professional group meetings. This is designed to provide effective communication between the teachers and the state office. The teachers receive a small remuneration ($10) for each meeting attended as an incentive.

At state level, the five district specialists/ supervisors meet twice every month, on the first and third Mondays, to share their field reports. The specialists are also responsible for the professional growth of the newly qualified agriculture teachers. Each new teacher is visited at least twice in a year by the district specialist who spends a full day with the teacher. The district specialists also identify five least effective programs in each district that need improvement and provide full day visits accordingly. The AGED programs are also formally evaluated every five years. They are evaluated according to the following 12 point standards;

1. instructional planning and organization.
2. instructional materials utilization.
3. qualified instructional personnel.
4. enrollment and student- teacher ratio.

5. equipment and supplies.
6. instructional facilities.
7. safety training and practices.
8. advisory committee and community relations.
9. vocational student organization
10. coordination activities.
11. student accounting and reports.
12. adult education

The evaluation process is accomplished in two stages. The first stage is the local teachers' own comprehensive self- evaluation and the second stage is by and external team from the state office. The 12 standards are the best practices endorsed by the State Board of Vocational and Technical Education (Vo-Tech).

FFA chapters are an integral part of the high school AGED programs. FFA is the incentive used by agriculture teachers to keep students in their programs, because agriculture today is no longer an attractive occupation for many students in the United States. FFA is also used to provide students with leadership skills, fun activities, travel opportunities and competitions.

AGED in Oklahoma is also supported from the state legislature. The local schools are required to make a commitment to the state, through their School Boards, that they would like to have an agriculture program. It is only then that they can receive state funding for their AGED programs. The state office pays approximately $13,000 per year to schools for every agriculture teacher employed in the school. Agriculture teachers are hired on a full-time basis and they work during summer as well. The schools are also

required to provide means of transportation (often a truck), to agriculture teachers so that the latter can visit the students' supervised agricultural experience programs and school farms, raise FFA funds, and participate in community activities. Besides being FFA advisors, agriculture teachers organize fundraising activities for their FFA programs. The state does not provide funds for FFA chapters.

Case Study Results

Case study # 1: Single Teacher Agricultural Education Department

This report is based on the results of a personal visit to the department and meeting with the teacher in charge during the summer of 1997. The department was founded back in about 1952 and is approximately 45 years old to date. It is located in a relatively small high school in a rural area. The total school enrollment was about 350 students in 1996. The present facilities include an agriculture building which houses a classroom, a metal workshop, a science laboratory, and office space. The science laboratory, however, was just the size of the office space and contained veterinary equipment and the audio-visual facilities. The computer lab is part of the classroom space with several computers aligned along one of the classroom walls. There is also a livestock exhibition barn of about 73 × 133 sq. Ft nearby. The teacher in charge has been in the school for only five years.

Approximately 73 out of the 350 students that were enrolled in the department from K8 through K12 for the year 1996/97. The areas of instruction were:

1. agricultural education I
2. 8^{th} grade agricultural education

3. agricultural mechanics
4. natural resources
5. equine science.

According to the teacher in charge, there are a number of agriculture courses that are proposed by the state department of Vocational and Technical Education (Vo-Tech). It is then up to the teacher to select those of interest to the local students and community needs. He for example said:

> We look at what the community needs. In this part of Oklahoma, I do not need to teach forestry because there are no forests here. I teach animal science and equine science because of the population of horses here, I also teach natural resources, about wild life, hunting safety, recreational activities, water testing, soil testing, and entomology" (Personal interview, Summer 1997).

Besides these courses, the department also takes particular interests in local and national competitions. For the last five years, the department has won several awards such as:

1. national gold winning chapter
2. national bronze winning chapter
3. state dairy cattle judging team winners
4. one state FFA officer
5. 15 state FFA degrees in the last three years, with nine of them during 1996 alone.
6. numerous judging contests and speech contests

Besides these victories, the department also takes pride in having participated at the national crop contest held at Purdue University during the Summer of 1997. They

have also put approximately 40 animals in premiums at the county shows for the last four years. The teacher also said, there have been a lot of benefits to individual students. He said:

> We do a lot of things here at the local level. Our judging teams, for example, have 35 students. Each team consists of three to four students. We practice at the local level and select teams for district and state competitions. There is one district contest, state and Oklahoma State University inter-scholastics in April and the national contest" (personal interview, Summer 1997).

According to this teacher, AGED programs in the school are unique and the teacher's role is more involving compared to all others in other departments. He said:

> The hours do not compare with other teachers in the school. I work from 7:30 a.m. to 9:00 p.m. each month. Once I get out of school at 1:45 p.m., that is when work starts; SAE visits, livestock shows, speech contests, Booster club meetings, Fair Board meetings.... It is hard to have family life. Most other teachers in this school do not live here. I am the one that lives with the community"(personal interview, Summer 1997).

The most important components of the agriculture program for this department were; the strong supervised agricultural experiences, successes in competitive FFA events, and a strong classroom program. Many students are involved in livestock production, vegetable plots, bees and horses. The teacher goes by their homes to check on what they need to be doing such as what fertilizer to apply.

According to the teacher in charge, the annual budget for the department ranges between $8,000 and $10.000. The local budgetary allocation from the school is only $5,000. The rest comes from fundraising activities organized by the department. These activities involve the sale of sausages, chicken ad goat meat . The students also often pay for their own overnight expenses, livestock shows and contest expenses.

The state department of Vo-Tech provides some money for the teacher's salary as well as for other vocational programs in the school. In many cases, the school helps to cover costs as need arises. The Booster club of the school also provides some financial assistance. A booster club, according to the teacher, is a parents' club that is dedicated to helping students for trips. The FFA alumni club on the other hand, often helps to supervise the students.

The visit ended with the tour of the metal workshop. This housed several tools and equipment such as welding torches, grinders, mig-welders, cut-off saws, draw press, vices, welding benches etc. The students are required to pass a safety tests by 100% before they can be allowed into the workshop. Approximately 13 students are taken in at a time to ensure good safety. The workshop skills have been useful to students by facilitating the school-to-work program as well. Many of the students have found easy placements in various businesses such as John Deere.

Future improvements will entail the purchase of four more computers to make a total of eight, an over-head projector and up to date workshop tools like the plasma cutter. These will improve instruction and enhance workshop skills as well. The teacher here believed that a grass roots FFA program needs clear guidelines and objectives. Furthermore, the students must e kept aware of everything that goes on in the program. He said, prior to 1990, most people in Oklahoma thought to be in AGED or FFA, was to show animals. And that we need to move out of this "cow-sow syndrome", and keep up with technology. We need to teach the various opportunities that are numerous in agriculture.

Case study # 2: A Two Teacher Agricultural Education Department

The following report is based on a personal visit and a meeting session between the investigator and the two teachers in the department during the summer of 1997. The department was chosen by a criterion sampling process described in chapter three and ease of access to the investigator.

This particular department was over 40 years old. It consisted of the two teachers, a three year old green house and an agriculture building that houses a 100 × 50 sq. ft metal workshop, a 50 × 30 sq. ft classroom and an office space. The department also runs a school farm where some students kept their livestock.

The workshop contained various tools and equipment such as: individual welding pads or units for students, welders, oxyacetylene torches, metal fabrication tables, a portable arc cutter, a blade sharpener et cetera. In the middle of the workshop stood a six pen hog house recently designed and built by the students upon request from a farmer in their community. According to the teacher conducting the tour, such requests were common because the students provided free labor as they practice their skills.

The green house was three years old and furnished with florescent lights, a fan system, tables allegedly built by students, and a mister irrigation system. According to the teachers, a green house is particularly appropriate for urban schools because it offered specialized skills such as working in a horticulture lab, plant propagation, plant cuttings, and potted plant sales. The plant sales from the green house was valued as means of promoting community awareness and support for agriculture programs in the school. According to these teachers, FFA activities are time consuming to parents as well in

providing transportation, thus their involvement and awareness is very important for teachers to succeed.

There were 160 students enrolled in this department for the year 1995/96. The courses offered were:

1. Agriculture I and II
2. Agricultural careers
3. Horticulture
4. Agricultural mechanics
5. Equine science
6. Animal science
7. Natural resources
8. Soil Science

According to the teachers of the department, agriculture I is a broad introductory course covering all parts of agricultural production such as swine, cattle, agronomy, and mechanization. It is taught as a starter course for all students enrolled in agricultural education (AGED). Agriculture II is a more specialized course that agriculture 1 and covers specific areas like agricultural economics, farm management, and farm records. The students later specialize in areas of their interest, for example, those with Veterinary orientation would require to take animal science while others might not.

Agriculture in this school is taught as an elective subject. Many of the students stay in the department for a period of three to five years, while a few can study agriculture for just one year depending on their interests. The most important components of the agricultural program emphasized by the teachers in this department were:

1. a life skills oriented curriculum such as problem solving.
2. competition
3. national tours
4. leadership education such as public speaking.

According to these teachers, AGED in Oklahoma comprises three interrelated components: classroom instruction, supervised agricultural experiences (SAE) and the FFA. They believed that the FFA and SAEs provide students with opportunities to compete in areas of their own interests which in turn, is a motivational tool for further learning. They said, in order to compete in a sales presentation, for example, the student must fully understand all the steps involved in a marketing plan.

In the last five to ten years, the department won the following awards, as evidenced by the investigator's own observation of trophies in the office:

1. one American FFA degree
2. 30 state FFA degrees
3. Several state winning positions in meat judging contests, sales & service contests, marketing, public speaking contests, three state choirs, three state business awards, nursery operation, filed crop proficiency, soil conservation, two star agricultural production and four district agribusiness winners.

The major competition events are organized by the state FFA office. However, the local teachers were responsible for organizing their area contests such as the district inter-scholastics contests in dairy cattle, meat judging and horticulture. The teachers in these areas divide the responsibilities among themselves.

The teachers also reported that their department:

1. organized and prepared the course work for their students.

2. obtained program funding from the state department of Vocational and Technical Education (Vo-Tech), through the school administration.

3. had the teachers' salaries, equipment, and facilities furnished by the school like other departments.

4. was responsible for fundraising activities to support the FFA programs. This was mainly done by having the students sale food and sausages.

5. unlike the other departments in the school, had its teachers working longer hours and extra days including week ends and summer holidays.

