



NATIONAL OPEN UNIVERSITY OF NIGERIA

COURSE CODE :AEM 245

**COURSE TITLE:
YOUTH ORGANISATIONS IN AGRICULTURE**

**MAIN
COURSE**

Course Code AEM 245
Course Title Youth Organizations in Agriculture

Course Developer Dr. (Mrs.) Grace Modupe Adebo (Developer) – UNIADOEKITI

Course Writers

Course Editor

Course Co-coordinator



NATIONAL OPEN UNIVERSITY OF NIGERIA

National Open University of Nigeria
Headquarters
14/16 Ahmadu Bello Way
Victoria Island
Lagos

Abuja Office
No. 5 Dar es Salaam Street
Off Aminu Kano Crescent
Wuse II, Abuja
Nigeria

e-mail: centralinfo@nou.edu.ng
URL: www.nou.edu.ng

Published By:
National Open University of Nigeria

First Printed 2009

ISBN:

All Rights Reserved

Printed by:

CONTENTS

PAGE

Module 1.....

Unit 1 Definition of Youth and Necessity for Youth Organization in Agriculture.....

Unit 2 Types of Youth Organizations in Agriculture....

Unit 3 Comparative Analysis of Youth Organizations in Cities, Urban and Rural Settings.....

Unit 4 Roles of Youth in Farming Families and Settlements.....

Unit 5 Problems and Prospects of Retaining Youths in Rural Communities.....

Module 2.....

Unit 1 Youth Organizations and Clubs in School Management.....

Unit 2 State, Regional, and National Organizations in Agriculture.....

Unit 3 Leadership in Youth Organizations

Unit 4 Roles of a Youth Leader, Members, Patrons, Advisers, Volunteers in Organizations.....

Unit 5 Rural Youth Club Projects.....

MODULE 1

Unit 1	Definition of Youth and Necessity for Youth Organization in Agriculture
Unit 2	Types of Youth Organizations in Agriculture
Unit 3	Comparative Analysis of Youth Organizations in Cities, Urban and Rural Settings
Unit 4	Roles of Youth in Farming Families and Settlements
Unit 5	Problems and Prospects of Retaining Youths in Rural Communities

UNIT 1 DEFINITION OF YOUTH AND NECESSITY FOR YOUTH ORGANIZATION IN AGRICULTURE

CONTENTS

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Definition of Youth
3.2	Characteristics of Youth
3.3	Definition of Youth Organizations
3.4	Necessity for Youth Organization in Agriculture
3.5	Steps involved in the Organization of Youth Club
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

Youth has been defined severally by scholars from various regions. For instance the way Nigerians view youth is quite different from other nations hence this unit will expose you to various concepts of youth, their characteristics, necessity for youth organization in agriculture as well as the steps involved in organizing youth clubs.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- give different definitions of youths
- state eight characteristics of youths
- give reasons for organizing youth clubs in agriculture
- explain the various steps involved in organizing youth clubs.

3.0 MAIN CONTENT

3.1 Definitions of Youth

Youth has been defined severally by scholars from various regions. For instance the way Nigerians view youth is quite different from other nations According to Rethinking Youth (2009), Youth is seen as a relational concept. This refers to the social processes whereby age is socially constructed, institutionalized and controlled in historically and culturally specific ways. In relation to adulthood, the notion of youth is perceived by comparing the characteristics of youths and adults as shown in table 1.

Table 1 Notions of youth and adult

Youth	Adult
Not adult/adolescent	Adult/grown up
Becoming	Arrived
Pre-social self that will emerge under the right conditions	Identity is fixed
Powerless & vulnerable	Powerful & strong
Less responsible	Responsible
Dependent	Independent
Ignorant	Knowledgeable
Risky behaviours	Considered behaviour
Rebellious	Conformist
Reliant	Autonomous

Source: Rethinking Youth, 2009.

Globally, youth is described as the period in an individual's life this runs between the end of childhood and entry into the world of work (Onuekwusi and Effiong, 2002). Youth is seen as a universal stage of development.

According to Nigeria's National Youth Development Policy (2001), the youth comprises all young persons of ages 18 to 35, who are citizens of the Federal Republic of Nigeria Some writers focus on Youths from the point of view of behaviour, arguing that young people themselves, through antisocial attitudes and activities, are a threat to society.

According to Carrino (2005), youths are the largest generation ever to enter the transition to adulthood. Comprising 30 percent of the population in the developing world, young people present a set of urgent economic, social, and political challenges that are crucial to long term progress and stability. People in this age bracket definitely constitute a

sizeable chunk of a nations population on which the burden of nation building falls.

In Nigeria, for example, youths are seen as “vital sources of manpower for development” (Odusanya, 1972, Olujide, 2008). Youths are rightly seen as leaders of tomorrow. The youth also constitute the major resource base for any country that want to embark on any meaningful rural development projects. Hence, the kind of education (formal or informal) that youth are exposed to or have access to will determine the nation’s overall development

3.2 Characteristics of Youth

Youths according to Adedoyin (2003), and Torimiro (2008) are said to posses the following characteristics

- Greater Physical strength
- Greater knowledge acquisition propensity
- Faster rate of learning
- Faster reaction time
- Innovative proneness
- Love for adventure and preference for boldness
- Minimal risk aversion
- Less fear of failure
- Less conservation

3.3 Youth Organizations in Agriculture

Youth Organization can be defined as an organized group of young people under the guidance of a leader for the purpose of capacity building in the field of agriculture.

3.4 Necessity for Youth Organization in Agriculture

- The need for youth organization in Nigeria stems from the fact that young people requires to grow and develop capacity in a positive way. Capacity building can take place in the context of the family, peer group, school, neighborhood as well as the community. It is a process that involves all of the people around the youth- the family and the community. A young person may not be able to build essential skills and competences and be able to feel safe, cared for, valued, useful and spiritually sound unless the family and the community provide them with the supports and opportunities they need along the way.

- Many young people in rural communities do not have the advantages that promote optimal health development of the body, mind and spirit.
- They do not have the opportunities to experience positive stimulation for growth or nurturing support from the family, friends and community. This kind of opportunity can be obtained from youth organizations.
- All countries that have purpose and direction make adequate provision for socializing and educating their youths through deliberate and skillfully implemented youth organizations so as to make them to become useful citizens of the future.
- Youth organizations is important to help youths to see agriculture as a dignified profession from which people can earn a decent living and not as one in which the practitioner are condemned to poverty and compelled to experience hell on earth.
- Youth organizations in agriculture are necessary to develop responsible leadership and follower ship skills.
- Youth Organizations are predicated on the understanding that all young people need support, guidance, and opportunities during adolescence, a time of rapid growth and change. With this support, they can develop self-assurance in the four areas that are key to creating a happy, healthy, and successful life:
 - A sense of competence: being able to do something well
 - A sense of usefulness: having something to contribute
 - A sense of belonging: being part of a community
 - A sense of power: having control over one's future

3.5 Steps involved in the Organization of Youth Club

The five stages in the process or organizing a club are:

- choice of locality
- contact with village
- contact with parents
- contact with the youths
- official launching or inauguration

4.0 CONCLUSION

Youth organizations in Agriculture are formed purposely to enhance the cognitive affective and psycho motive development of the youth. This can encourage them to take up farming as a profession or a part time job. Participation in youth agriculture organizations enhances the development of good leadership traits in youths. The overall effect will lead to the development of a good citizen and nation.

5.0 SUMMARY

In this unit you have learnt that: Youth Organizations are organized group of young people under the guidance of a leader for the purpose of capacity building in the field of agriculture.

- Youth Organization in Agriculture is formed so that young people can grow and develop capacity in a positive way.
- To promote optimal health development of the body, mind and spirit.
- For young people to experience positive stimulation for growth or nurturing support from the family, friends and community
- To help youths to see agriculture as a dignified profession from which people can earn a decent living
- To develop responsible leadership and follower ship skills.
- To provide support, guidance, and opportunities during adolescence they can develop self-assurance in the four areas that are key to creating a happy, healthy, and successful life:
- The five stages in the process or organizing a club are: choice of locality, contact with village, contact with parents, contact with the youths, and official launching or inauguration.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define youth organizations in agriculture.
2. What are the necessary steps to take in organizing youth clubs?
3. Give five reasons for organizing youth clubs in agriculture.

7.0 REFERENCES/FURTHER READING

Adedoyin S. Fola (2003). The Nigerian Child and the National, plan for decent livelihood *in the Annual Research Network Meeting and Conference of Children –in Agriculture Programme (CIAP) Lagos Nigeria pp 1-8*

Odusanya, J.A. (1972). *Career Exploration and Job Opportunities for Youth in Agriculture.* Young Farmers Club, Western State, Nigeria

Olujide M. G. (2008)-Attitude of Youth Towards Rural Development Projects in Lagos State, Nigeria. *Journal of Social Science* 17 (2) pp 163-167

Onuekwusi G.C. and E. O. Effiong. (2002). Youth Empowerment in Rural Areas through Participation in Rabbit Production; A Case of Akwa Ibom State, Nigeria.” *Nigerian Journal of Rural Sociology*, 4: 95-99.

Rethinking Youth, (2009). The concept of youth

Torimiro D.O. (2008). Rural Youth Development and Extension in *Agricultural Extension. A Comprehensive Treatise with model questions and glossary*. ABC Agricultural Systems Ltd. Obafemi Awolowo way, Ikeja, Lagos. Pp 279-299.

UNIT 2 TYPES OF YOUTH ORGANIZATIONS IN AGRICULTURE

CONTENTS

1.0	Introduction
2.0	Objectives
3.0.	Main Content
3.1	Young Farmers Club
3.1.1	Philosophy of YFC
3.1.2	Objectives s of YFC
3.1.3	Requirements for Belonging to YFC
3.1.4	YFC's Pledgd Creclo
3.1.5	YFC Emblem and Motto
3.2	The 4-H Club
3.2.1	Objectives OF 4-H Club
3.2.2	Club Emblem
3.2.3	Roles of 4-H Leaders
3.2.4	Membership
3.2.5	Special Characteristic of 4-H Club.
3.2.6	The 4-H Club Organizational Structure
3.2.7	The 4-H Pledge
3.3	Youth Alliance of Nigeria
3.3.1	Mission/Vision
3.3.2	What does the Organization do?
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

There are different types of Youth Organizations in Agriculture. All the organizations have though had different goal and objectives as well as approaches but all aims at the development of youth as well as agricultural productivity in Nigeria. This unit will expose you to various agricultural organizations in Nigeria, their mission/ vision as well as activities performed by each organization.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- mention different youth organizations in agriculture
- discuss the activities carried out by the young farmers club
- explain the concept of 4-H club
- discuss the goals of children/ youth in agricultural programme.

3.0 MAIN CONTENT

Types of youth organizations in Agriculture

- Young farmers club
- 4-H Club
- Children/ Youth in Agricultural Programme
- Youth Alliance of Nigeria

3.1 Young Farmers Club

A young farmers' club (YFC) is an organization in which young people (9-20 years) are encouraged to learn about better farming and home-making. The members are under the guidance of the agriculture teachers, agricultural extension personnel and local voluntary leaders. The members of the club are allowed to elect their officers, plan their own programmes, execute these programmes and hold meetings regularly. They also carry out worth-while projects or activities in farming, homemaking, community development and other related areas.