The teachers also reported that they made their own teaching syllabus through personal discretion and collaboration. They reviewed the text books of agriculture and chose those that were most suitable to their local needs. These teachers argued that AGED is a very broad area of study. The individual teachers must have freedom of choice in order to meet local needs of their students. The duration and content of instruction is determined by students interests and needs. They emphasized that AGED should be tailored to needs of local areas. It is for this reason different schools and counties in Oklahoma teach different topics to their students. The state Vo-Tech division of AGED only requires the agriculture departments to submit profiles of what they teach and there are no state wide examinations for students.

Objective 2: Characteristics of 4-H Clubs in Oklahoma

Tables XV shows a summary of the demographic information about the county 4-H programs that participated in the study. Twenty five out of the 40 questionnaires sent to

TABLE XV

DEMOGRAPHIC INFORMATION CONCERNING 4-H COUNTY PROGRAMS IN THE STUDY

sample	District	4-H Clubs/ county	Sample	District	4-H Clubs/ county	Sample	Distri ct	4-H clubs/ County
1	NE	16	10	SW	17	18	NE	8
2	SW	15	11	NE	37	19	SW	20
3	SW	7	12	SE	11	20	SW	12
4	NW	4	13	SE	18	21	NW	10
5	SE	35	14	NE	18	22	SW	16
6	NE	10	15	NW	16	23	NE	9
7	NE	13	16	NE	7	24	SE	17
8	SE	23	17	SE	6	25	SE	22
9	NE	10						

the county 4-H extension agents were returned. Of these: 36 percent came from the north east district; 28 percent from the south east; 24 percent from the south west; and 12 percent from the north west districts respectively. The total response rate from the 4-H agents was 62.5 percent.

There were altogether, 377 clubs in the 25 counties represented in this study, with 52 percent of them organized as community 4-H clubs, 27 percent as school based 4-H clubs and 13 percent as specialty 4-H clubs. The average number of 4-H members per club was approximately 26 members.

TABLE XVI

PERCENTAGES OF THE DIFFERENT KINDS OF 4-H CLUBS AND AVERAGE ENROLLMENTS AS INDICTED BY PARTICIPANTS IN THE STUDY

Sample	% of comm. Clubs	% of specialty Clubs	% of School Clubs	Average members/ Club	Sample	% of comm. Clubs	% of specialty Clubs	% of School Clubs	Average members/ Club
1	75	25	0	30	13	1	5	94	45
2	56	44	0	25	14	80	20	0	40
3	100	0	0	-	15	75	25	0	30
4	100	0	0	-	16	100	0	0	50
5	20	6	74	34	17	0	0	0	-
6	100	0	0	-	18	0	0	0	20
7	0	10	90	15	19	64	35	1	17
8	83	3	14	28	20	0	8	92	30
9	80	20	0	25	21	90	10	0	30
10	5	0	95	-	22	0	60	40	25
11	81	16	4	30	23	90	10	0	50
12	0	0	100	80	24	6	12	82	27
-	-	-	-	-	25	90	10	0	30

Legend:
- Sample = Questionnaire returned by 4-H agent and represents county 4-H program.
- -sign = Data was not given or blank space.
- % club = proportion as estimated or reported by county 4-H agent.

Figure 4 illustrates average the proportions of the various 4-H clubs as indicated in the above table. There were more community clubs than both school and specialty clubs combined. This probably illustrates the fact that the 4-H program is an out of school, non formal community based organization. The school clubs were probably the participants in the newly introduced Agriculture in the Classroom as an agricultural literacy program.

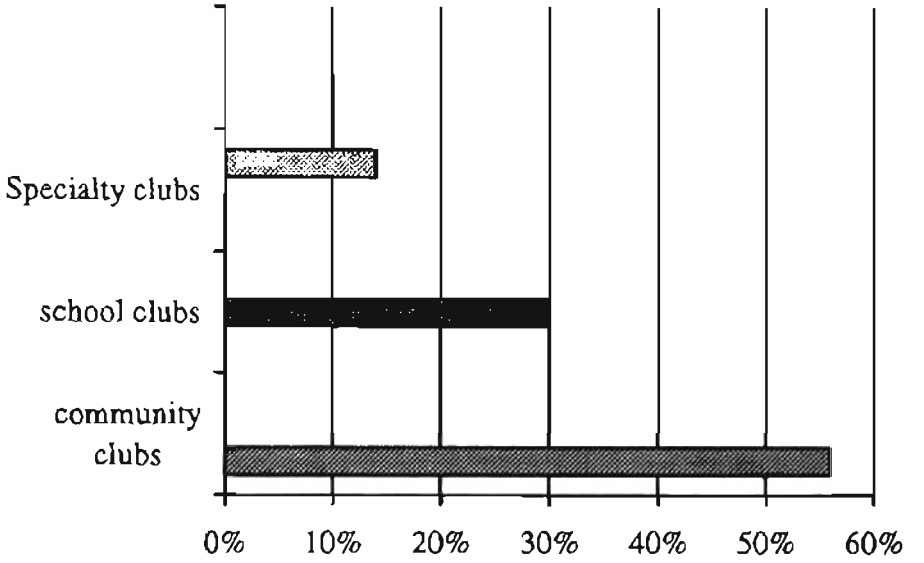

Figure 4: An Illustration of the Proportions of Community; School; and Specialty Clubs in Oklahoma as Indicated by the Study

As shown in table XVII, the enrollments of the 4-H membership varied by age. The majority of members enrolled were the beginners aged 9 to 11 years. They made up 46 percent of all the 4-H enrollments in the 25 counties responding to this study. They were followed in descending order by the intermediates aged 12 to 14 years, with a mean enrollment of about 32 percent. The least enrolled were the advanced members aged 15 to 19 years, and they made up 18 percent of the reported enrollments. The clover buds, aged five to eight years were much fewer with only four percent of the reported enrollments.

Figure 5 illustrates average proportions of the various age groups enrolled in 4-H clubs as indicated in the above table. As shown in the figure, 46 percent of the 4-H members were aged 9 to 11 years; 32 percent of them were 12 to 14 years; and 18 percent aged 15 to 19 years. The clover buds were only four percent of the total enrollment.

TABLE XVII

ENROLLMENTS OF 4-H MEMBERS BY AGE AS INDICATED FROM PARTICIPANTS IN THE STUDY

Sample	% of ages 5-8	% of ages 9-11	% of ages 12-14	% of ages 15-19
1	15	40	35	10
2	05	40	40	15
3	00	50	30	20
4	00	50	30	20
5	06	57	20	17
6	10	50	30	10
7	00	50	30	20
8	01	49	45	05
9	00	0	00	00
10	00	30	20	50
11	00	0	00	00
12	00	45	40	15
13	00	50	35	15
14	00	35	40	25
15	05	50	25	20
16	00	64	27	09
17	02	50	33	15
18	00	50	40	10
19	10	30	45	15
20	00	40	40	20
21	00	70	25	05
22	02	33	35	30
23	40	40	10	10
24	02	31	30	37
25	01	50	35	14

Legend:
Sample = Questionnaire returned by 4-H agent.
Ages = estimated proportions of each age group by county 4-H extension agent.

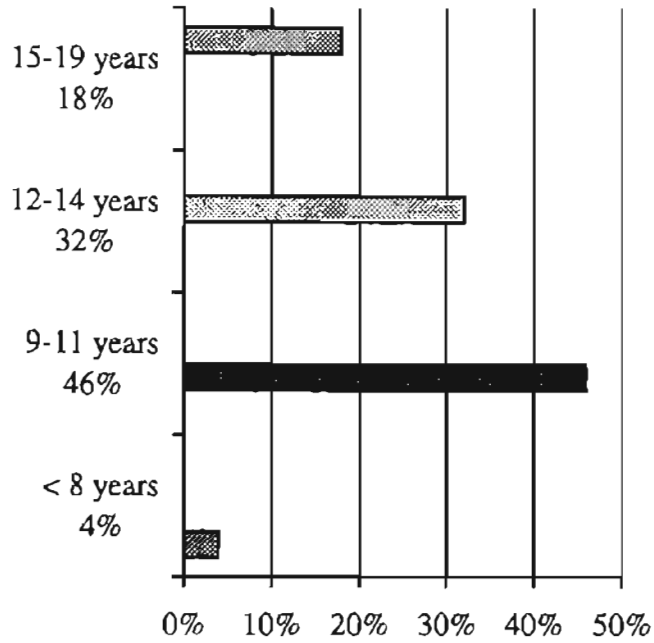

Figure 5: An Illustration of the Proportions of 4-H Enrollments in Oklahoma by Ages as Indicated by in the Study

Table XVIII shows the types of activities reported by 4-H agents as those that may often interfere with 4- programs. Most of the respondents in the study, 62 percent, reported that athletic programs often interfered with their 4-H activities. The other

TABLE XVIII

RESPONSES BY 4-H AGENTS CONCERNING ACTIVITIES THAT INTERFERE WITH 4H PROGRAMS

TYPE OF INTERFERING ACTIVITY	Freq. out of 25	% of resp reporting
Sports/ Athletics (e.g. little leagues)	16	64
Church & school activities	10	40
Other youth activities e.g. FFA & FHA	6	24
Lack of transportation	1	04
Other activities / jobs for teen members	3	12

reported sources of interference were: the school and church programs, reported by 40 percent; other youth groups, by 24 percent; lack of transportation, four percent; and other miscellaneous ones such as jobs for teen members.

Table XIX shows a report of the various methods used by 4-H club leaders to minimize the effects of external interference on their programs. Many respondents said they used various strategies to overcome external interference to their programs and activities. These included: preparing program plans of action ahead of time, reported by 40 percent; encouraging youth to make choices between 4-H activities and other programs, by 12 percent; using flexible schedules for 4-H meetings, 12 percent; coordinating with other youth programs like the FFA, four percent; and keeping their members updated by newsletters and personal contacts, four percent of respondents.

TABLE XIX

4-H AGENTS' RESPONSES CONCERNING METHODS USED TO INTERFERENCE TO 4H PROGRAMS

METHOD USED	Freq. out of 25	% of resp reporting
Scheduling activities ahead of time	10	40
Encouraging youth to make choices	3	12
Using flexible schedules for meetings	3	12
Coordinating with FFA advisors	1	04
Personal contacts & newsletters	1	04

Table XX shows the 4-H projects and activities that were reported by the respondents in the study. There was an enormous list of 4-H activities and projects reported. However, the activities varied with each program and location. The most reported of them were: livestock projects, reported by 48 percent of respondents;

TABLE XX

4-H AGENTS' RESPONSES CONCERNING MAJOR 4H PROJECTS & ACTIVITIES

PROJECT/ ACTIVITY	Freq. out of 25	% of resp reporting
Livestock projects	12	48
Leadership/ citizenship	11	44
Conferences/ camps/ workshops	9	36
Clothing & textile	8	32
Contests & judging	7	28
Shows/ Expos & Auctions	7	28
Public speaking	7	28
Foods & nutrition	5	20
Shooting sports	4	16
Horses	4	16
Share the fun	4	16
Awards banquets	4	16
Wild life & conservation	3	12
Job readiness	3	12
Forestry	2	08
Leisure education	2	08
State 4H Round Up & Congresses	2	08
Volunteer conferences & Week	2	08
Fundraising	2	08
Promotional video	1	04
Art and crafts	1	04
4-H meetings	1	04
Land judging	1	04
Crop projects	1	04
Achievement activities	1	04
Clover bud Round Up	1	04
Children's barn yard	1	04
Agriculture in the Classroom	1	04
Record books	1	04
Teen trips/ field day	1	04
OSU field days	1	04
Youth in Action	1	04
County Fairs	1	04
Open house	1	04
National Youth Congress	1	04

citizenship and leadership activities, by 44 percent; conferences, camps and workshops, 36 percent; clothing, fashion and textile, 32 percent; judging and contests, 28 percent; fair shows, exhibits and auctions, 28 percent; foods and nutrition, 20 percent; share the fun 16 percent; shooting sports, 16 percent; job readiness, and 12 percent. Others also significantly reported were: forestry, leisure education, State 4-H Round up and congresses, volunteer development programs, and fundraising.

Most of the respondents in this study felt that a 4-H program could not exist without the help of volunteers. The specific reasons given were quite varied, for example: 44 percent of the respondents said that a 4-H agent could not effectively do all the work in a county; 16 percent said volunteers were the foundation for the 4-H program; another 16 percent reported that volunteers provided the leadership at local levels such as in organizing club meetings and fundraising activities; and 12 percent felt that volunteers brought with them a variety of experiences and expertise to benefit the 4-H program.

Table XXI shows types of organized groups that work hand in hand with the 4-H agents to facilitate 4-H programs. Most of the participating 4-H agents in the study said their programs also depended on the collaborative efforts of other organizations or institutions. 60 percent of the respondents said they worked closely with other youth groups like scouts while 56 percent reported that they collaborated with the various community service agencies like fair boards, farm bureaus, community education programs, health department and NARS. The other outstanding partners reported were: schools and school districts, reported by 40 percent; churches and civic groups, 24 percent; news media, 16 percent; private businesses, four percent of respondents.

TABLE XXI

4-H AGENTS' RESPONSES CONCERNING TYPES OF ORGANIZED GROUPS THEY WORK WITH

GROUP / ORGANIZATION	Freq. out of 25	% of resp reporting
Scouts & other youth organizations	15	60
Community agencies (fair board etc.)	14	56
School/ School districts	10	40
Churches & civic groups in community	6	24
News media groups	4	16
Private businesses	1	04

Table XXII shows the reports about the most popular 4-H events at local, county and state levels. There were a lot of 4-H events at local, county and state level that are

TABLE XXII

4-H AGENTS' RESPONSES CONCERNING THE MOST POPULAR 4H EVENTS

LOCAL, COUNTY OR STATE 4H EVENT	Freq. out of 25	% of resp reporting
State 4H Round Up	17	68
County 4H camps/conferences/wkshps	12	48
Youth in Action conferences	7	28
Livestock shows	6	24
Family fun nights & share the fun	5	20
County fairs	2	08
Speech contests	2	08
Local 4-H carnival	1	04
Record books	1	04
Shooting sports	1	04
Leisure lab	1	04
Fashion & fabrics	1	04
Out door education	1	04
Citizenship focus trip	1	04
cattle grading	1	04

very popular among its members. The table shows that the State 4-H Round Up was the most popular event reported by 68 percent of the respondents. The other events were: the county 4-H camps, conferences and workshops, reported by 48 percent; youth in action, 28 percent; livestock shows, 24 percent; the family fun nights and share-the-fun activities, 20 percent; the county fairs, eight percent and speech contests, reported by eight percent of the respondents.

Table XXIII shows the report of the most commonly earned 4-H awards at county and local level during the last five years. There were many kinds of awards won by 4-H members, their counties and local clubs. The most reported were: project recognition

TABLE XXIII

4-H AGENTS' RESPONSES CONCERNING THE MOST COMMON 4-H AWARDS RECEIVED IN THE LAST FIVE YEARS

TYPE OF AWARD	Freq. Out of 25	% of resp reporting
Project recognition awards	6	24
Hall of fame	4	16
Trips to state / National events	3	12
Special awards	3	12
County spirit awards/medals	3	12
Financial awards	3	12
Scholarships	2	08
Speech contest winner awards	2	08
Citizenship award	2	08
Meat judging award	1	04
State Round Up award	1	04
National Congress award	1	04
Outstanding County Club award	1	04
Share the fun award	1	04
Outstanding junior member award	1	04
Record book winner award	1	04
Individual member award	1	04

awards, reported by 24 percent of respondents; hall of fame awards, by 16 percent; trips to state and national events, by 12 percent; special awards by individual members, by 12 percent; county awards, by 12 percent; and financial awards by 12 percent of the respondents. Others significantly reported were: speech contest awards, scholarships and citizenship awards.

Table XXIV shows the types of improvements suggested by respondents for their programs if resources and time were adequately available. Almost all the 4-H agents surveyed in this study showed positive desire to improve certain aspects of their programs. The most reported suggestions included: hiring other 4-H agents and staff members, reported by 60 percent of respondents; improving volunteer development

TABLE XXIV

4-H AGENTS' RESPONSES CONCERNING IMPROVEMENTS THEY WISHED FOR THEIR PROGRAMS

ITEM TO IMPROVE UPON	Freq. Out of 25	% of resp reporting
Hire a 4H agent/ staff/ prog. Assistant	15	60
Educational program for volunteers	8	32
Enhance parent & volunteer particip'n	7	28
More clubs & member recruitment	6	24
Develop better financial base	4	16
Program marketing & visibility	3	12
More teen member involvement	3	12
More workshops & fun activities	2	08
Transportation vehicle	1	04
More trips	1	04
Uniform for co-workers	1	04
Curriculum resources	1	04
Develop mentoring program	1	04
County scholarship program	1	04
Work for more hours	1	04

programs, by 32 percent; increasing parent and volunteer participation, by 28 percent; more clubs and member recruitment, by 24 percent of the respondents. Other frequent suggestions included: developing a better financial base and minimizing fundraising activities; more teen member recruitment; and program marketing or visibility.

Table XXVI shows the kinds of advice given by the respondents to anyone who would like to have a 4-H program in a developing country. Most respondents of this study

TABLE XXV

TYPES OF ADVICE GIVEN BY 4-H AGENTS TOWARD HAVING A 4H PROGRAM IN A DEVELOPING COUNTRY

STATEMENT OF ADVICE GIVEN	Freq. out of 25	% of resp giving
Recruit & train volunteers	8	32
Have a good volunteer base	5	20
Support of educated, committed adults	2	08
Involve people & parents as possible	2	08
Specialize & avoid too large a program	2	08
Find long term financial support	2	08
Talk to people & seek new ideas	2	08
Balance learning & fun activities	2	08
Ensure volunteer growth & recognition	2	08
Market the program	2	08
Utilize curriculum materials in U.S.	1	04
Encourage local/ family participation	1	04
Ensure good educational focus	1	04
Volunteer acknowl. & members' needs	1	04
Offer career exploration opportunities	1	04
Provide resources & volunteer network	1	04
Cater for youth interests & needs	1	04
Develop an exchange program	1	04
Work hard	1	04

emphasized the importance of having volunteers while developing a 4-H program. 32 percent of them advised that volunteers should be recruited and trained first, and 20 percent said it was important to have a good volunteer base. Others still suggested the involvement of other people. About eight percent of them said many people should be involved. Another eight percent said ideas should be sought by talking to many people. Furthermore, another eight percent felt that educated, committed adults should be involved. Ensuring volunteer growth and recognition was also reported by eight percent of the respondents. The specialization of programs, the need for financial support, the marketing of the program and balancing of learning with fun activities were also reported.

Table XXVI shows the types of comments, other than direct advice, that were given by participants of the study toward having a 4-H program in a developing country. In general, these comments suggested other useful ingredients such as government financial support, low cost options that may be more feasible, need for advisory committees, life skills' oriented curricula and staff involvement at grassroots levels.

TABLE XXVI

OTHER COMMENTS MADE BY 4-H AGENTS TOWARD HAVING A 4-H PROGRAM IN A DEVELOPING COUNTRY

COMMENTS/ REMARKS GIVEN	Freq. out of 25	% of resp reporting
Seek government funding	1	04
Develop low cost options	1	04
Use program advisory committees	1	04
Life skills like animal care & records	1	04
Involve staff in local club development	1	04

Interview Results Concerning the 4-H Program

Results from an Interview Held With the State 4-H Leader

The following report is based on a personal interview with the state 4H official during the Spring of 1997. The purpose of the interview was to obtain an overview of the structure and organization of the Oklahoma 4H program. All the questions asked were spontaneous and therefore not documented in the study.

The Oklahoma 4H program is financed as a partnership arrangement between the US federal government, the state government and the local county governments. Each county in the state has a 4H extension agent who enlists a lot of volunteer leaders to work in communities. The community 4H clubs are basically run by the volunteer leaders. The 4H agents are responsible for their training and in helping them develop their local programs. They also help to mobilize support for the county 4H programs.

There are about 8,000 volunteers in Oklahoma and 80% of them have children or grand children that are either currently or previously enrolled in 4H. The state 4H heavily depends on volunteers, who give time and resources to the program hence minimizing its operational costs. Some larger counties employ 4H program assistants or paraprofessionals who work hand in hand with the 4H agents. These program assistants are paid hourly wages because they are not as qualified as the agents.

The state 4H office consists of five subject matter specialists who design and deliver programs that support the district and county offices. They make publications and curriculum materials for local community clubs. They also organize training sessions for the county 4H agents and volunteer leaders. The state office is also responsible for supporting the big 4H events and activities such as public speaking, livestock shows,

leadership development et. cetera. The Oklahoma Clover is published annually to provide information about the program. The state 4H office is also organizes at least three state fairs, two of which are in Spring and the other in Fall. An annual 4H Round Up is organized in May and takes place at OSU where youth from all over the state compete in public events, explore careers, and take part in leadership training, social evenings like movies shows, basket ball, assemblies at night with guest speakers or share the fun activities.