3.1.1 Philosophy of YFC

A philosophy is a body of principles. A young farmers' club programme is a practical one that emphasizes "learning by doing". Basically, YFC is:

1. Educational - each project teaches skills and methods recommended by the agricultural and home-making technicians. Rural youths learn new practices by actually using them in their home and farm projects. The skills and improved methods they learn and use become a part of their lives;
2. Voluntary - the club is opened to any rural youth who meets the requirements for membership. There are no compulsory dues to be paid before becoming a member. There are no compulsory requirements for membership and participation. It is non-political, non-sectional and it has no limitations as to race, creed or colour
3. A joint Endeavour by the government and people-if and when a YFC is established, either in the schools or at the village/community level, the rural local leaders, parents, agriculture teachers, school authorities, agricultural extension workers, non-governmental organizations and other villagers should be involved;
4. A way of developing self-reliance-members are usually exposed to many craft-work, practical farming and other meaningful activities that can make them become self-reliant individuals;
5. A cooperative work - it promotes cooperation among members. YFC entails planning and execution of group projects;
6. Exhibiting a linear relationship between the adults (parents) and the youths (children) - any member of a YFC must keep his/her

- parents informed. Besides, He/she should relate all activities going on within the club; and
7. A democratic process - the election of the club officers is purely democratic. The selection of projects should be based on the needs, interests and problems of the members (Ogunfiditimi, 1984).

3.1.2 Objectives of YFC

An objective is an expression of the ends toward which all efforts are directed. It is a direction of movement or a statement of some pre-determined action or product to be scathed through educational processes. Basically YFC is established to:

- Help ,boys and girls to develop ideals for better firming,
- homemaking and rural community development:
- Give informal training in agriculture;
- provide social and recreational activities;
- Make boys and girls better citizens;
- Encourage and practice thrift;
- Encourage team work;
- Encourage boys and girls to use their leisure prudently;
- Promote patriotism;
- Reduce juvenile delinquency;
- Help give the necessary dignity to agriculture as an occupation;
- Develop good and competent agricultural leadership;
- Provide an opportunity for self-expression and
- Help raise the standard of living of rural people.

3.1.3 Requirements for Belonging to YFC

A would be member of YFC should:

- Obtain the permission of his/her parents;
- Be ready to comply with the set-up rules and regulations;
- Practice what is being learnt on his/her own project at home:
- Keep records of what he/she is doing in relation to the project:
- Exhibit whatever he/she produces in connection with the project;
- Demonstrate the new ideas imparted in him/her during the club year;
- Be ready to help others if and when necessary and
- Take part in all meetings and activities to the benefit of the community.

3.1.4 YFC's Pledge Creclo

A typical YFC's pledge credo can take any of the following forms, (Ogunsanya, 1973; Oguniditimi, 1984):

"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, community and country"
"A farmer's life is the life for me,
I owe I love it dearly,
Enough for self and some to give,
To such poor souls as need them"

3.1.5 YFC Emblem and Motto

Emblem and motto form an important aspect of YFC development. A typical YFC must have an emblem in which the motto is indicated. A typical YFC emblem with the motto is illustrated.

3.2 The 4-H Club

The 4-H according to Adedoyin (2005), is America's version of youth extension programme. It is a voluntary, educational programme designed to meet the needs and interests of boys and girls. 4-H members, parents and leaders learn and work together in club activities, project groups, special interest groups and endless special interest events.

3.2.1 Objectives of 4-H Club

The objectives of 4-H club are to:

- Develop leadership skills in members,
- Gain knowledge and skills in various projects or activities,
- Enable members to become self-reliant,
- Use scientific methods to create and solve problems, and
- Explore careers.

3.2.2 Club Emblem

The emblem is a four-leaf clove with an H in each leaf. The letters in the emblem stand for Head, Heart, Hands and Health which are the foundation of all 4-H programmes. The colours are green (representing

life) white (representing purity) slogan is “learning by doing” and the motto is “To make the best better”.

3.2.3 Roles of 4-H Leaders

Leaders are to help members develop their head heart, hands and health.

HEAD - to think, making decisions, understanding the “why” and gaining new and valuable knowledge.

HEART - Being concerned with the welfare of others, accepting the responsibilities of citizenship, determining values and attitudes by which to live and learn how to work with others.

HANDS - Learn new skills, perfecting skills already known, and developing pride in work and respect for it.

HEALTH - Practice healthful livings, protect the well-being of others, and make constructive use of leisure time.

3.2.4 Membership

Membership of 4-H club is open to children and youth of all races, place of residence, social economic situations and educational backgrounds.

3.2.5 Special Characteristic of 4-H Club

- It is a real life experience-through which children and youth learn how to do jobs and how to make decisions.
- It can be a family affair-participants can reach and teach their family members and friends.
- It is adaptable- it can be “tailored” to fit any individual, any home or any community.
- It is decision making-learning to stand on one’s own feet and learning to work with others in group. Participants are encouraged to explore and decide which path they will follow.
- It provides for ownership-making, buying and selling are included. Each project belongs to members.
- It is based on science and fact.
- It is a part of the community –they learn to take community responsibility.
- It is learning by doing- it is an action programme. Participants watch others, study, experiment but they ‘do and practice’ themselves. The slogan of the club is ‘Learning by doing’.

3.2.6 The 4-H Club Organizational Structure

- A) Local 4-H Club: This is the basic unit of the 4-H club. It could be organized by project areas, within a community or neighborhood

or within a school. The group is responsible for its management and it is the point of membership enrolment and active participation.

- b) **Country Extension Service:** 4-H Club is the primary Extension programme in youth education. Country extension educators are the professionals responsible for 4-H club programmes and serve as resource people for local 4-H programmes.
- c) **Purdue University:** The resources of the entire university are available to the extension youth program. It also provides research information to support the 4-H club activities.
- d) **Cooperative Extension Service** (of the U.S department of Agriculture): The families, 4-H and Nutrition division of the Cooperative State Research, Education And Extension Service (CSREES) is responsible for the national 4-H program. Its staff provides resource assistance to state, country and local 4-H programs. It also collects and interprets research data in youth extension work.

3.2.7 The 4-H Pledge

According to the Purdue University cooperative Extension Service (2003) as quoted by Adedoyin (2005), the 4-H club has a pledge which has stood the test of time, is educationally sound and states the true purpose of the 4-H program. The pledge, its meanings and the key thoughts are presented as follows;

I Pledge:

My Head to clear thinking

- Strives for intelligence behavior
- Develop lifelong skills for living
- Offers experience in the decision making process
- Teaches 'how' to think rather than "what" to think
- My heart to Greater Loyalty
- Instills trust and respect
- Strengthens personal standard by which to live
- Helps to understand others who may seem 'different'
- Develop lasting friendships.
- My Hands to larger service
- Relate to both physical and mental health
- Teaches wise use of leisure times
- with decision of career choice
- Develops an understanding about the need for a clean and healthy environment for my club, my community, my country and my world
- Provides learning experience that are worldwide

- Teaches that you are a part and that you belong.
- Shows that relationships exist between community and the world.
- Develops citizenship by acting responsively.

This pledge is said at the opening of 4-H club meetings. Members do not only say the pledge but discuss it so as to be able to say it with meaning understanding and purpose.

3.3 Youth Helps Alliance of Nigeria

Youth Helps Alliance of Nigeria involves youth of all ages; this organization hosts seminars, workshops and exhibitions focusing on health, development education, agriculture, science and technology, and small-scale projects. Their aim is to help create an agricultural base for Nigerian youth, and to involve members in local

3.3.1 Mission/Vision

The mission statement of the organization include; to enhance agricultural production and productivity through dissemination of innovation to the rural dwellers and to control environmental hazards which will help to enhance the standard of living of the rural people. Food security depends on Agricultural and the future of agriculture depends on the wise use of water and land resources, therefore the environment should be protected from hazards for high productivity.

3.3.2 Activities of the Organization

The club is geared towards extension education i.e. dissemination of information to the rural farmers to enhance food production and productivity without degrading the environment. They also engaged in capacity building for the rural youth, training rural youths on agricultural activities and other low input resource.

The organization is interested in improving the living standard of the rural youth through training and empowerment and participation in development through research, problem solving and decision making to enable the African rural youths face the challenges of the millennium.

Youths are opportune to develop their social and economic life as regards to wide city migration and interaction with people of different culture. New techniques are also learnt during skill acquisition and empowerment programmes. A Rural unemployed youth attached to an existing environment of young rural farmers club stands the chance of been self-employed through agricultural activities and agricultural by-products.

3.4 The Children- in – Agriculture Program (CIAP)

The children – in – agriculture program (CIAP) is a nationally co-ordinated research and development network aimed at integrating agriculture training into the socialization process from childhood and sustaining children’s interest in agriculture as they grow through youth period into adulthood. It also ensures training in these areas of civic and citizenship education, transparency and accountability, democratic ideals, gender equality, children right and advocacy, entrepreneurship, market- oriented production, value addition and export, resource management, environmental development, savings and credit support, record keeping, social participation and moral instruction.

The program originated through the rural farm family resources research and development efforts of Professor Samson Fola Adedoyin and Dr. Dixon Olu Torimiro in 1995 at the Department of Agricultural Extension and Rural Sociology, Ogun State University (now Olabisi Onabanjo University) Ago-Iwoye , Ogun State, Nigeria. The researchers identified the missing link in the process of ensuring continuity and sustenance of farming as a worthy profession and conceptualized as well as initiated same as the children – in – agriculture program (CIAP). The program is now operated by the National Research and Development Network on Children- in – Agriculture Program (CIAP network).

The network organizes annual national conferences rotated among States of the Federation and the Federal capital territory, and operates through coordinated offices at State, Local Government and Community levels. It also forms CIAP club in schools (primary, secondary) and Community levels

At the school/ community level, the local leaders the implementation committee and the CIAP club executive council operate CIAP in collaboration with school authority, community leadership, village extension agents, representatives of parents and CIAP club members. This is the level at which the actual implementation of the program through club activities is carried out. The local leaders are a volunteer officer who is genuinely interested in working with youths in the community. In case of schools, the most senior agricultural science teacher is normally invited to play this role. If he refuses, the next person to him or other suitable person could be used.

3.4.1 Activities of the CIAP Club

After the identification of the local leaders and the formation of the club, the club embarks on the following activities;

- Mobilization of more members
- Orientation program for members
- Electing their leaders by themselves
- Capacity building/ community services
- Technical training in agriculture, rural development, home economics, handicrafts etc
- Identification and execution of personal and group projects as well as processing/ marketing of produce or products.
- Recreation and sports
- Leadership development training
- Voluntary services activities
- Young farmers festival and agricultural show
- Recognition and award
- Entrepreneurship skill developments practices
- Career exploration
- Communication and IT training
- Current affairs
- Democracy and popular participation
- Gender sensitivity
- Excursion, tour and visits
- Citizenship education
- Literacy/ revision classes.

The club song emblem and pledge are being prepared to reflect the philosophical foundation of the program.

4.0 CONCLUSION

Youth organizations in Agriculture are formed purposely to enhance the cognitive affective and psycho motive development of the youth. This can encourage them to take up farming as a profession or a part time job. Participation in youth agriculture organizations enhances the development of good leadership traits in youths. The overall effect will lead to the development of a good citizen and nation.