There are two forms of support for the county 4H program. The local communities basically provide the volunteer leaders and donations that may come in from time to time. The horse project, for example, is supported by a south western family that once had its children in that project. The county government provides support by providing office space, equipment, computers and other facilities, salaries and travel expenses to the agents. A county government spends approximately $4,000 per year to have an agent.

Whether 4H is exclusively an out of school club or not, depends on the local school district. In some communities, 4H is completely a completely a community based out-of school organization. In some areas, schools pay their teachers to run a 4H club. There are a lot of variations depending on the philosophies of the education superintendent of the counties. It is also common practice for 4H clubs to e involved in community service activities like tree planting, and scholarship awards.

Case Study Results Concerning the 4-H

Case Study # 3: Specialty 4-H Club

This report is based on a telephone interview held by the investigator with the volunteers leader of the club. It was difficult to meet the volunteer leader in person, but the telephone interview adequately provided for the objective of the case study, namely to find out why the club is specialized rather than a general one.

The club was over 30 years old and its main focus is horse management. There were 15 members enrolled in it during 1996/97 with one volunteer leader. According to the volunteer leader, enrollment into the club has been declining in recent years. The leader's reason for volunteering was the involvement of the children and the feeling of responsibility as a parent to pass on experiences previously acquired as a 4H member.

The main focus of the club is the horse. The children are taught the basics of horse management such as safety procedures, the handling of horses, how to do rodeo, and riding without being hurt.

The club became specialized because the children had a tendency of being so attached to their animals and never wanted to do anything else. However, in recent years there has been an attempt to teach them other skills especially public speaking. The curriculum materials for the club are provided y the county 4H agents. The club meets in a church building on every second Tuesday of each month at 7:30 p.m.

There are several fundraising activities organized by the club. These include: an annual horse show event in which entry fees are charged for public viewers. There is also a benefit show which often organized to raise funds to support community charities like the Mission of hope.

Case Study # 4: Community 4-H Club

The following report is a result of an interview held with the volunteer leader of this club at the county 4-H office during the summer of 1997. The club investigated under this study was over 20 years old. It had two adult leaders and an enrollment of 60 members. The membership by age group consisted of 15 clover buds aged between six and eight. This group is not considered part of the actual 4-H members and can not participate in competitive events. Others were; 30 junior 4H'ers aged 9 to 12 years, and 15 senior 4-H'ers aged 13 to 19 years.

The members of this club meet regularly once each month. They meet every first Monday of the month at 7 p.m. in a church building. They participate in a variety of activities and contests that are sponsored by the county 4-H office from time to time. Examples of the contests were demonstrations or illustrated presentations, dress revues, 4-H talks, job readiness interviews, and share-the-fun activities. The contests are either undertaken as group or individual projects. Most contest activities of the club are organized in two categories as:

1. junior club presentations, and
2. senior club presentations

Approximately 75 percent of the activities are presented by individual members as individual talent contests entries. In this year 1997, the senior members of the club won the large group contest activity at the county level and proceeded to a district contest.

Other activities of the club are primarily geared toward citizenship education. In 1996/97, for example, the club members organized the following activities for their community:

1. Donations for the Salvation Army during November and December, 1996. Approximately $60 was invested in drawing two names (posters) of the S.A.

2. Donations toward Christmas gifts for disadvantaged youth.

3. Tooth brush and tooth paste collections for victims of domestic violence.

4. Canned goods collections for a one-month period toward Action Inc., an organization that helps the disadvantaged families.

5. Children's books' collections for the community hospital to help children read while on treatment.

6. Display of posters advertising the National 4-H week and the attendance of church as a group during that 4-H week.

7. Display of posters for Health and Wellness Education, and

8. Display of educational exhibits at the county fair in which 15 members were involved with six of them giving live action demonstrations. This included showing something that the passer-by can watch and have a sample of, for example, food preparation.

The volunteer for this club has been its leader for 11 years. According to this leader, the club is built on the strong 4-H tradition in Oklahoma because most parents of the club members were once 4-H'ers themselves. The leader's own reason for volunteering was based on a six year personal 4-H experience as a child. The leader, for example, used the following words to illustrate the point:

> 4-H has been an important part of my life and I wanted it for my children too because I think it really gives them valuable experiences, particularly the speech contests. I wanted them to become competent public speakers." (personal interview, summer 1997).

According to this leader, most people volunteer in 4-H, either because they had positive experiences in it or they simply want their children and other children to have these positive experiences. The leader works with a co-leader and parents are called as need arises. This was also elaborated by the following words of the volunteer leader:

> We have several activities that involve parents, particularly during our livestock shows in March. Each club in the county takes a turn in running the concession stand. Our turn is often on Monday nights. We have a four and a half hour shift requiring four adults and three teenagers in the concession. We have parents who are willing to do many other things' (personal interview, summer 1997).

The major constraint to the club is its large membership which now stands at 60 members. According to the leader, an ideal 4-H club would have about 15 members. The club now needs a larger meeting space and it is no longer feasible to serve refreshments during meetings because of the time consumed. It would be advisable to split the club into two or three separate clubs but no volunteers have stepped forward as yet.

The funding for the club activities by a voluntary $5 activity fee that was recently passed at the county leaders' council for all 4-H clubs in the county. The club also raises funds from won premiums at the shows. The club has been winning some premiums for the health and wellness exhibits for the last three years. The exhibits are awarded $100 for the first place, $75 for second place and $25 for third place respectively. Most other activities of the club are self funded by individual members. However, such activity donations for the club do not exceed $10 per family. The club does not conduct any door to door sales, bake sales or car washes as may be may be the case with other clubs.

Some of the materials and resources required by the club for its projects are available from the county 4-H office. These materials are produced at the state 4-H office and examples include; livestock bulletins, a foods and nutrition manual as well as other

materials for bicycle, rabbit or public speaking projects. They are provided free of charge or occasionally at a nominal fee of 25 cents a copy.

The county 4-H office prepares a program of work by setting dates for county events so that individual clubs can plan their activities accordingly. The volunteer leaders attend a maximum of six in-service training sessions per year at the county level, each lasting two to three hours. These meetings are provided by county agents, sometimes enlisting help from the resource persons at the state 4-H office. At least one survey is also conducted each year by the county 4-H office to determine the training needs for the adult leaders.

According to this volunteer leader, 4-H differs from FFA in that the latter is a vocational agricultural club. Secondly, 4-H does not have an academic curriculum like the FFA. Both clubs, however, serve a valuable purpose of acquainting youth with many opportunities for developing leadership that will benefit them as adults. Hopefully, the people who go through these programs become useful citizens, and take active parts in their communities and serve as adult volunteers.

Objective 3; Developing a Framework for Youth Work in Uganda

The study came up with the following major characteristics concerning the FFA chapters and 4-H clubs in Oklahoma as the basis for developing Uganda's framework:

The Oklahoma FFA Association

1. The Oklahoma FFA Association is a statewide school based youth organization comprising of individual local chapters.
2. Its mission is to help students develop leadership; personal growth and career

success through AGED.

3. It is an intracurricular component of AGED programs.

4. It is for high school students aged 12-21 who are enrolled in AGED programs.

5. FFA members are required to have an SAE program as a 3rd component of AGED to gain hands-on experiences and career exploration.

6. Members are recognized with FFA degrees and awards at local, state and national level.

7. AGED teachers are the advisors and adult leaders of the FFA programs.

8. It is funded by membership dues, foundations and local fundraising.

9. AGED teachers are responsible for fundraising activities toward their local FFA chapter programs.

10. It is supported by communities through parents; booster clubs; FFA alumni; fair boards etc.

11. The Oklahoma FFA Association is located at the State Vo-tech division for AGED.

12. The State FFA Association is led by a state FFA advisor; an executive secretary and elected student officers.

13. It is part of the National FFA Organization led by a board of directors and elected student officers.

The Oklahoma 4-H Program

1. The Oklahoma 4-H Program is a community based out-of school youth organization comprising of county 4-H extension programs and local clubs.

2. Its mission is to create a supportive environment for individuals to achieve their fullest potentials.

3. It is an extra curricular program not associated with a particular subject matter.

4. Members have a wide range of projects and activities to choose.

5. Members are recognized by a variety of awards but no degree program exists.

6. County 4-H agents and volunteer leaders are the advisors and adult leaders of the program.

7. It is funded by a partnership between federal, state, and county governments as a youth component of the cooperative extension system.

8. The 4-H agents and volunteer leaders are also responsible for fundraising activities toward their programs.

9. The state program is led by a 4-H Extension leader and other curriculum specialists all located at the Oklahoma State (land grant) University in Stillwater.

10. It is part of the US National 4-H program led by staff at the USDA headquarters.

Based on the above key characteristics of the Oklahoma FFA and 4-H programs, the following framework was proposed for youth development in Uganda.

Uganda should develop and encourage two educational youth organizations carefully designed to cater for in-school youth enrolled in agriculture and out-of school youth respectively. These organizations should be purely educational with no political; religious; tribal; racial or national preferences. The school based framework for youth enrolled in agricultural education should reflect the following characteristics:

1. It should be a compulsory component of all secondary school agricultural education programs and implemented by a legislative act of parliament.

2. It should include a system for recognition of outstanding performance of its members at chapter, district and national level.

3. It should be head-quartered at the Ministry of education and led by a board of directors; ministry executives; and elected student officers.

4. It should be funded by members' dues; annual contributions; foundation/trust funds; annual appropriation from the legislature; and local fundraising by agriculture teachers.

5. The district associations should be led by an advisor; an executive secretary; elected student officers.

6. Further, each district education office should establish a division for agricultural education staffed with curriculum specialists; and professional teacher improvement area specialists.

7. All agriculture teachers should be required by act of legislature, to have a supervised agricultural experience for each student; an agricultural youth organization; a means of transportation provided by the school; and evidence of community participation.

8. The national organization should be responsible for the mission statement; the constitution; annual programs of activity; one national convention; resource mobilization; and a national degree award system.

9. The district organization should be responsible for the local constitution;

district programs of activity; an annual district convention; resource mobilization; and a district degree award system.

10. The local chapters should be responsible for member development; local programs of activity; adoption of the district constitution; formation of local by-laws; local fundraising; mobilization of community support; and a chapter degree award system.

The Framework for Youth Development

Figure 6 below illustrates the organizational hierarchy of the school based framework from local chapters to the national headquarters. As shown in the figure, the Ministry of education executives; the district program advisor; and executive secretary should be employees of the ministry of education. They should work with elected student officers to organize and implement the national and district programs of action respectively. The youth alumni and other useful organizations should be included in planning and implementing programs at every level.