5.0 SUMMARY

In this unit you have learnt that types of youth organizations in Agriculture discussed in this book are:

Young farmers Club, 4-H Club, Children/ Youth in Agricultural Programme, Youth Alliance of Nigeria. All these organization have their objectives, philosophy, activities and functions.

Young farmers' club (YFC) is an organization in which young people are encouraged to learn about better farming and home-making. YFC is established to: Help ,boys and girls to develop ideals for better firming, homemaking and rural community development, give informal training in agriculture; provide social and recreational activities; make boys and girls better citizens; encourage and practice thrift; encourage team work; encourage boys and girls to use their leisure prudently; promote patriotism; reduce juvenile delinquency; help give the necessary dignity to agriculture as an occupation; develop good and competent agricultural leadership; provide an opportunity for self-expression and help raise the standard of living of rural people.

The objectives of 4-H club are to: Develop leadership skills in members, gain knowledge and skills in various projects or activities,, enable members to become self-reliant, use scientific methods to create and solve problems, and explore careers. 4-Hclub helps members develop their head heart, hands and health.

The children – in – agriculture program (CIAP) is a nationally co-ordinated research and development network aimed at integrating agriculture training into the socialization process from childhood and sustaining children's interest in agriculture as they grow through youth period into childhood

6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the formation of young farmers club, their philosophy and activities.
2. How is young farmers club different from 4-Hclub.
3. Write short notes on Children and youths in agriculture.

7.0 REFERENCES/FURTHER READING

Adedoyin (2005). *Youth and Children Prrogramme in Extension*. Agricultural Extension in Nigeria. Agricultural Extension Society of Nigeria Publication

AJAYI, Adefioye Reuben (2006). *A Guide for Young Farmers' Clubs* ISBN 978-062-66 SAC Impressions 412 Oba Adesida Rd , Akure Ondo State.

Ogunlidityi, T. O . (1984), Rural Youth Programmes Mimeograph, Department of Agricultural Extension and Rural Development, University of Ibadan, Ibadan, Oyo State, Nigeria.

Ogunsanya, J. A. (1973), Guidelines for holding Y FC meetings. M.A.N.R. Old Western State of Nigeria, Ibadan, Oyo State, p. 1 - 15.

Rethinking Youth, (2009)- The concept of youth rethinking PDF.

Roles of Youth Leader Toolkit 15 Youth leader role PDF (2009)- Minnesota 4-H Development. Roles of Youth Leader in 4-H Club. University of Minnesota. Extension Services

Wikipedia, the free encyclopedia (2008): National Federation of Young Farmers' Clubs.

UNIT 3 COMPARATIVE ANALYSIS OF YOUTH ORGANIZATIONS IN CITIES, URBAN AND RURAL SETTINGS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives

3.0	Main Content
3.1	The Differences between Cities, Urban and Rural Settings
3.2	Comparative Analysis of Youth Organizations in Urban and Rural settings
3.3	Similarities among Youth Organizations in Urban and Rural Settings
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

As rural and Urban areas are different in many facets from each other, so also the youth organizations found in the two places. This unit will expose you to the major differences that exists between rural and urban areas as well as the youth organization in rural and urban areas

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state seven features of urban areas which makes it different from rural areas
- give a typological difference between youths organizations in rural and urban areas
- discuss areas where they are similar.

3.0 MAIN CONTENT

3.1 What are the Major Differences between Urban and Rural Settings?

Rural areas are usually referred to as small, inward looking, idyllic communities held together by kinship relations and supporting basic agricultural occupations While Urban areas on the other hand are dynamic, ever-changing, and commercial centers (Ekong ,2003). The major differences between rural settings and urban centers and cities are given below:

Features	Rural settings	Urban and Cities
1. Size	Small particularly in areas inhabited	Inhabit large space area
2. Population density	Low population density	High population

		density
3. Closeness to nature	People in rural areas are exposed to the physical elements of the environment	Are protected from the physical and biological elements of the environment
3. Occupation	Farming is the major occupation of rural dwellers	People in urban mainly engaged in commercial, manufacturing and administrative
4. Social interaction	Social interaction in rural areas is mainly characterized by primary group contacts	Social interaction in urban areas entails a lot of secondary contacts- through radio, television, magazines newspaper
6. Social differentiation	Low in differentiation and tends towards homogeneity	Urban area is highly differentiated
7. Social stratification	There are fewer social classes in the rural areas	There is a wide gap between the poorest and richest in urban areas
8. Social Mobility (movement from one stratum to the other)	Social mobility in rural areas is very slow	Social mobility in urban areas is very rapid
9. Social control	Behaviour of individuals is guided by informal institution and the application of norms and values	Behaviour of individuals in cities are guided by formal institutions such as police, traffic warden, liasmen etc.
10. Standard of living This includes the ownership and use of items such as radio, television, refrigerator, cooker, eating of balanced regular meal	Standard of living in rural areas can be said to be low	Urban dwellers enjoy high standard of living

--	--	--

3.2 Comparative Analysis of Youth Organizations in Cities, Urban and Rural Settings

Youth Organizations in cities, urban and rural settings can be analyzed critically by comparing the characteristics of these three places. The characteristics features of the environment usually influence the youth organizations found there. These are seen in the following features:

- Number of Organizations: Rural communities are usually smaller in size in terms of the area inhabited by people than urban areas and cities; hence the numbers of youth organizations in rural areas are usually smaller when compared to those of cities and urban areas.
- Social interaction: Youth organizations in rural areas contact themselves mainly through face to face affective contact but youth organizations in urban areas and cities can contact themselves using both the primary and secondary contact- such as on radio, television, internet through face books etc.
- Social differentiation: This refers to the tendency of social interaction to generate social differences among men. Youth Organizations in Rural areas are usually homogeneous, comprising of people from the same village with the same occupation usually farming, however, youth organizations in cities and urban areas are usually heterogeneous comprising of people from different towns with different occupations.
- Social stratification: This refers to the manner in which the society ranks its members into different strata or distinct hierarchy on the basis of wealth (class), birth (caste) and social status. There are fewer social classes in rural than urban areas. The difference between the extremes of the social strata is small in the rural areas than in urban areas. Youth organizations in urban areas and cities usually follow the pattern of their parent's class.
- Experience: Youth organizations in rural areas are based on local experiences and their relatively poor cultural base but youth organizations in urban areas and cities are based on complex and heterogeneous ethnical background, new technological innovations, latest fashion, literature etc.
- Most of the youth Associations rural areas are informal traditional group whereas most associations in urban areas are formal and non traditional because the people are from diverse culture.
- Most of the youth associations in rural areas can be classified as expressive associations because they are formed to satisfy the individual's interest of members.
- Officials of rural youth associations are elected through nominations or show of hands but officials of urban youth organizations in urban

and cities can be elected through nominations and the use of ballot papers. Members can even cast their votes through the net without been there physically.

- Rural associations usually sustain the tradition and culture of the predominant ethnic groups in rural areas where they are located.
- Level and standard of standard of living: level or standard of living is generally used to describe the quantities of goods and services actually consumed by an individual and his family. This includes the ownership and use of items such as radio, television, refrigerator, cooker, eating of balanced regular meal

3.3 Similarities of Youth Organizations in Urban and Rural Settings

Associations in both rural and urban settings usually give both moral and financial support to members when occasion demands.

Both provides social services to members. All fulfill the needs of members for relaxation and social interaction. Avenue through which members derive auxiliary benefits such as jobs marriage, admission, partners etc.

4.0 CONCLUSION

Youth Organizations in Cities, urban and rural settings differ in relation to the characteristics of the environment in which they are located. However they can be all referred to as agents of development.

5.0 SUMMARY

In this unit, you have been able to learn that youth in cities, urban and rural settings differ in terms of: Number of Organizations, social interaction. Social differentiation, Social stratification, Experience, purpose of organization, method of selecting leaders, commitments to culture and tradition, and Level and standard of standard of living. However they are similar in that all the organizations give moral and financial support to members when occasion demands, provides social services to members, fulfill the needs of members for relaxation and social interaction. Avenue through which members derive auxiliary benefits such as jobs marriage, admission, partners etc.

6.0 TUTOR-MARKED ASSIGNMENT

Differentiate between urban and rural settings

1. Give six major differences between youth Organizations in Cities, Urban and Rural Settings

2. Discuss how these organizations are similar.

7.0 REFERENCES/FURTHER READING

EKong. E. E (1988). *An Introduction to Rural Sociology*. Jumak Publisher Ltd, Ringroad Ibadan

Jibowo Gboyega (2000). *Essentials of Rural Sociology*. Gbemi Sodipo Press Ltd ,Abeokuta.

-

UNIT 4 ROLES OF YOUTH IN FARMING FAMILIES AND SETTLEMENTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What are Farming Families and Settlements?
 - 3.2. Patterns of Settlements
 - 3.2.1 The Cluster or Nucleated Settlement
 - 3.2.2 Dispersed Farmstead Pattern of Settlement

	3.2.3	The Line Settlement Pattern
	3.3	Role of Youths in Farming Families and Settlements
4.0		Conclusion
5.0		Summary
6.0		Tutor-Marked Assignment
7.0		References/Further Reading

1.0 INTRODUCTION

There are different patterns of settlement among farming families in rural areas of Nigeria. The type of settlement pattern poses some challenges to youths in the area. The needs and challenges of rural young people today are greater than they have ever been in the past. Hence this chapter will expose you to various roles youth can perform in farming families and settlements.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state the major settlement patterns in rural Nigeria
- mention five roles of youth in farming families and settlements
- explain how youths are agents of security to their communities and settlements
- explain how youths can bring about revolution in the rural economy.

3.0 MAIN CONTENT

3.1 Farming Families and Settlements

Farming families can be defined or referred to as an agrarian family whose life depends largely on farming. Farming family usually comprises of the farmer, the wife, children and dependent relatives. It can also refer to families of farmers usually found in a particular settlement. The manner at which rural population distribute itself within the geographical space it occupies varies from one place to the other. In some villages people settle together in particular area, share and enjoy intimate relationships while in other areas people are scattered but enjoy being close to their occupation- living within their farm vicinity. Others also settle along river paths/ roads. The type of settlement of a people is governed by the natural physical condition such as topography, soil type, and availability of water, vegetation and climate. These conditions determine how much land will be available to the population for habitation and farming, the need for safety and security of life and property, the desire for social stimulation as well as the desire for economic advantage in occupying a large Agricultural land area.

3.2 Patterns of Settlements

There are 3 major patterns of settlement. These are:

- A. The compact, cluster or nucleated settlement
- B. The scattered or dispersed settlement
- C. The linear settlement

3.2.1 The Cluster or Nucleated Settlement

Consists of many dwellings of the farmers established in a location usually referred to as a village while their farms are established some distance away from the village. In some cases, a small house is built on the farm to serve as a resting place for the farmers in between the shift of farm work while some might stay in the small houses during the week in order to concentrate on farm work and return to the village during weekends or on special occasions. This has led to dual residence among the farmers that practiced it. Nucleated/Cluster Settlement is common among the Yoruba's in South Western Nigeria and the Hausas and Nupe towns and villages in the North.

3.2.2 Dispersed Farmstead Pattern of Settlement

The dispersed pattern of settlement is that in which the residential building is located on the land where the farmer's farms are established. The homes of the residents, in dispersed farmstead, are scattered on the field and distant from one another. This is found among the Ibo, Ibibio, Tivs and other smaller ethnic groups in Nigeria.