Figure 7 illustrates the organizational hierarchy for the out of school youth development framework. This Figure shows that the framework should be provided for the non-agricultural youth and out of school youth who are not actively involved in the school based agriculture programs. It should have the following characteristics equivalent to the 4-H programs:

1. It should be a community based out-of school organization for all youth of 9-20 years.
2. It should have a clear mission statement based on non formal education

methods and an elaborate program of activities at sub-county; district; and national levels.

3. It should emphasize volunteer recruitment and development programs.

4. It should have a system for member and volunteer recognition ramified from a community club level through sub-county; district; and national levels.

5. It should either be managed by the ministry of agriculture or that for youth and community development. In any case, trained staff should be located at sub-county; district; and national levels.

6. It should be funded by national legislative appropriations matched in partnership by district and sub-county councils respectively.

7. There should be a national trust or foundation to support youth development programs.

8. The national organization should be led by professional staff at ministry's division for youth extension programs.

9. The district organization should be led by a program leader and curriculum specialists who shall be responsible for local publications; field staff development; and district programs.

10. Each sub-county should employ a youth program extension agent to be responsible for volunteer mobilization, training and recognition; sub-county programs; program resources; and member development.

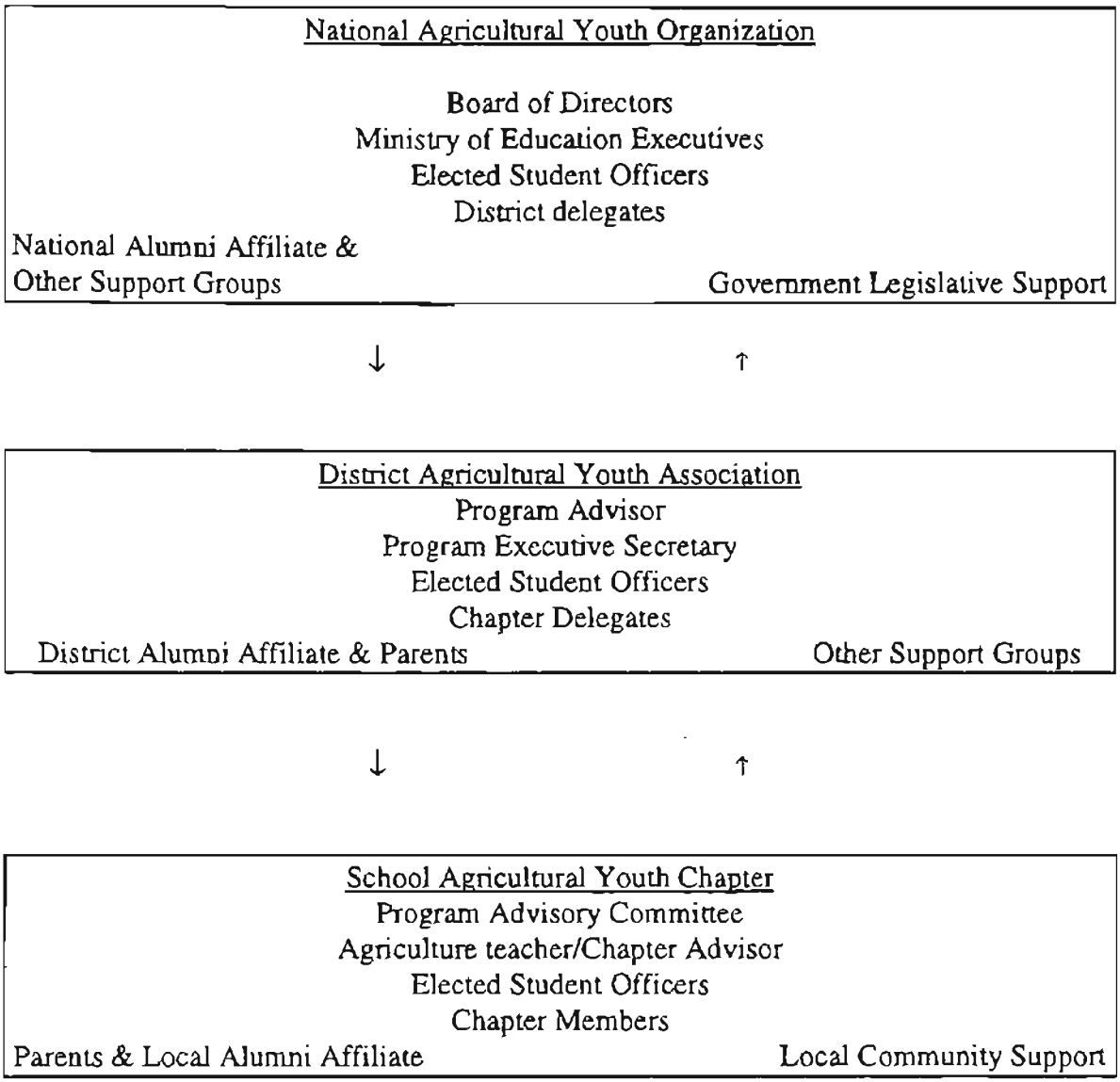

Figure 6: Diagrammatic Representation for the School Based Youth Organization Equivalent to the National FFA Organization

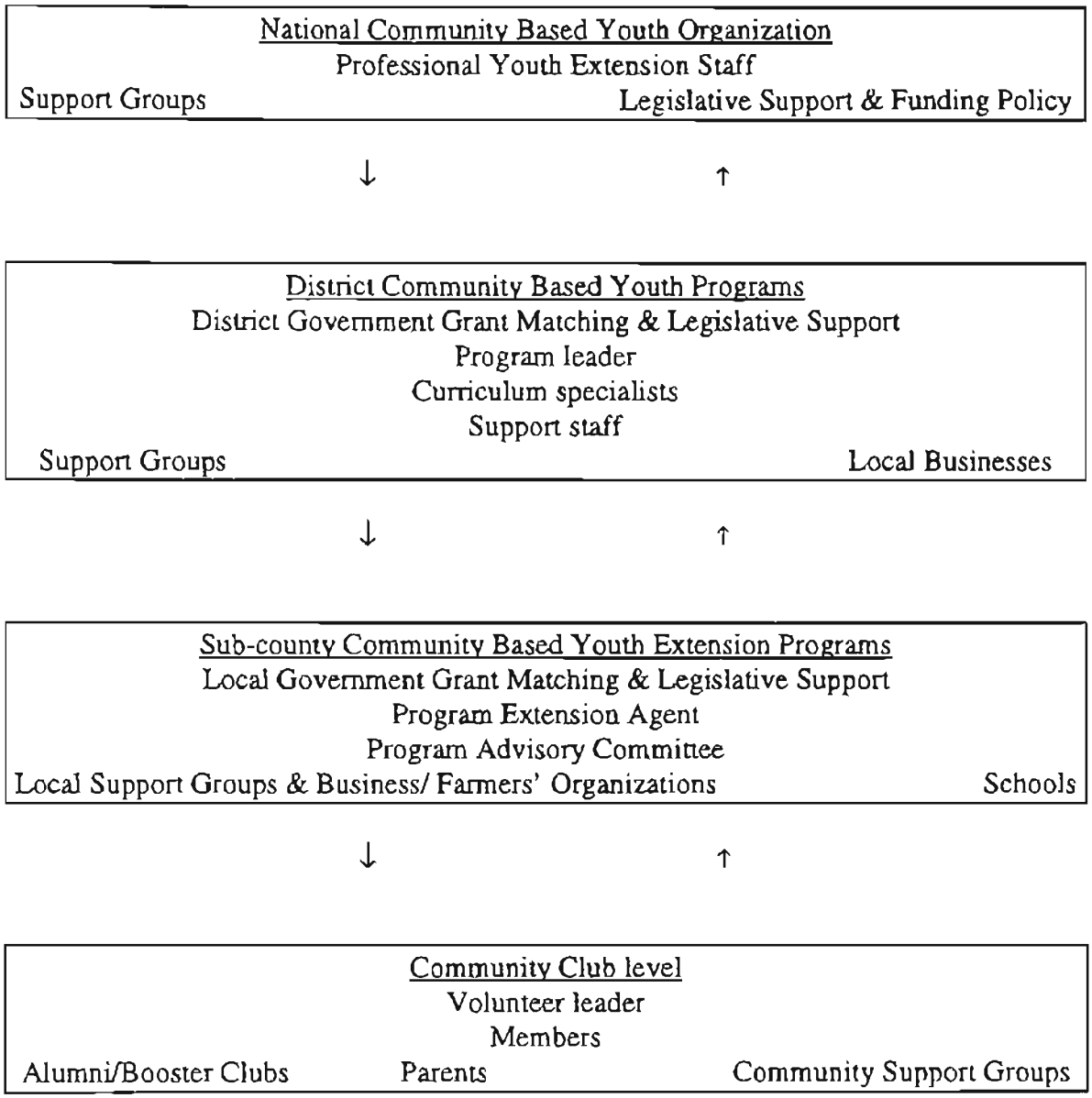

Figure 7: Diagrammatic Representation for the Community Based Youth Organization Equivalent to the 4-H

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

Introduction

The purpose of this study was to compile the characteristics of the FFA and 4-H organizations in Oklahoma as the basis for recommending a framework for youth development in Uganda. To accomplish this purpose, the following objectives were proposed:

1. To describe the key characteristics of the FFA chapters in Oklahoma.
2. To describe the key characteristics of the 4-H clubs in Oklahoma.
3. To develop a framework for youth development in Uganda based on above characteristics.

The data was obtained by administering questionnaires to selected county 4-H extension agents and agriculture teachers in high schools. The teachers and county agents were selected based on the outstanding performance of their programs at district level. The response rate from agriculture teachers was 62.5 percent and that from the 4-H agents was 60 percent.

Data was also collected using case studies that included: the Oklahoma

Agricultural Education Program and FFA Association; a single teacher AGED department; a two teacher AGED department; the state 4-H program; a specialty 4-H club; and a community 4-H club. The purpose of the case studies was to provide a deeper insight into structure and organization of these programs at different levels of operation. The data from questionnaires was then tabulated and analyzed as percentages of the total responses given. The major findings of the study were the following:

Major Findings

The table below shows a summary of the major findings concerning the organizational characteristics of FFA and 4-H in Oklahoma as provided by this study:

TABLE XXVII

SUMMARY OF MAJOR FINDINGS OF THE STUDY

Nature of agricultural education in Oklahoma & US:	Is a triad of three components that are a must: class/lab instruction; FFA student organization; and supervised agricultural experiences.
FFA chapter meetings in Oklahoma:	90 percent on monthly basis, majority in evenings.
Other school programs' effect on FFA programming:	As expected FFA teachers have to plan around other activities, and lay out their programs early in a year.
Most common SAE projects :	80 percent livestock; others are crop & placements in agricultural businesses.
Rating of the FFA organization by Agriculture Teachers in Oklahoma:	FFA was rated as important; provides skills, experiences & activities; promotes & supports AGED in H/schools.
Commonest FFA projects & activities in Oklahoma:	Shows & Exhibits; Fundraising; Awards & appreciation banquets; Camps, Workshops, Conferences; Community & Citizenship activities.