3.2.3 The Line Settlement Pattern

The farmers locate their homes along a road or rivers unlike the dispersed farmstead where farms are located behind their homes. Some houses are also located in line on the farm along smaller roads. This results in a fairly compact settlement. Where the settlement is in a valley, a road is constructed around the valley and houses are located behind the houses.

3.3 Roles of Youths in Farming Families and Settlements

Youth are one of the greatest assets that any nation can have (Federal Republic of Nigeria, 1999). Not only are they legitimately regarded as

the future leaders, they are, potentially and actually the greatest investment for a country's development (Federal Republic of Nigeria, 1999). They serve as a good measure of the extent to which a country can reproduce as well as sustain itself. The extent of their vitality, responsible conduct and roles in any community is positively correlated with the development of their country (Zonal Youth Summits, 2000). The rural youth is an important factor to be reckoned with in development programmes or efforts. This category of human population has been recognized as a potent force in agricultural and rural development programmes which are yet to be tapped to the advantage of rural communities in Nigeria (Malik *et al*, 2005).

- Youths are referred to as the young blood for community.
- As leaders, youth can move the community from bottom to top.
- They can unite and make good organization in the community. These organizations usually perform several roles which enhance the development of the community. For instance, in so many communities in Ekiti State, Nigeria, youths on different occasions have embarked on developmental projects such as the building of town hall, recreation centre, repair of roads, especially feeder roads, construction of local bridges linking farms, repair of school buildings, construction of market stalls etc. Youths can make good plans for development of the community.
- Youth's life is full of energy, dreams and enthusiasm. Creative thoughts always keep imbibing in youths. They can be molded in any direction their predecessors want. They can be instrumental in changing the whole rural scenario should their full potential be unleashed and effective participation be realized.
- The community is also mixture of bad people; it is basic duty of youth to check who is wrong in the community and ban on that people by ignoring him from the community.
- Youths usually form informal groups called vigilantes that prevent bad gangs from entering the community.
- They usually help police to capture bad gangs in bigger villages
- Through communal efforts youths usually carry out maintenance works on community roads, roads leading to the brook, palace, church and mosque environments.
- Since the major occupation of rural communities is farming, young adults provide the energy needed to work on the farm. There are typical jobs referred to as men's such as digging and mound making. These jobs are well performed by young agile men while weeding and planting are usually carried out by women on the farm.
- They may have to work as laborers on other people's farms in other to earn income

- The presence of youths in communities and settlements enhances rural household's ability to make the fullest use of productive resources such as land
- Youths can bring a revolution in rural economy if Agro-based industries are established in rural areas. These industries might range from cottage industries to the ones manufacturing finishing products of high value and low volume, such as perfumery, vegetable seed production, dairy product processing.
- Youths can make life in rural areas pleasant. This is achieved through the various activities they embark on and sponsor. Such activities include sports competition, dancing competition, traditional festivals, church activities etc. :
- Youth leaders can play an important role in the provision of sex education. This role will vary according to the type of club or organization and according to the age of the clientele. Youth under 14years of age might benefit most from group discussions while older boys and girls might profit from individual counseling.
- Agricultural university's course curriculum has practical applications of the agricultural education. Practical Crop Production, extension programmes, field laboratories, etc. are the many rural development-oriented programmes that are imparted youths. Youths exposed to these programmes and inculcating deeper values of life, naturally, would readily be the part and parcel of the rural development processes. Their participation would also add substantial value to rural development.
- The rural youth work of FAO over the years has made significant contributions to making the lives of young people from rural areas more productive and meaningful by strengthening the organizations which serve them. It is true that young people need education and training to prepare them to become the farmers and community leaders of the future, but even more importantly, they must receive maximum support and access to resources to enable them to become active partners in food security today.

4.0 CONCLUSION

The development of any community depends largely on how vibrant and effective their youths are; hence deliberate efforts should be made to ensure proper development of our youths. This will boost their role performance in future and enhance the overall development of our communities.

5.0 SUMMARY

- In this study, you have been able to learn that:
- There are three major settlement patterns in rural areas

- Youths play vital roles in ensuring the security of farming families and settlements
- Youths are one of the greatest assets that any nation can have
- They are the young blood for community.
- Youth's life is full of energy, dreams and enthusiasm that can be molded in any direction their predecessors want.
- Youths usually form vigilantes that prevent bad gangs from entering the community
- Youths can make life in rural areas pleasant.
- Young adults provide the energy needed to work on the farm.
- Youths can bring a revolution in rural economy.

6.0.TUTOR-MARKED ASSIGNMENT

1. Discuss five ways in which the lives of rural communities depend largely on the youths
2. How can youths bring about revolution in the rural economy?

7.0 REFERENCES/FURTHER READING

EKong E.E (1988). *An Introduction to Rural Sociology*. Jumak Publisher Ltd, Ring road Ibadan.

Food and Agriculture Organization of the United Nations (2009). Rural Youth Development

Jibowo Gboyega (2000). *Essentials of Rural Sociology*. Gbemi Sodipo Press Ltd, Abeokuta

Malik M, D. O. Torimiro and F. B. Bamire (2005). Nigerian Parents and the Development of Rural School Youth. *Journal of social Science* 10(3), pp191-197

International Planned Parenthood Federation (IPPF).(1967): Preventive medicine and family planning. Proceedings of the 5th Conference of Europe and Near East Region of the IPPF, Copenhagen, Denmark, July 5-8 1966. London, England.

UNIT 5 PROBLEMS AND PROSPECTS OF RETAINING YOUTHS IN RURAL COMMUNITIES

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Problems of Retaining Youths in Rural Communities
 - 3.2 Suggestions for Retaining Youths in Rural Communities
 - 3.3 Suggestions for Retaining and bringing back Youths to Rural Areas after Post Secondary Education

- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

Youths are found to possess certain characteristics required for sustainable development. Despite this fact, Nigeria witnesses a lot of migration of young people to the cities for white collar job. This makes the bulk of work in Agricultural production which is the major work engaged in by residents in rural areas lie on old senile men who engaged in subsistence farming and are characterized with the use of crude implements and local seeds thus resulting in low productivity, low income and vicious cycle of poverty. This unit will expose you to reasons why Nigeria as a country witness the exodus of young people to Urban cities. It will also proffer solutions to the problems as well as unravel the prospects of **retaining** youths in Rural Communities

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state at least five problems encountered by rural youths
- give reasons why rural youths migrate to urban cities
- discuss how youth problems can be solved
- expatiate on the prospects of retaining youths in rural communities.

3.0 MAIN CONTENT

3.1 Problems of retaining Youths in Rural Communities

Nigerian youths residing in rural communities encountered several challenges which prevents them from staying in rural communities and encourages their migration to urban centers to experience life in cities. Some of the problems are enumerated below:

- **Poverty:** Poverty according to Encyclopedia Americana Vol. 22 is defined as insufficiency of means relative to human needs. According to Englama and Bamidele (1997), poverty is seen as a state whereby an individual is not able to cater for his/her basic

needs of food, clothing and shelter; unable to meet social and economic obligations; lack of gainful employment, skills, assets and self esteem and has limited access to socio-economic infrastructures. According to the United Nations (2005)Over one billion people in the world today live in unacceptable conditions of poverty, mostly in developing countries, particularly in rural areas of low-income countries in Asia and the Pacific, Africa, Latin America and the Caribbean and the least developed countries. Below is an estimate of youths living in poverty in year 2005.

Table 1: Estimates of the numbers of youth; age 15-24, living in poverty in 2005, in millions

Region	<\$1/day	< \$2/day	Undernourished
South Asia	84.1	206.1	57.8
Sub-Saharan Africa	60.7	102.1	39.9
East Asia and the Pacific	46.5	150.5	38.6
Latin America & the Caribbean	11.1	27.2	10.8
Middle East and North Africa	2.0	12.1	7.1
Europe and Central Asia	4.1	18.2	5.8
World*	208.6	515.1	160.1

Source: R. Curtain, Youth in Extreme Poverty: Dimensions and Policy Implications with Particular Focus on South-East Asia (Melbourne, 2004).

- **Malnutrition and Hunger:** Hunger and malnutrition remain among the most serious and intractable threats to humanity, often preventing youth and children from taking part in society. Hunger is the result of many factors: mismanagement of food production and distribution; poor accessibility; misdistribution of financial resources; unwise exploitation of natural resources; unsustainable patterns of consumption; environmental pollution; natural and human-made disasters; conflicts between traditional and contemporary production systems; irrational population growth; and armed conflicts
- **Limited or Lack of Access to Education and other Basic Services;** Majority of the youths in rural areas have limited access to education. Most of the schools in rural areas are ill staffed. Most of the school lack educational facilities such as standard laboratories, libraries, studios and internet facilities. This leads to poor performance in secondary school certificate examinations. Also, higher institutions are usually located in urban centers. This encourages young school leavers to crave for urban centers.
- **Poor/Lack of Social Amenities:** Social amenities such as electricity, pipe borne water, internet facilities, film/ cinema houses,

clubs etc are either absent or if present not functioning in rural areas where a lot of Nigerian youth resides. Attempt to gain access to these facilities stimulate youth's drift to urban areas.

- **Poor/Lack of Industries:** Most industries whereby youths can be gainfully employed in Nigeria are located in urban centers. Since farming is the major occupation in rural centers, and farming in rural areas in Nigeria is still at the subsistence level, most of the youths saw it as a poor man's job hence prefer to go to urban areas to seek white collar jobs than to remain in rural areas farming.
- **Poor Marketing Facilities:** Rural areas in Nigeria lack access to good marketing facilities. There are no refrigerators to store farm products. Most of the farm produce are perishable and since there is no storage facilities, most of the good produced are being sold to middle men at take away prices. There are no standard units of measurement in rural area. This also leads to farmers receiving low income from goods sold. This compounds rural poverty.
- **Poor/Lack of Processing Facilities:** There are no processing facilities in rural areas in Nigeria. This leads to wastage of most agricultural products. Lack of processing facilities creates fear in farmers and makes them to sell their products at any opportunity available, even it might be at a loss. This also prevents farmers from maximizing profit from farm proceeds.
- **Poor/ Lack of Good Roads:** Most of the roads leading to rural areas where the bulk of foods produced in Nigeria is obtained lack good roads. Worst still there are no access roads from farms to near by market or village. Hence youths and their parents often trek long distances from farms to nearby market or village with loads on their heads, making the job tedious and unpleasant for youths. In fact most of them become tired after the day's job. This makes them to vacate villages at any slightest opportunity available.
- **Poor/Lack of Health Facilities:** There are poor / lack of hospitals, maternities where the people living in rural areas can take adequate care of themselves when sick. This results in increased morbidity and mortality from illness and premature death in case of emergency.
- **Other factors that militate against retaining youth in rural communities includes:**
 - Homelessness and inadequate housing;
 - unsafe environments;
 - social discrimination and exclusion;
 - lack of participation in decision-making in civil and socio-cultural life;
 - Lack of access to or loss of control over resources, including land, skills, knowledge, capital and social connections.