TABLE XXVIII

CONTINUATION OF SUMMARY OF MAJOR FINDINGS OF THE STUDY

Major Supporters of FFA programs in Oklahoma:	Mainly parents; others are booster clubs, schools, FFA alumni, local businesses, & communities.
Common groups that collaborate with FFA advisors in Oklahoma:	County Fair Boards & Expo Committees; Chambers of Commerce; News Media & other youth groups.
Most popular events at Oklahoma State FFA Conventions:	Opening & guest speeches; leadership & alumni workshops; state degree award ceremonies; trade & career shows; talent shows; elections & officer speeches; and the FFA chorus.
Agricultural Education Program Advisory Committees in Oklahoma:	Average of five members, mainly: agribusiness people; farmers/ranchers; school administrators; bankers/accountants; parents; teachers & others.
Most common program improvements suggested by agriculture teachers in Oklahoma:	Computer labs; Metal Workshops; Green houses & Horticulture; Curriculum materials; and others.
Advice given by agriculture teachers toward an FFA program in a developing country:	Local needs & goals; suitable curriculum; student incentives; adult leadership; & local support groups.
Age groups enrolled in Oklahoma 4-H programs:	Majority were 9-14 years; then 15-19 years & 5-8 years respectively
Solutions used by 4-H agents to minimize interference to program activities:	Advance programs of activity; members' own choice; flexible meeting schedules; & effective communication channels like leaflets, contacts etc.
Most common 4-H projects & activities in Oklahoma:	Livestock, citizenship & leadership, textile & fashion, foods & nutrition, share the fun, shooting sports, Job readiness and others.
Rating of need for 4-H Volunteers by 4-H agents in Oklahoma:	Volunteers were rated as the foundation for 4-H activities especially at club level; 4-H can not be effective without volunteers.

TABLE XXIX

FURTHER CONTINUATION OF SUMMARY OF MAJOR FINDINGS OF THE STUDY

Common groups that work closely with 4-H agents in Oklahoma:	Fair Boards; other community based organizations.
Most popular 4-H events in Oklahoma:	State 4-H Round Up; County 4-H camps, workshops & conferences; Youth in Action; Livestock shows; share-the-fun & family fun nights; County fairs & speech contests.
Commonest 4-H awards and recognition won by members for last five years:	project recognition; hall of fame; trip sponsors; scholarships; speech & citizenship awards, etc.
Most common program improvements suggested by county 4-H agents:	staffing & volunteer development programs; parent participation; member development & teen participation.
Advice given by 4-H agents toward a 4-H program in a developing country:	Strong volunteer base; community involvement; volunteer training & recognition; adult leadership.
Other ideas given toward 4-H programs in developing countries:	Financial support; low cost options; Program Advisory committees; life skills education; grass roots participation.

Below is a summary of findings from the interviews with state leaders and the case studies provided the following key characteristics of the FFA and 4-H programs in Oklahoma:

The State 4-H Program is characterized by:

- being a partnership arrangement between the federal, state and county governments;
- being basically operated through volunteer leaders;
- employing county 4-H agents, and paraprofessionals;

- a State Office having subject matter specialists who prepare publications; organize training for the agents and volunteer leaders; and provide support for statewide activities.
- being community based or a school organization as well.

A Specialty 4-H club was found to:

- be led by a volunteer leader who was a parent for some of the kids in the program;
- have about 15 members;
- be focused on one project only;
- result from the leaders' response to the interest & behavior of the kids;
- meet every second Tuesday of each month at 7:30 p.m. at a church building;
- have fundraising activities.

A Community 4-H Club was found to:

- have 60 members enrolled as clover buds; junior & senior members;
- have a variety of activities and projects, 75 percent of which focused on individual activity;
- have a long list of citizenship activities;
- be led by two volunteer leaders who were parents for some kids in the program;
- be charging an activity fee of $5 as part of the resolution passed for all 4-H clubs in the county;
- rely on resource materials from the County 4-H Office;

- organize its activities based on a program of events published by the county agents;
- had a few fundraising activities.

Oklahoma State AGED Program was characterized by:

- one to five teachers at a high school AGED department;
- five AGED districts each with four to five Professional Teacher Improvement groups;
- State Office comprising of district specialists who attend the monthly professional improvement (P.I) meetings;
- agricultural program evaluations conducted on a regular basis by using a 12 point criterion. The evaluation process in a two stage arrangement;
- FFA viewed as an integral component of the AGED program;
- Legislative support for AGED programs;
- State funding to AGED programs based on number of teachers in a department;
- teachers being responsible for fundraising activities to support the FFA programs.

A Single Teacher AGED Department was found to:

- consist of an agriculture building with; a classroom, a workshop, a science laboratory (store), and office space;
- have four computers;
- have a teaching curriculum consisting of: agriculture I; 8th grade agriculture; agricultural mechanization; natural resources; and equine science;

- have a curriculum determined by the teacher based on local needs around the school;
- have individual & chapter awards won at local, state and national level;
- participate at the national crop contest;
- have judging teams of students for several contests;
- have an agriculture teacher more involved in community than other teachers in school;
- focus activities on FFA, SAEs and classroom instruction;
- have an annual budget of $10,000 with half the money raised locally by students;
- be supported by a booster club consisting of parents and by an FFA alumni club

A Two Teacher AGED Department was found to:

- consist of an agriculture building with a classroom; a workshop; and office;
- a green house located next to the agricultural building;
- have a teaching curriculum consisting of: agriculture I & II courses; agricultural careers; horticulture; agricultural mechanization; equine science; animal science; natural resources; and soils;
- teach agriculture as an elective subject in which students enroll for 1-5 years;
- emphasize problem solving; competitions; national tours; and leadership development;
- emphasize FFA and SAEs as areas of student competition and impetus for further learning;

- have won local, state and national awards;
- organize its own course work based on local needs;
- be getting funds from state department of Vo-Tech;
- organize fundraising activities;
- have its teachers working longer hours than others in the school including holidays.

Conclusions

Based on findings above, the study provided the following major conclusions:

1. Uganda should develop and encourage two agricultural youth organizations carefully designed to cater for in-school youth enrolled in agriculture and the out-of school youth respectively.

2. Both organizations should be purely educational with no political, regional, tribal, religious, racial, gender, disability national or other sectarian preferences.

3. The framework for the school youth enrolled in agricultural education should be required and supported by an act of parliament as a basic compulsory component of high school agricultural education alongside classroom instruction and supervised experience programs.

4. The framework for the community based out-of school youth organizations should be developed as a cooperative arrangement between the national, district and sub county governments, with extension professionals at sub county level. Further, this organization should have an elaborate volunteer development program.

5. Both organizations should have local, district, and national offices or officer

branches that are responsible for planning and implementing programs at their levels.

Recommendations

Based on the above findings and conclusions, the study proposed the following recommendations toward implementation of the framework in Uganda.

1. The framework should entail the involvement of many kinds of people, especially parents, alumni or booster clubs, school leavers, and community leaders at local, district and national level.

2. The framework should be free from political, religious, tribal, regional, color or nationality. It should serve all youth of ages nine to 20.

3. The school based organization should be mandatory for all students enrolled in agricultural education at primary and secondary school level. Agricultural education in the country must be required to reflect the supervised agricultural experiences, a student organization and class/lab instruction as a matter of policy for funding.

4. The current systems of agricultural instruction should be evaluated for appropriate appraisal. Where possible, OSU, in collaboration with the USAID mission in Uganda and the Uganda government, should provide a team of agricultural education and 4-H experts to assess and appraise the sister programs in Uganda.

5. New offices should be created in the ministries of education, agriculture, and community development with officers specifically appointed and trained to serve youth. When this is not possible, especially during the initial stages, the respective ministries should incorporate the programs into the existing facilities with extra, well spelt duties of work to their personnel.

6. The Institute of Teacher Education Kyambogo or other appropriate institution of higher learning in Uganda, should in collaboration with USAID and OSU, organize man power development workshops, seminars, program visits etc. for teachers of agriculture and field personnel. The National Teachers' Colleges should play an active part in organizing such programs at regional and district level.

7. The District Farm Institutes should play an active role in organizing workshops and other in service training for teachers of agriculture and youth extension agents. Networking should be highly encouraged between agriculture teachers and field agents, especially through professional organizations.

8. The ministries of education, agriculture, and community development should collaborate on various issues related to youth development as a whole. These should take the form of professional associations, workshops, seminars, shows, conventions and publications.

9. The framework must be supported by an act of parliament that ensures funding and tenure of office bearers. Workshops should be organized on methods of lobbying for government support for all teachers of agriculture and youth extension agents. Where appropriate government funding for the school based programs should match program expenses at local level. The funding for the out of school programs should be organized as a partnership between national, district and local governments

10. To ensure effective communication the ministries concerned must facilitate transportation needs of the framework. The teachers of agriculture should get means of transportation such as bicycles, motorcycles or vehicles if they are to supervise student projects and participate at various activities.

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APPENDIXES

APPENDIX A

MAIL QUESTIONNAIRES USED IN THE STUDY

QUESTIONNAIRE
for Agricultural Education teachers

Please kindly answer the following questions regarding your FFA Chapter. All responses are confidential and will be used for research purposes only. Your participation is highly appreciated.

SECTION I
DEMOGRAPHIC INFORMATION.

1. Agricultural Education District.....
2. Size of the FFA Chapter.....
3. Number of Agriculture teachers in Department.....
4. Most prevalent Supervised Agricultural Experience in your area .....

.....

SECTION II
CHAPTER CHARACTERISTICS

Please, with reference to the following items, list the most important characteristics of your FFA Chapter:

1) How often does your Chapter normally meet? (Please check).

-Weekly..... -Bimonthly..... -Other (specify).....

-Monthly..... -Quarterly..... .....

2) Which time of the day does your Chapter normally meet? (Please check).

-Mornings ..... -Evenings.....

-Afternoons ..... -Other (specify) .....