3.2 Suggestions for Retaining Youths in Rural Communities

- Making farming more rewarding and life in agricultural areas more attractive; Efforts should be made by governmental and Non Governmental Organizations to make farming more rewarding and life in agriculture attractive. This can be done by having special focus in developing the agricultural sector itself. This can be done through the provision of good /feeder roads to the rural areas, provision of electricity and pipe borne water, provision of health centers and equipping it with drugs and modern facilities; granting loans to farmers, provision of improved seeds, agrochemicals and fertilizers etc.
- Governments should enhance educational and cultural services and other incentives in rural areas to make them more attractive to young people. Schools should be well equipped while teacher should be motivated to stay in rural areas by paying them special allowance.
- Experimental farming programmes directed towards young people should be initiated and extension services expanded to maintain improvements in agricultural production and marketing.
- Local and national Governments, in cooperation with youth organizations, should organize cultural events that enhance exchanges between urban and rural youth.
- Youth organizations should be encouraged and assisted in organizing conventions and meetings in rural areas, with special efforts to enlist the cooperation of rural populations, including rural youth.
- Skill-training for income-generation by young people : Governments, in cooperation with youth organizations, should develop training programmes for youth which improve methods of agricultural production and marketing. Training should be based on rural economic needs and the need to train young people in rural areas in techniques of food production and the achievement of food security. Attention should be given in such programmes to young women, youth retention in rural areas, youth returning to rural areas from the cities, young people with disabilities, refugee and migrant youth, displaced persons and street children, indigenous youth, youth returning from military service and youth living in areas of resolved conflicts.
- Land grants for young people: Governments should provide grants of land to youth and youth organizations, supported by financial and technical assistance and training.
- Governments should be consistent with their rural development schemes and with the assistance of international organizations, as appropriate, are encouraged to work with volunteer youth organizations on projects which enhance and maintain the rural and urban environments.
- Cooperation between urban and rural youth in food production and distribution

3.3 Suggestions for Retaining and bringing back Youths to Rural Areas after Post Secondary Education

It is important to note that not all higher institutions can be found in rural areas. Youth normally leave rural communities to such institution. In order to ensure they return to rural communities the following suggestions are made by Bruce (2007).

- Involving youth in the identification of issues, challenges, and solutions before they leave (at the middle and high school level) by appointments to community and regional committees, boards or Councils.
- Providing meaningful ways for youth to participate in the planning for the future of their communities before they leave.
- Identifying opportunities for employment and business creation, and sharing those with youth.
- Connecting youth with existing programs that can help them start their own businesses. Many youth are unaware of the assistance that is already available.
- Involving the business community in the creation of opportunities for information sharing, apprenticeship, and mentorship.
- Demonstrating to youth that they are valued and that the community cares about them and their future.
- Involving municipal government leaders so that they may hear youth concerns and issues while at the same time being able to provide information about the community (such as housing and other issues).
- Making use of Information Communications Technology.

4.0 CONCLUSION

Youths migrate to urban areas in order to make up for things that are lacking in rural areas. This leaves the bulk of work in agriculture to being carried out by old men, thus leading to low productivity and income. These also affect agricultural Gross Domestic Product and subsequent food insecurity witnessed in Nigeria. However these problems can be solved by making rural environment an enviable one through the provision of basic life amenities.

5.0 SUMMARY

Factor militating against retaining Youths in Rural Communities in Nigeria includes; poverty, malnutrition and hunger, poor/ lack of educational facilities, poor/lack of good roads, poor marketing facilities,

poor processing facilities, poor/lack of electricity, poor health facilities, Homelessness and inadequate housing; unsafe environments; social discrimination and exclusion; lack of participation in decision-making in civil and socio-cultural life; Lack of access to or loss of control over resources, including land, skills, knowledge, capital and social connections. These problems can be solved through directing special attention to rural communities and making life in agriculture an enviable one.

6.0 TUTOR-MARKED ASSIGNMENT

1. Discuss five major reasons why Nigerian youth drift to urban areas?
2. Explain the role of governmental and Non Governmental organizations in solving these problems
3. Discuss the place of youth organizations in preventing rural-urban drift.

7.0 REFERENCES/FURTHER READING

Adebo Grace Modupe (2004). *Evaluation of Poverty Alleviation Strategies among Women in Ekiti and Ondo State Nigeria*. Unpublished PhD Thesis Submitted to the Department of Agricultural Economics and Extension, Federal University of University of Technology, Akure.

Curtain R. (2004). *Youth in Extreme Poverty: Dimensions and Policy Implications with Particular Focus on South-East Asia*.

Bruce, David. (2007). *The Challenges of Immigration as a Rural Repopulation Strategy in Maritime Canada*. Our Diverse Cities. Special Feature on Rural Communities. Vol3. Summer pp90-96. http://canada.metropolis.net/publications/index_e.htm

Englama and Bamidele (1997). *Measurement Issues in Poverty*. Proceedings of Annual Conference of the Nigerian Economic Society

MODULE 2

- Unit 1 Youth Organizations and clubs in School Management
- Unit 2 State, regional and National Organizations in Agriculture
- Unit 3 Leadership in Youth Organizations
- Unit 4 Roles of a Youth Leader, Members, Patrons, Advisers, Volunteers in Organizations
- Unit 5 Rural Youth Club Projects

UNIT 1 YOUTH ORGANIZATIONS AND CLUBS IN SCHOOL MANAGEMENT

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Nigerian Red Cross Society (NRCS)
 - 3.2 Drama Club
 - 3.3 Literary and debating Society
 - 3.4 JETS Club
 - 3.5 Health Club
 - 3.6 French Club

3.7	Young Farmers Club
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

1.0 INTRODUCTION

Education entails the complete development of the child- cognitive, psycho motive and affective domains. As an adage says ‘all work without play make jack a dull boy’ hence the establishment of several youth organizations and clubs in schools. This unit will expose you to such clubs and organizations as well as their activities or functions.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- mention five clubs/organizations in Nigerian schools
- explain the activities of three of the clubs
- highlight the need for a student to be a member of the Literary and Debating Society
- state the benefits of being a member of health club.

3.0 MAIN CONTENT

Several Clubs and associations are established in schools to create an informal out of class environment where students are given the opportunity to express and develop their hidden talents. These Clubs and Societies are headed by graduate teachers who are experts in their various fields. Through their efforts, these clubs and societies have organized programmes whereby students: Practice what they are taught in class which is done on weekly basis and learn new things through the programmes and activities of these clubs, the students have been taught new things like Soap, candle and cream making by the Jets Club, Cassava production and processing – where the participants were taught how to process several value added products of cassava, Operations of the Stock Market, Cultural display, which expose students to the diverse cultural groups in Nigeria, develop the ability to speak in public by overcoming stage fright through the activities of the debating, and lot of other activities that have positive impact on the growth and development of the students

Some of these clubs include:

Nigerian Red Cross Society
Drama club,

Literary and debating Society,
JETS Club,
Health Club
French Club,
Young Farmers Club,

3.1 Nigerian Red Cross Society (NRCS)

Red Cross Movement was based on alleviating the suffering of wounded soldiers on the battle field, the focus and scope has since changed over the years. It now formed an integral part of Community Based Health Programme (CBHP). There are about 450 Schools involved in its implementation. It has a volunteer base of approximately 9,000 School Unit members.

The School Unit is created in order to strengthen the Red Cross community structures for good programme delivery and community involvement. The Unit intends to equip School Teachers, Students and Pupils with the required skills on prevention of illness, Basic First Aid, HIV/AIDS Preventive measures as well as seeking appropriate care for children.

The School Unit is one of the crucial components of the Society's Health Programme. Only a small proportion of sick children in the community usually have access to health facilities and this translates to higher morbidity and mortality rate among this population. Therefore, simple knowledge of preventive measures by school-teachers and pupils can improve the management of children in the school.

The yearly participation of Road Safety Awareness Campaign by the Nigerian Red Cross Society in collaboration with Road Safety Commission has gone a long way in reducing the rate of road traffic accidents, especially in schools that border major roads.

The Society has produced training manual for School Unit and highway codes.

The involvement of our School Unit members in giving First Aid at various school competitions increases the visibility and profile of Nigerian Red Cross Society.

3.2 Drama Club

Drama Club is an educational organization consisting of students who are interested in theatre or theatre productions. Starting a drama club at school requires getting a teacher to sponsor the club, advice from an

actress, artist, singer but it can also be easily started through Face book, where any student in the network can join. Drama club can perform in their schools, villages or participate in schools drama competition programme. The club raises money to buy costumes through fees charged during their plays.

Drama club expose the hidden potentials of students and increases their ability to speak in the public. Some talented students take up their career through their participation in drama club activities. A lot of students benefit from drama clubs.

3.3 Literary and Debating Society

The Literary and Debating Society (often referred to as the “Lit & Deb”) is the oldest and most prestigious society in school. The chief activities of the Society were the holding of debates, discussions and lectures. Core to the principals of Lit & Deb is the principal of freedom of speech. Everything from politics and human rights to literature and medical ethics are fair game for discussion inside the walls of the Literary and Debating Society.

Each week, members of the Society engage in spirited debate on matters ranging from current events to philosophy and law to humorous topics. Members frequently present original works of Literature and Poetry or give readings of the works of other authors. The Society holds a number of competitive Debate, Oratorical, and Literature events, and engages other organizations in friendly contests of debate or athletic skill.

A Literary and Debating Society is always an asset to Schools. Debates are usually interesting as all students are usually anxious to participate. Members of the Staff are usually consulted and used as judges. Interesting and thought provoking topic such as - “Be it resolved that Parents be blamed for Juvenile Delinquency”, "There should be co-education in all Schools", and " Science has contributed most to the Progress of Mankind" are debated.

3.4 JETS Club

J.E.T.S., or the Junior Engineering Technical Society, is a science based club. The club is aimed at juniors and seniors in Secondary Schools. For any student to be a member of the club, he/she must be science based or aim at becoming one. Subjects like calculus, chemistry, and physics are essential to a good performance. J.E.T.S. offers experience in engineering, in sharing knowledge in a group as one would do in the workforce, especially if one plans on entering the engineering field.

JETS Club has been bringing science to life for over one million Secondary school children, teachers, and parents. The Club fuels the wonder and joy of learning, through school assemblies, workshops, television, video, and print. The Club has also designed programs for museums, agencies, and educational organizations.

TEX-JETS is an organization with the purpose of supporting the math/science team. TEX-JETS researches math and science concepts to help prepare the math/science team for competition. Members design and create projects, such as robots, using what they have learned in class, in research, and from what the supervising teacher(s) have advised them. The projects are entered into science competitions.

3.5 Health Club

A health club (commonly referred to as a gym) is a place which houses exercise equipment for the purpose of physical exercise. Quality of life starts with living well. Health Club helps students to discover the benefits of living an active, healthy lifestyle.

Most health clubs have a main workout area, which primarily consists of free weights like dumbbells and barbells and exercise machines. This area often includes mirrors, so that exercisers can check and maintain correct posture during their workout. Some health clubs offer sports facilities such as a swimming pool, squash court or boxing area. In some cases, additional fees are charged for the use of these facilities. Most health clubs employ personal trainers, to which members have access to for training/fitness/nutrition/health advice and knowledge. Personal Trainers can help write a customized fitness routine, sometimes including a nutrition plan, to help members achieve their goals. They can also monitor and train with members.

Health club in schools engaged in the construction of environmental sanitation structures (latrines, refuse pits, dish racks). Strong hygiene education awareness was included to ensure replication of the sanitation component. They usually focus on the overall well being, comprising emotional, social and mental health of the child. It acts as the **Girl Guides** or **Girl Scouts** enabling and organizational point for conducting activities related to various dimensions of health and wellness.

Constitution of a Health Club

- Principal as Convener
- Counselor / Psychologist / P. T Teacher / Nodal Teacher as Secretary
- Student representative (one boy and one girl from each level)
- Identified teachers from each level
- Parent for each level (preferably a doctor)

Responsibilities of the Health Club

- As an organizer of all health relevant activities (at least 8-10 activities in the year at each level).
- As a Resource Centre for the overall well being of students

Objectives of the Health Club

- To create Health Cards for each student
- To create a health newspaper at least twice a year/poster competition related to health issues
- To conduct surveys on health related concerns
- To organize 'health walks' as part of social campaigns
- To organize health fairs and immunization projects
- To tap the local resources in the community to arrange health talks
- To render service in any area affected by a disaster or a calamity
- To create health help line within the school to distress, cope with emotional and social behaviour and to clarify misconceptions regarding sexual and reproductive health
- To teach the students techniques of yoga and meditation from an early age
- To inculcate in the students healthy and positive ways of living
- To teach health songs on various health topics
- Celebration of important days (World Health Day – April 7)

Creating awareness regarding 'World No Tobacco Day' (May 31), 'World AIDS Day' School Health Clubs have had some success and are indeed behaviour change agents. They have been regular in their relaying of health messages both at school and at home.

3.6 French Club

French club is usually organized in schools by French teacher purposely to promote the speaking and learning of French language. Both teachers and students are allowed to join the club. Officials are chosen among the students while the teachers act as coordinators. The club activities vary depending on the leader. Activities carried out by French club include drama, debates, excursion, and competitions. In most schools French club organize trips to French village or at times to any Francophone country.

4.0 CONCLUSION

One of the ways of knowing a good school is by the presence of a viable and functioning clubs and organizations Hence school principals and head teachers should try as much as possible to ensure and encourage the establishment and operation of several clubs and societies in their schools

5.0 SUMMARY

In this unit you have learnt that:

- There are several clubs and organizations in schools.
- Such clubs include Nigerian Red Cross Society, Drama club, Health Club, Literary and debating Society, Press Club, Science (JETS) Club, French Club, Young Farmers Club,
- School clubs helps in the total development of the child
- Enables the child to develop good leadership qualities
- Enhance the ability of the students to speak in the public
- Develop skill and potentials in the students
- Can give directives in deciding or chosen a life career

6.0 TUTOR-MARKED ASSIGNMENT

1. Give five reasons why clubs is essential in school management.
2. Describe the health club and how you can benefit from it if you are a member.

7.0 REFERENCES/FURTHER READING

Nigerian Red Cross Society (2005). Implementation Of Ouagadogou Declaration

World Health Club.htm. **Join the Movement.**

Wikipedia, the free encyclopedia (2009). Literary and Debating Society (NUI, Galway) <http://www.get-ex.co>

The Science Club Information Page
<http://sciencespot.net/Pages/sciclub.html>

UNIT 2 STATE, REGIONAL AND NATIONAL ORGANIZATIONS IN AGRICULTURE

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Community Development Association
 - 3.2 Cooperative Societies
 - 3.3 Farmers' Co-Operatives
 - 3.4 Occupational/ Professional Associations
 - 3.5 Religious Organizations
 - 3.6 Gender Group
 - 3.7 Non Governmental Organizations (NGOs)
 - 3.7.1 Farmers Development Union. (FADU),
 - 3.8 National Farmers Association of Nigeria (NAFAN)
 - 3.9 Food and Agriculture Organization of the United Nations (FAO)
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

There are several Organizations present at the State, region and National levels that work towards the development of Agriculture and food production in Nigeria. This unit will expose you to some of these organizations, functions and their activities.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- mention at least four organizations in Nigeria
- discuss the need for cooperative societies
- explain fully the Farmer's cooperative society
- discuss the activities of the Farmers' Development Union
- expatiate on the need for NGOs in agricultural development
- explain the different ways in which FAO is bringing about alleviating Hunger and Poverty World wide.

3.0 MAIN CONTENT

According to Akinloye *et al* (2005), there are twelve Basic criteria for classifying Organizations. These are : size duration, rhythm, proximity of members, basis of formation, Access, degree of organization, functions, orientation, relation with the inclusive society, relation with other groups, types of social control, types of authority and degree of unity .

Based on these criteria, there are twelve types of Community Based Organizations in Nigeria. These are: Community Development Association (CDAs), Cooperative societies, Town/village Development Union, Occupational/professional Association, , Age grade group/association, Youth Associations, Trade and Commercial Associations, Religious Organizations, Trade/Commercial Associations, Gender groups, Indigene club Associations, Tribal/Ethnic Group /Associations and other local groups.

3.1 Community Development Associations (CDAs)

CDAs were formed on the premise that the Federal Government alone cannot provide all the community needs and the need for decentralization. This empowers the people in the community, including the farmers to form different organizations. The organizations through counterpart funding were able to identify, plan, implement community agricultural and rural development projects with the Government in

Nigeria. Most of the CDAs are well organized. They have officials occupying various offices such as chairman secretary, treasurer, public relation officers, and social welfare. Memberships of CDAs are open to interested persons.

CDAS engaged in Community Development programmes such as construction of roads, culverts, schools, provision of electricity, water, farm inputs and agrochemicals at subsidized rates to farmers as well as procurement of agricultural loans.

3.2 Cooperative Societies

Cooperative Societies are found in every Village, town, State, region and National Level. They have a mother body that each cooperative must register with. At the initial stage there is a cooperative bank in Nigeria, but due to the problems at the banking sector, the bank merged with other banks. Presently, cooperative societies in Nigeria still operate under the auspices of Sky Bank Nig. PLC.

Cooperative societies according to Juhász (2001), are traditional organizations of mainly the poorer segments of society which have the potential to play an important role in developing a strong “social capital” in rural areas. This is a pre-requisite for food security and sustainable development. Cooperatives may be consumer-owned, producer-owned, or worker-owned. A Consumers' cooperative, according to INC (2008), is one in which individuals combine their buying power, usually for the purchase and wholesale or retail distribution of agricultural or other products. Cost savings are achieved by buying directly from the producer or farmer. A form of commonly known consumers' cooperative is a food or grocery cooperative. Membership is open to anyone, with goods sold at market price to members and non-members alike, with any surplus over expenses going back to members.

Importance of Cooperative Societies

- Co-operative societies according to Gertler (2001) are practical vehicles for co-operation and collective action, both of which are crucial to sustainable development; build and reinforce community.
- They are therefore media for measuring and sustaining development.
- When they work effectively, co-operatives reproduce and expand social capital, which then contributes to the success of other projects.
- Co-operatives play an integrating and stabilizing role, foster alliances and coalitions, and can help to reduce social inequality.
- Co-operatives are not tightly constrained by the discipline of capital markets—at least in the short run.

- Co-operative managers do not need to demonstrate growth and profits (surplus) every quarter, nor do they risk their jobs if they fail to generate competitive rates of return on shareholder investments.
- Co-operatives can raise capital via retained earnings and various forms of member equity contributions and loans.
- Co-operatives do not need to make a profit in the conventional sense. They can persevere in the long term without more than break-even performance; co-op capital is “patient” capital. Co-operatives can thus make longer term investments that promise important returns in the future, even if that future is more than one business cycle away. Members derive other kinds of benefits besides those enjoyed by owners of a firm. They are likely to be positively affected by investments in environmental sustainability, for example, because they live and work in the region directly affected by the co-operative. Co-operatives help to stabilize regional economies and provide a favorable climate for further investment.
- Cooperative societies tend to outlive many private firms (Direction des Coopératives 1999), and their presence in rural areas helps to stabilize economies that are typically the most vulnerable. This allows others to plan and invest with greater confidence, and to reap the benefits of long-term projects designed to enhance productivity or to protect the resource base.
- Co-operatives reduce inequality and promote equitable sharing of the costs and benefits of sustainable development.
- Co-operatives promote economic democracy and the empowerment of marginalized groups—a hallmark of sustainable development and a Pre-condition for shared responsibility. Cooperatives promote greater economic democracy through shared ownership and shared control. More people gain direct roles in the allocation and management of resources, and their skills and creativity are more fully engaged (Sen 1999).
- Co-operatives serve as facilitating partners in alliances involving local and national, and public- and private-sector organizations.
- Cooperatives are often key partners, trusted and respected by Non-Governmental Organizations (NGOs), State agencies, and private-sector firms. As brokering partners, they frequently provide leadership resources and may serve as facilitators for projects involving complex alliances (Ortíz Mora 1994; Ketilson *et al.* 1998).
Sustainable development is knowledge-and management-intensive;
- Co-operatives have organizational capacity for communication, training and education. Educating members, employees, and the public is a co-operative principle, and many co-operatives have been successful in upgrading the technical, managerial, and organizational skills of their membership and staff. Short courses, advanced

education, peer instruction, and learning by experimentation all become more feasible in a co-operative context.

- Co-operatives are also conduit channels by which Government or Non-Government Organizations (NGOs) can effectively deliver training, technical support, and adapted technologies.
- Given the prospect of long-term relationships, co-operatives can valorize investments in members, employees, and customer education. As locally controlled organizations, co-operatives are in an advantageous position when it comes to effective communication (Ortíz Mora 1994). There is less reason to conceal product or business information, and members can be confident that they are not being misled.
- Co-operatives are part of a world movement that has strong links to other contemporary social movements focused on the environment,
- Some co-operatives have pioneered in providing sustainable livelihoods to marginalized peoples.
- Co-operatives have provided needed links between socially conscious consumers and innovative producers who wish to implement more sustainable forms of production and consumption.
- Co-operatives in agriculture have a number of obvious advantages among which are economies of scale, reduced transaction costs, increased business safety and new services. According to Earnshaw (2000), "[food] co-operatives must pay out at least 20 percent of the surplus in cash, but may reinvest 80 percent in the business for the good of members." The benefits to members of this reinvestment may include reduced prices, a larger store, or extra services. Some members may desire a discount when purchasing their goods.

Types of Co-operatives

There are four major types of Cooperatives. These are:

- Production co-operatives, including agricultural production co-operatives
- Consumer co-operatives
- mixed production-consumer co-operatives
- Co-operatives “for the satisfaction of housing, services and other social needs

3.3 Farmers’ Co-Operatives

A farmers’ co-operative is a private company that belongs to the farmer producers, the members, and aims at providing a range of services and operations for its members, with a view to improving the members’ profits from their own farming activities. As a basis for co-operatives,

there is a willingness of a group of likeminded producers for some common commercial objectives and activities.

A Farmers' Co-operative is set-up by a group of members as a private business under the local enterprise or company laws and regulations of that country.

A co-operative should follow certain basic rules, in order to be a strong agricultural business in the market:

- Members have to undertake and fulfill certain commitments of activity with their co-operative.
- Members have to purchase shares in proportion to their activity with the cooperative.
- Co-operatives are managed by elected boards composed of producer members. They appoint, if necessary, an executive manager and a team of salaried staff. The executive manager and staff operate strictly under the producers' control, through the policy and strategy set by the elected board.
- At the end of the year, the financial surplus is distributed among the members in proportion to their activity they have had during the year, in the form of product rebates or discounts on purchased inputs or bonuses on sold commodities. The board of elected members decides on the level of bonus and share distribution on annual basis.