3) Do Chapter programs normally interfere with classroom teaching or other school activities? YES/NO

4) If YES how do you make up for this interference?

5) As an agriculture teacher what value do you attach to FFA as a learning tool compared to other youth clubs?

6) Which of the following types of support does your chapter get from.

(please check all that apply)

	the community.	parents	other groups (specify)?
-Financial.....			
-Volunteers.....			
-Transportation.....			
-Supervised Experience.....			
-Other support.....			

7) What are the major projects & activities in your Chapter at the local level (please provide a copy of chapter's Program of Activities if possible).

8) What Volunteers work with your Chapter (if any)?.

9) What other organized groups do you work with in promoting FFA activities?

10) What are the major sources of funding for your Chapter? (Use rank 1, 2, etc.)

-Members dues..... -Local fundraising activities

-School budget allocations..... -Local grants

-Foundations/trusts..... -Other sources (specify).

11) What are the major expenses often incurred by the Chapter? (Use rank 1, 2, etc.)

-Hauling livestock____ -Supplies____

-Travel expenses____ -Equipment____

-Refreshments and food____ -Curriculum materials____

-Camps, Conferences & Conventions____ -Other (specify)____

12) What event at the State FFA Convention do members of your Chapter enjoy most?

13) What are the major awards often earned by members of your Chapter at local and State level?

14) Does your department have an advisory committee? YES/NO.
If YES, what kind of people are represented on this committee?

____ ____

____ ____

____ ____

____ ____

How many members are on this committee?____

15) Given the opportunity and resources, what three things would you do to improve your program?

16) What advice would you give to a person wishing to copy your FFA Organization for a developing country?

17) Any other comments concerning the FFA Organization for a developing country?

Thank you for your participation

QUESTIONNAIRE
for County 4-H Agents

Please kindly answer the following questions regarding your County 4-H clubs. All responses are confidential and will be used for research purposes only. Your participation is highly appreciated.

SECTION I
DEMOGRAPHIC INFORMATION.

1. District_____
2. Total number of 4-H clubs in County_____
3. % of Community clubs___, Special interest clubs___, and school clubs___ in county.
4. Average number of members per club_____
5. Percentage of total enrollment for each age group (5-8)___,(9-11)___, (12-14)___, and (15-19)___

SECTION II
CLUB CHARACTERISTICS

Please, with reference to the following items, list the most important characteristics of your 4-H clubs:

1) Where do club members often meet? (Please check).
   -School___ -County building___
   -Extension office___ -Other (specify)___
   -Leaders' homes___

2) How often do these clubs normally meet? (Please check).
   -Weekly___ -Bimonthly___ -Other (specify)___
   -Monthly___ -Quarterly___

3) Which time of the day do these clubs normally meet? (Please check).
   -Mornings___ -Evenings___
   -Afternoons___ -Other (specify)___

4) What other programs in the county may interfere with 4-H activities? If this is true, how do you make up for the programs?

5) As an extension agent what value do you personally attach to 4-H as a learning tool compared to other youth clubs?

6) Which of the following types of support does your County 4-H program get from:

(please check all that apply)

	the community	parents	other groups (specify)?
-Financial			
-Volunteers			
-Transportation			
-Other support			

7) Which of the following types of support do individual clubs get from:

(please check all that apply)

	the community	parents	other groups (specify)?
-Financial			
-Volunteers			
-Transportation			
-Other support			

8) What are the major 4-H projects & activities in your County? (Please provide a copy of 4-H Program of Activities if possible).

9) What is the approximate ratio of Volunteers to club members in your county?

10) What are the approximate volunteer hours and the total hours on 4-H work in your county per year?

11) Would you consider it feasible to operate a 4-H program without a large number of volunteers? YES/NO.

Please explain your point of view.

12) What other organized groups do you work with in promoting County 4-H programs?

13) What are the major sources of funding for County 4-H programs? (use rank 1,2 etc)

-County budget allocations ..... -Local grants .....

-State allocations ..... -Local fundraising activities .....

-Foundations/trusts ..... -Other sources(specify) .....

14) What are the major sources of funding for individual 4-H clubs in your County? (use rank 1, 2 etc)

-County budget allocations ..... -Local grants .....

-Local fundraising activities ..... -State allocations .....

-Other sources (specify) ..... -Foundations/trusts .....

15) What are the major expenses often incurred by the County 4-H program at local and state level? (Use rank 1, 2, etc.)

-4-H Curriculum & Educational materials .....

-Travel expenses .....

-Volunteer training .....

-Refreshments and food .....

-Supplies .....

-Equipment .....

-Other (specify) .....

16) What event at the local, district and state level is most popular among the members of your County?

17) What are the major awards often earned by your County clubs at county, district and state level?

18) Given the opportunity and resources, what three things would you do to improve your program?

19) What advice would you give to a person wishing to model your 4-H program for a developing country?

20) Any other comments concerning 4-H and a developing country?

Thank you for your participation

APPENDIX B

INSTITUTIONAL REVIEW BOARD APPROVAL DOCUMENT

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 06-08-97 **IRB#:** AG-97-021

Proposal Title: A FRAMEWORK FOR YOUTH DEVELOPMENT IN UGANDA BASED ON CHARACTERISTICS OF OKLAHOMA FFA AND 4-H CLUBS

Principal Investigator(s): James P. Key, John J. Okiror

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.
APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.
ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:
This application is exempt. No sensitive information is being gathered, and even though a coding system is being used, the codes are not recorded with the surveys. Codes are just for following up with letters to remind non-respondents.

Signature: _____ Date: June 10, 1997

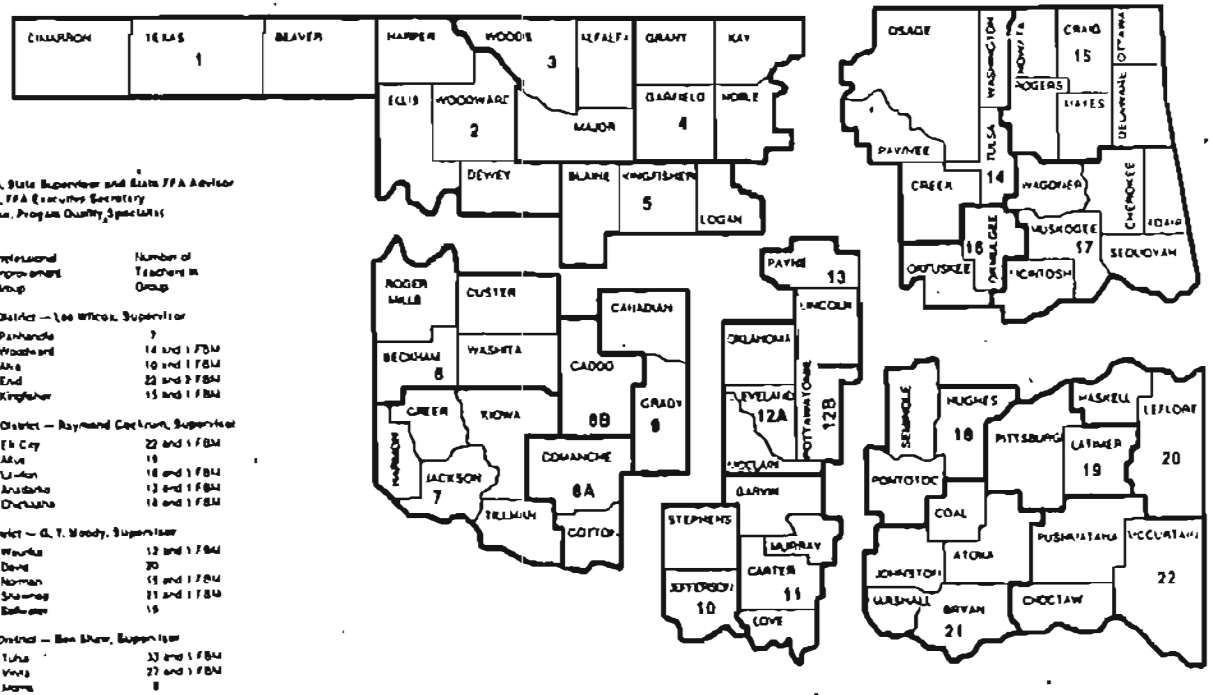
Chair of Institutional Review Board

cc: John J. Okiror

APPENDIX C

MAPS OF OKLAHOMA SHOWING AGRICULTURAL EDUCATION DISTRICTS AND 4-H DISTRICTS USED FOR MAIL SURVEY IN THE STUDY

1996-97
OKLAHOMA AGRICULTURAL EDUCATION TEACHERS' DISTRICTS AND PROFESSIONAL IMPROVEMENT GROUPS



Eddie Smith, State Supervisor and State FFA Advisor
Earl Beggs, FFA Executive Secretary
Rose Bonjour, Program Quality Specialist

	Professional Improvement Group	Number of Teachers in Group
Northwest District — Lee Wilcox, Supervisor		
1	Panhandle	7
2	Woodward	14 and 1 FBM
3	Alva	10 and 1 FBM
4	Enid	22 and 2 FBM
5	Kingfisher	15 and 1 FBM
Southwest District — Raymond Cochrum, Supervisor		
6	Elk City	22 and 1 FBM
7	Altus	16
8A	Lawton	16 and 1 FBM
8B	Anadarko	13 and 1 FBM
9	Chickasha	18 and 1 FBM
Central District — G. T. Moody, Supervisor		
10	Waurika	12 and 1 FBM
11	Davis	20
12A	Norman	15 and 1 FBM
12B	Shawnee	21 and 1 FBM
13	Stillwater	19
Northeast District — Ben Shaw, Supervisor		
14	Tulsa	33 and 1 FBM
15	Vinita	27 and 1 FBM
16	Okmulgee	8
17	Muskogee	26
Southeast District — Jim Meek, Supervisor		
18	Hendrix	18 and 1 FBM
19	Wilburton	15 and 1 FBM
20	Poteau	17
21	Ardmore	22
22	Idabel	23

Each PI group has elected officers and meets each month with a state staff member.