3.4 Occupational/Professional Associations

Occupational associations are formed by the coming together of people of the same occupation with the aim of promoting and protecting the occupation. The associations seek to improve technical skill of members, assist members in times of need, procure loans as a group as well as ensure quality delivery and protect customers from fraud and excessive charges. Examples of such association in agriculture are, The Cocoa Farmers Association, Cassava Farmers Union, and Association of Cashew Farmers etc.

Trade and commercial associations

Trade and commercial associations are established mainly for assisting members in all aspects of life and in particular in areas of price regulation, addition of value to goods and services, standardization of goods and capital investment. They also help members to secure loan from financial institutions. Trade and commercial associations can be of benefit to the community in which they are located by given scholarship to the indigene students. Examples of such association are; Cocoa Marketers Association, Plank sellers as well as food vendors.

3.5 Religious Organizations

Certain religious organizations engaged in agricultural projects with the aim of alleviating poverty and hunger as well as providing employment to the unemployed members of their congregation. At times they intervene in some rural development programmes. They engaged in the production of food crops such as cassava, rice, and establishment of plantations e.g. oil palm plantation. Some of the religious organizations in Nigeria include; Christian Rural Urban Development Association of Nigeria, Oyo- Osogbo Catholic Diocesan Agricultural Development Project and Rural Development Program of Ibadan Archdiocese.

3.6 Gender Group

It is widely known that there is discrimination and marginalization of women in all aspects of the economy. Due to the sensitization of the society on the need for gender equality, the womenfolk in many communities were made to form groups. Through these groups, there have been several improvements in the well being of members in the following areas:

- Securing of land for farming
- Obtaining loan as a group for increased farm productivity
- Information on improved farm technologies
- Training of members on improved farm production, storage and marketing strategies,
- Training on how to improve their socioeconomic status as well as benefit from the dividend of democracy.

Examples of such gender groups are: Rice producers /processors, Gari processing association etc.

3.7 Non Governmental Organizations (NGOs)

NGOs are agencies set up by private citizens/ foundations, churches, volunteer workers, etc to tackle specific problems and particularly the alleviation of poverty and administration of relief to the needy and deprived, war victims and refugees (Ekong, 2000).

NGO may be State, region or National based. At times an NGO may have branches all over the country e.g Country Women Association of Nigeria which is presently found in more than 12 States in Nigeria.

NGOs in Nigeria are concerned with agricultural production, poverty eradication, capacity building as well as empowerment. Activities of NGOS include: Formation of groups of Small Scale Farmers, Evaluation

and upgrading farmers conditions, Meeting with farmers on regular basis which may be monthly, bi-monthly, or quarterly, Visitation to farmers field, linkage of farmers with other institutions, monitoring of activities through staff meetings, farmers forum and meetings.

Achievements of NGOs in Nigeria

- NGOs in Agriculture have helped in reaching the poor especially in inaccessible areas of rural Nigeria and providing their needs in the areas of infrastructures such as schools, electricity, sanitation as well as adequate good quality drinking water.
- NGOs use advocacy and political influence to hold local officials accountable for activities which are damaging to the poor.
- They help communities mobilize and form societies to express their concerns.
- They provide atmosphere in which officials can consult people about development plans and listen to alternatives presented by the people.
- NGOs have recorded a huge success in the areas which the governments have failed. For instance the maintenance of public utilities. NGOs adopt the participatory approach thus making the people to be part of the programmes from the initiation stage to planning, implementation, execution and maintenance. These makes most of their projects sustainable rather than abandoned.
- NGOs plays a major role in transferring of innovations to rural communities.
- Their capability to work with local groups has made them to be more successful than government projects.

Examples of NGOS in agricultural area; Nigeria International Rural Development Organization (NIRADO), Nigeria Participatory Rural Development Network (NIPRANET), Country Women Association of Nigeria (COWAN), Farmers Development Union, Christian Rural Urban Development Association of Nigeria (CRUDAN), Oyo- Osogbo Catholic Diocesan Agricultural Development Project (OODAP) and Rural Development Program of Ibadan Archdiocese.

3.7.1 Farmers Development Union (FADU)

Farmers Development Union (FADU), an NGO, is a rural development Organization, formed in 1989, owned, directed, governed and financed by about 500,000 rural Nigerians, who are its members. Other support donors to FADU program are Ford Foundation, EZE and EEC. FADU

is a regional Agricultural Organization as the members are concentrated mainly in the South Western part of Nigeria.

The main thrust of FADU's development program is to reach the low-resourced poor and vulnerable groups with basic economic and social services for improved rural income, nutrition, employment and living condition. Its program activities have been focused on group development, aimed at rural peasants, for community participation and enhancement of their managerial capacities to operate small-scale farming and non-farming enterprises. This approach is to promote community participation as a means of overcoming constraints on individual micro-producers. FADU has made tremendous resource concentration on poverty elimination, creation of jobs, and advancement of women.

The guiding principles in FADU's Programme activities are:

- Community group 's responsibility
- Social and economic sustainability of project
- Group cost recovery and financial capacity building
- Project cost recovery and operational efficiency
- Human resource development
- Poverty alleviation
- Rural productive activities.

Guided by these principles, FADU has been giving financial services, technical support, training and marketing support services to rural producers operating in the Nigerian informal economic sector. The long-term goal of the organization's programme is to assist this class of informal producers, into the mainstream of the Nigerian production economy. To achieve this long term goal, FADU has joined the E Fair Trade Network to achieve collective buying and selling for its members as well as to facilitate obtaining wholesale credit facilities for facilitating FADU members' activities.

FADU Achievements so far:

- Mobilized, trained and technically and financially assisted about 50,000 productive rural network of groups (called societies), mostly women (87%), in villages and semi-Urban across 28 states of the Nigerian federation.
- Built a very strong self-managed and self-financed grassroots institutional formations (referred to in its own terms as Groups, Societies, Districts and Zones) which have become bases for FADU 's savings and credit scheme, agricultural projects, rural health,

environment and literacy awareness that are facilitated by the Organization. .

- Disseminated (through its credit scheme, training and technical assistance) low cost, locally fabricated and adapted medium scale technologies for micro-producers in the remote villages across the country. Among the technologies are manually pedaled Treadle Pump for small Fadama Farmers, improved palm oil, cassava and groundnut oil processing equipment.
- Created over 500,000 new jobs, since 1989 in remote villages, considered otherwise as marginal and disadvantaged areas.
- Consistently demonstrated commitment to fostering partnerships to fight hunger and poverty in Nigeria. Current evidence of this is the on-going development Co-operation the World Bank, IFAD (International Fund for Agricultural Development), UNDP, State Agricultural Development Programmes (ADPs).
- The Union also builds a network of 159 replicate-CBOs, which receive FADU's training and technical assistance, to upgrade their program management skills.

FADU has a permanent core of development professionals. These Staff, collectively combine extensive experience designing and managing community targeted development programs in Nigeria with background in agriculture, business, finance, community development, rural sociology and food technology. FADU can draw on the talents of 346 program employees, consultants and volunteers across Nigeria. FADU can access expertise in other areas such as affordable processing technology design management; agro-forestry; small and farmer-managed irrigation schemes; group-managed enterprise development; agricultural finance; supply, production, processing and marketing; savings and credit program design and management; human resource development and training for grassroots targeted programs; institutional development schemes for community based organizations etc.

Through its program, FADU has strengthened participation and facilitated the involvement of the intended beneficiaries in project design, implementation, project cost recovery and management. Its grassroots involvement approach has also enabled beneficiaries to have greater control of the project resources, thereby maximizing the proportion of resources reaching the poor. FADU has given increased emphasis to promoting ownership projects by the beneficiaries.

In the three states, Oyo, Ogun and Osun, where the Union has the highest concentration of members, about 58%, FADU has been able to cover the operational cost of its program. Nevertheless, the Organization still face big challenges in the areas of meeting the credit needs of its members including replicates, build members in other 25 states, where it

has presence, to the status of three project states, and reducing the unsustainable farming practices among members.

3.8 National Farmers Association of Nigeria (NAFAN)

National Council of farmers was formed in 1999 after the advent of President Olusegun Obasanjo. The association was formed as a result of the observation by the president that farmers formed about three quarter of the Nigerian's population, yet they are disillusioned. He therefore call for a need for the proper organization of the farmers to have a common voice while making any demand from the Government or any of the National and International body such as FAO and World Bank. This led to the organization of the National Farmers Congress which organized its first Summit in 1999. At the end of the Summit, seven leaders were elected to represent the following areas of agriculture: tree crop, food crop, fiber, fishery, animal/ poultry and marketing. The committee was named National Agricultural Coordinating Council headed by Alhaji A.K Wodi.

Functions of National Agricultural Coordinating Council

- To coordinate all existing and would be farmers group into one single umbrella
- Ensure farmers are organized on commodity basis
- Ensure farmers are organized from ward to the local government, to State and National levels
- Draft acceptable constitution for the association with an acceptable apex name
- Ensure that farmers association is a non political one
- Ensure that within the farmers there is a formation of production, processing and marketing
- Ensure that the ward, Local, State and National leaders are democratically elected.

After working for 2 years all the mandates were accomplished. Presently the officers are elected with Femi Coker as the National president supported by three Vice Presidents, Secretary and other officials known as the National Working Committee. In addition, there are six zonal vice presidents to represent each of the six geopolitical zones in the country.

3.9 Food and Agriculture Organization of the United Nations (FAO)

Food and Agriculture Organization of the United Nations (FAO is a specialized agency of the United Nations that leads international efforts to defeat hunger. Serving both developed and developing countries,

FAO acts as a neutral forum where all nations meet as equals to negotiate agreements and debate policy. FAO is also a source of knowledge and information, and helps developing countries and countries in transition modernize and improve agriculture, forestry and fisheries practices, ensuring good nutrition and food security for all. Its Latin motto, *fiat panis*, translates into English as "let there be bread". As of 8 August 2008, FAO has 191 members' states along with the European Community and the Faroe Islands, which are associate members.

Structure

FAO was established on 16 October 1945 in Quebec City, Quebec, Canada. In 1951 its headquarters were moved from Washington, D.C. United States, to Rome, Italy. The agency is directed by the Conference of Member Nations, which meets every two years to review the work carried out by the organization and to approve a Programme of Work and Budget for the next two year period. The Conference elects a council of 49 member states (serve three-year rotating terms) that acts as an interim governing body, and the Director-General, that heads the agency. FAO is subdivided into eight departments: Administration and Finance, Agriculture, Economic and Social, Fisheries, Forestry, General Affairs and Information, Sustainable Development and Technical Cooperation. FAO's Regular Programme budget is funded by its members, through contributions set at the FAO Conference.

Programmes carried out by FAO includes: Special Programme for Food Security, Integrated pest management, TeleFood, Alliance Against Hunger, and Goodwill Ambassadors.

Special Programme for Food Security

The Special Programme for Food Security (SPFS) is FAO's flagship initiative for reaching the goal of halving the number of hungry in the world by 2015 (presently 852 million people), as part of its commitment to the Millennium Development Goals. Through projects in over 100 countries worldwide, the SPFS promotes effective, tangible solutions to the elimination of hunger, undernourishment and poverty. Currently 102 countries are engaged in the SPFS and of these approximately 30 are operating or developing comprehensive National Food Security Programmes. To maximize the impact of its work, the SPFS strongly promotes national ownership and local empowerment in the countries in which it operates.