	No. Depts.	Single-Teacher Dept.	Two-Teacher Dept.	Three-Teacher Dept.	Four-Teacher Dept.	Five-Teacher Dept.	Total Teachers	FFA Advisors	Other*
Northwest District	61	55	5	1			66	5	2
Southwest District	66	54	11	2		1	83	4	1
Central District	66	50	13	2	1		84	5	1
Northeast District	80	69	11	1	1		95	5	2
Southeast District	70	62	15	1			93	5	1
Total	333	290	55	7	2	1	423	24	6

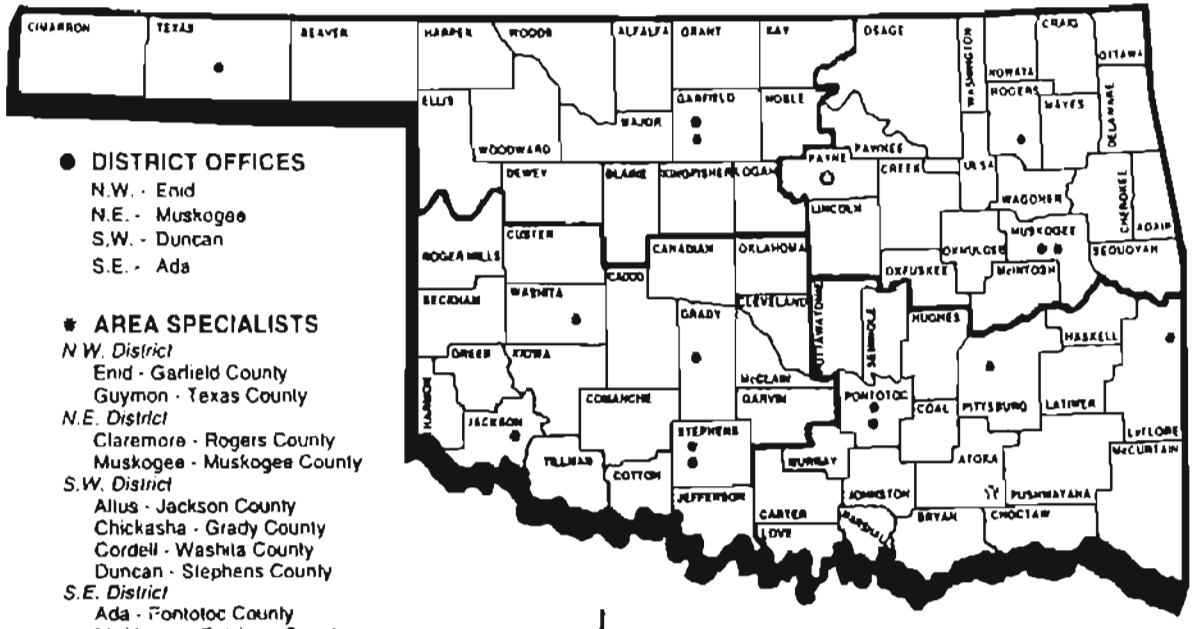
*Farm Business Management, Adult Instruction

**Secondary Programs

OKLAHOMA STATE UNIVERSITY

OKLAHOMA COOPERATIVE EXTENSION SERVICE

ADMINISTRATIVE DISTRICTS and AREA SPECIALISTS



- ● DISTRICT OFFICES
  - N.W. - Enid
  - N.E. - Muskogee
  - S.W. - Duncan
  - S.E. - Ada

- ✱ AREA SPECIALISTS

N.W. District
- Enid - Garfield County
- Guymon - Texas County

N.E. District
- Claremore - Rogers County
- Muskogee - Muskogee County

S.W. District
- Allus - Jackson County
- Chickasha - Grady County
- Cordell - Washita County
- Duncan - Stephens County

S.E. District
- Ada - Pontotoc County
- McAlester - Pittsburg County
- Poteau - LeFlore County

- ✪ Oklahoma State University
- ✪ Wes Watkins Agricultural Research and Extension Center - Lane

APPENDIX D

LETTERS OF CORRESPONDENCE USED IN THE STUDY

OKLAHOMA STATE UNIVERSITY

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405-744-5129, FAX 405-744-5176

June 16, 1997

Dear

Your program has been identified as one of the top programs in your area. We appreciate your willingness to take a few minutes of your time to provide some ideas from your program on the enclosed questionnaire which will help establish a similar program in a developing country.

The information you provide on this mail survey will be kept strictly confidential. A coding system will be used for follow-up purposes only and will be used only by the researchers. The information will be reported in the aggregate with no identification of your program or you in the thesis which will be a result of this study. If you have any questions concerning this research, you may contact any of the researchers at the above address or phone, or Gay Clarkson, the Oklahoma State University Institutional Review Board Executive Secretary at 305 Whitehurst, OSU, Stillwater, OK 74078, ph.(405) 744-5700.

Again, thank you for taking the time to provide information which will be very valuable for establishing a similar youth program in a developing country.

Sincerely,

John Okiror — Graduate Student

James P. Key — Advisor

Kent Boggs — FFA Exec. Secretary

OKLAHOMA STATE UNIVERSITY

OSU

College of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6033
405-744-5129, FAX 405-744-5176

June 16, 1997

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Again, thank you for taking the time to provide information which will be very valuable for establishing a similar youth program in a developing country.

Sincerely,

John Okiror — Graduate Student

James P. Key — Advisor

Dr. Fred Rayfield — State 4-H Leader

Bringing Dreams to Life

The Campaign for OSU

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405-744-5129, FAX 405-744-5176

7/2/1997

Dear County Extension 4H Agent,

RE: APPRECIATION

A few weeks ago, we sent out questionnaires to County 4H Agents with outstanding programs in the State. Many of these questionnaires have been returned and a few others are still awaited. We are optimistic, based on the responses so far, that these will be returned as well. We understand the busy schedules out there. If, however, you have not had chance to fill out and return the questionnaire, we would certainly appreciate your doing so. If you have misplaced the questionnaire, we will be happy to send you another.

This letter is to express our sincere gratitude and appreciation for the time you took to fill in and return these questionnaires. We are glad that your responses were very comprehensive and reflective of a strong interest in youth development all over the world.

Thank you very much for your ideas.

Sincerely

John Okiror (Graduate student). Okiror

CC: Dr. James P. Key (Professor/ Advisor).
Dr.Fred ;. Rayfield (State 4H Leader).

Bringing Dreams to Life

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405-744-5129, FAX 405-744-5176

7/2/1997

Dear Agriculture Teacher,

RE: APPRECIATION

A few weeks ago, we sent out questionnaires to High School Agriculture teachers with outstanding programs in the State. Many of these questionnaires have been returned and a few others are still awaited. We are optimistic, based on the responses so far, that these will be returned as well. We understand the busy schedules out there. If, however, you have not had chance to fill out and return the questionnaire, we would certainly appreciate your doing so. If you have misplaced the questionnaire, we will be happy to send you another.

This letter is to express our sincere gratitude and appreciation for the time you took to fill in and return these questionnaires. We are glad that your responses were very comprehensive and reflective of a strong interest in youth development all over the world.

Thank you very much for your ideas.

Sincerely

John Okiror (Graduate student) Okiror

CC: Dr. James P. Key (Professor/ Advisor).
Mr. Kent Boggs (State FFA Executive Secretary).

Bringing Dreams to Life

OKLAHOMA STATE UNIVERSITY

OSU

College of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405-744-5129, FAX 405-744-5178

June 19, 1997

Dear

This is to introduce to you, John J Okiror, who is our graduate student at the OSU Department of Agricultural Education, Communications and 4-H Youth Development. He would like to visit with your school regarding the structure and organization of an FFA Chapter. He would also need your assistance in conducting a detailed case study of your chapter for his work on a master's thesis.

Please, any information resulting from this visit and study will be strictly confidential and used for research purposes only. It will be reported with no particular identification of your program or you in the thesis which will be a result of this study.

If you have any questions regarding this visit/research, please, contact any of the researchers at the above address/phone or Gay Clarkson, the Oklahoma State University Internal Review Board Executive Secretary at 305 Whitehurst, OSU, Stillwater, OK, 74078, ph. (405) 744-5700.

Please any assistance given to him will be highly appreciated.

Sincerely,

James P. Key

James P. Key, Professor

Bringing Dreams to Life

An Equal Opportunity Employer

OSU

Division of Agricultural Sciences and Natural Resources
Department of Agricultural Education, Communications
and 4-H Youth Development
448 Agriculture Hall
Stillwater, Oklahoma 74078-6031
405-744-5729, FAX 405-744-5176

June 19, 1997

Dear

This is to introduce to you, John J Okiror, who is our graduate student at the OSU Department of Agricultural Education, Communications and 4-H Youth Development. He would like to visit with your office regarding the structure and organization of the County 4-H programs. He would also need your assistance in identifying and contacting at least two 4-H clubs for detailed case studies within the Stillwater area.

Please, any information resulting from this visit and studies will be strictly confidential and used for research purposes only. It will be reported with no particular identification of your program or you in the thesis which will be a result of this study.

If you have any questions regarding this visit/research, please, contact any of the researchers at the above address/phone or Gay Clarkson, the Oklahoma State University Internal Review Board Executive Secretary at 305 Whitehurst, OSU, Stillwater, OK, 74078, ph. (405) 744-5700.

Please any assistance given to him will be highly appreciated.

Sincerely,

James P. Key

James P. Key, Professor

VITA

John James Okiror

Candidate for the Degree of

Master of science

Thesis: A FRAMEWORK FOR YOUTH DEVELOPMENT IN UGANDA BASED ON CHARACTERISTICS OF OKLAHOMA FFA AND 4-H PROGRAMS.

Major Field: AGRICULTURAL EDUCATION.

Biographical:

Personal Data: Born in Iki-iki, Pallisa District, Uganda on March 26, 1961 to Adesederio Odong and Claudia Akiror; married with three children; catholic.

Education: Graduated from Bugoola primary school in 1977; Mbale College 1981; Tororo College, March 1984; National Teachers' College, Kyambogo, Kampala, Uganda, August 1986; Institute of Teacher Education, Kyambogo, July 1992; completed requirements for the Master of Science degree in agricultural education from Oklahoma State University, Stillwater, Oklahoma in December 1997.

Professional Experience: Agriculture tutor at Bishop Willis Teachers' College, Iganga, July to December 1986; agriculture teacher and deputy headmaster (acting), 1987 to October 1990; Study leave 1990 to 1992; agriculture lecturer at National Teachers' College, Nagongera, Tororo, 1992 to 1995; Study leave 1996 to present.

Professional Development: American Vocational Association Convention, Cincinnati, Ohio, December 1996; Association for International Agricultural Education and Extension Convention, Arlington, Virginia, April 1997; Oklahoma Agricultural Education Visioning Workshop, Oklahoma City, Oklahoma, July 1997; World Food Convention, Iowa, October 1997.

Professional Organizations: American Vocational Association; Association for International Agricultural Education and Extension; Phi Delta kappa International; Gamma Sigma Delta.