Integrated pest management

During the 1990s, FAO took a leading role in the promotion of integrated pest management for rice production in Asia. Hundreds of thousands of farmers were trained using an approach known as the Farmer Field School (FFS). Like many of the programmes managed by FAO, the funds for Farmer Field Schools came from bilateral Trust Funds, with Australia, Netherlands, Norway and Switzerland acting as the leading donors. FAO's efforts in this area have drawn praise from NGOs that have otherwise criticized much of the work of the organization.

TeleFood

Raising awareness about the problem of hunger mobilizes energy to find a solution. In 1997, FAO launched TeleFood, a campaign of concerts, sporting events and other activities to harness the power of media, celebrities and concerned citizens to help fight hunger. Since its start, the campaign has generated close to US\$28 million in donations. Money raised through TeleFood pays for small, sustainable projects that help small-scale farmers produce more food for their families and communities. The projects provide tangible resources, such as fishing equipment, seeds and agricultural implements.

International Alliance Against Hunger

In June 2002, during the World Food Summit, world leaders reviewed progress made towards meeting the 1996 Summit goal of halving the number of the world's hungry by 2015; their final declaration called for the creation of an International Alliance against Hunger (IAAH) to join forces in efforts to eradicate hunger. Launched on World Food Day, 16 October 2003, the IAAH works to generate political will and concrete actions through partnerships between intergovernmental and non-governmental organizations and national alliances. The IAAH is a voluntary association of international organizations, national alliances against hunger, civil society organizations, social and religious organizations and the private sector. The global activities of the IAAH focus on four major themes: advocacy, accountability, resource mobilization and coordination. The International Alliance is made up of the Rome-based UN food organizations – FAO, the International Fund for Agricultural Development (IFAD) and the World Food Programme (WFP) – and representatives of other intergovernmental and non-governmental organizations. Individuals cannot directly join the IAAH, though they can work with national alliances against hunger. In less than two years, 36 countries have established national alliances, some of them already very active like those in Brazil, Burkina Faso, France, India and the United States.

Goodwill ambassadors

The FAO Goodwill Ambassadors Programme was initiated in 1999. The main purpose of the programme is to attract public and media attention to the unacceptable situation that some 800 million people continue to suffer from chronic hunger and malnutrition in a time of unprecedented plenty. These people lead a life of misery and are denied the most basic of human rights: the right to food. Governments alone cannot end hunger and undernourishment. Mobilization of the public and private sectors, the involvement of civil society and the pooling of collective and individual resources are all needed if people are to break out of the vicious circle of chronic hunger and undernourishment. Each of FAO's Goodwill Ambassadors – celebrities from the arts, entertainment, sport and academia such as Nobel Prize winner Rita Levi Montalcini, actress Gong Li, the late singer Miriam Makeba, and soccer player Roberto Baggio, to name a few – has made a personal and professional commitment to FAO's vision: a food-secure world for present and future generations. Using their talents and influence, the Goodwill Ambassadors draw the old and the young, the rich and the poor into the campaign against world hunger. They aim to make Food for All a reality in the 21st century and beyond.

4.0 CONCLUSION

Agricultural Organizations enhances the production of individual farmers and groups. It provides a forum for discussing and solving problems related to farming and food production. It acts as avenue for capacity building in agriculture. It has helped to bridge the gap between the Government roles in farming and the individual farmers, thus providing avenues for obtaining loans, agricultural inputs, and sales of farm products as well as alleviating poverty and hunger.

5.0 SUMMARY

In this unit, you have learnt that:

- There are several Agricultural organizations in Nigeria
Co-operative societies are media for measuring and sustaining development. Co-operatives reproduce and expand social capital, which then contributes to the success of other projects. Co-operatives play an integrating and stabilizing role, foster alliances and coalitions, and can help to reduce social inequality. Cooperative societies tend to outlive many private firms Co-operatives reduce inequality and promote equitable sharing of the costs and benefits of sustainable development They promote economic democracy and the empowerment of marginalized

groups Co-operatives serve as facilitating partners in alliances involving local and national, and public- and private-sector organizations. They are often key partners, trusted and respected by Non-Governmental Organizations (NGOs), State agencies, and private-sector firms. Co-operatives have organizational capacity for communication, training and education.

- There are four major types of Cooperatives. These are: Production co-operatives, Consumer co-operatives, mixed production-consumer co-operatives, Co-operatives “for the satisfaction of housing, services and other social needs.
- NGOs in Nigeria are concerned with agricultural production, poverty eradication, capacity building as well as empowerment. NGOs in Agriculture have helped in reaching the poor especially in inaccessible areas of rural Nigeria and providing their needs in the areas of infrastructures such as schools, electricity, sanitation as well as adequate good quality drinking water.
- NGOs use advocacy and political influence to hold local officials accountable for activities which are damaging to the poor
- Help communities mobilize and form societies to express their concerns
- Provide atmosphere in which officials can consult people about development plans and listen to alternatives presented by the people.
- Recorded a huge success in the areas which the governments have failed.
- Adopt the participatory approach thus making the people to be part of the programmes from the initiation stage to planning, implementation, execution and maintenance.
- Plays a major role in transferring of innovations to rural communities
- Capable of working with local groups than government officials.
- FADU has helped to Mobilized, trained and technically and financially assisted about 50,000 productive rural societies. Built a very strong self-managed and self-financed grassroots institutions. Disseminated low cost locally fabricated and adapted medium scale technologies for micro-producers in the remote villages across the country. Created over 500,000 new jobs, since 1989 in remote villages, considered otherwise as marginal and disadvantaged areas. Consistently demonstrated commitment to fostering partnerships to fight hunger and poverty in Nigeria. Builds a network of 159 replicate-CBOs, which receive FADU's training and technical assistance, to upgrade their program management skills
- Programmes carried out by FAO to alleviate hunger and poverty includes: Special Programme for Food Security, Integrated pest management, TeleFood , Alliance Against Hunger, and Goodwill ambassadors

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention 4 types of Agricultural Organizations in Nigeria.
2. Discuss the activities of Farmers Development Union.
3. What are the activities carried out by FAO to remove poverty and Hunger from our society?

7.0 REFERENCES/FURTHER READING

Adeboye J.B (2002) - The National Farmers Association of Nigeria. What it means. The National Farmers Association of Nigeria. PDF.

EKong. E. E (1988): An introduction to Rural Sociology. Jumak Publisher Ltd, Ringroad Ibadan

Farmers Development Union (FADU, 2009)-Farmers Development Union capital.htm

Gertler M (1998): Rural and Co-operatives sustainable development centre for the study of Co-operatives University of Saskatchewan. Canadian Cataloguing I N Publication Data Gertler, Michael E. (Michael Eden)

Gertler M (2001) -Rural Co-operatives and Sustainable Development study of Co-operatives University of Saskatchewan. Canadian Cataloguing I N Publication Data Gertler, Michael E. (Michael Eden)

Inc.com (2008): Cooperatives - Encyclopedia Mansueto Ventures LLC.. Inc.com, 7 World Trade Center, New York, NY 10007-2195

Juhász J. (2001) :The role of co-operatives in sustainable agricultural and rural development – FAO policies, strategies and programmes Promotion of rural development through agricultural co-operatives Joint Workshop Organised by ICAO – ICA Europe in collaboration with COGECA and MOSZ Budapest, pp 17-22.

UNIT 3 LEADERSHIP IN YOUTH ORGANIZATIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 What is leadership?
 - 3.2 Effective Leadership Qualities
 - 3.3 Principles of Leadership
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

It is a common perception that leaders are born, not made. This may be true to some extent because many people display some intrinsic traits right from birth, which put them in the position where they are looked up as leaders. This unit will expose you to the meaning of leadership, qualities of a good leader as well as the Principles of Leadership.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define leadership
- state the qualities of a good leader
- explain the principles leadership.

3.0 MAIN CONTENT

3.1 What is Leadership?

Leadership is and has been described as the “process of **social influence** in which one person can enlist the aid and support of others in the accomplishment of a common task. According to Alan Keith of Genentech as quoted by (Wikipedia 2009)"Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen." Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as **beliefs, values, ethics, character, knowledge, and skills**. Although your position as a manager, supervisor, lead, etc. gives you the authority to accomplish certain tasks and objectives in the organization, this *power* does not make you a leader, it simply makes you the *boss*. Leadership differs in that it makes the followers *want* to achieve high goals, rather than simply *bossing people around*. Kenneth Boulding (2009).

3.2 Effective Leadership Qualities

Honesty

The sign of a good leader is the honesty towards his/her work and employees. A youth leader should be very honest to self as well as to the members of the association. A youth leader should not lose his integrity, whatever be the circumstances, because a leader will not be considered reliable and worth following, if he/she loses honesty.

Confidence

Confidence should exude in every word said and in everything done by a youth leader. He should have the confidence to manage people and show them the right path, whenever they seek guidance. People who see panic or uncertainty in the eyes of their leader won't consider him/her worth depending upon, in the time of crisis. A good leader always keeps a cool head in times of crises and finds solutions to get everybody out of any difficult situation

Patience

If you want to be known as a good youth leader, it is very important to be patient. Be cool, calm and collected. Do not panic or lose your temper when the situation is nerve-wracking. A good leader considers crisis, emotions and tricky situations a part of his journey and never loses his composure.

Focus

To become a good youth leader should always remains steadfast to the goal, without wasting time in checking for the possibility of hindrances that might creep in. If you find any obstacles in this process, consider it as your moral responsibility to solve them and find better ways to make progress towards the target.

Dedication

People will respond more openly to a youth leader who is dedicated towards his/her work and constantly works for the betterment of the employees as well as the organization. He/she should be zealous about the organization's work and prove yourself as a source of inspiration for the people around you.

Consistency

Consistency is an important leadership quality. Displaying inconsistency will confound others. A youth leader should remember that he is part of the team. Therefore, should be stable before expecting consistency from others.

Motivate Others

A good youth should always encourage his/her members and congratulate them for all their achievements, whether small or big. This will create a healthy environment in workplace, which will in turn motivate members to give their best performance every time they are assigned a task.

Effective Communication

A good youth leader should be able to reach the people around him/her effectively. Good communication skills are, in fact, key to become a good leader.

Tolerance

A youth leader should be tolerant of uncertainty and should always remain tranquil, composed and persistent to his/her goals.

Enthusiasm

A good leader is always enthusiastic about the cause of the people. He/she must have the capability to see what is good or bad for the people in the long run. He/she approaches a problem in a holistic

manner and never believes him/her different from his people and subject.

Discipline

A leader believes in discipline. He/she follows an orderly manner and routine but still he/she is tolerant. He/she takes decision keeping emotions and personal matters aside. Skillful He/she looks each and every aspects of the situation before arriving to any decision and never loses his/her temper in difficult situations. He/she should think positively in each and every situation. A great leader is proactive and committed to excellence. He always maintains high standard and acts as an idol for his/her followers. His/her personal and public life both are remarkable and stain free. A good leader is the one who can give people voice and direction.

3.3 Principles of Leadership

- Know yourself and seek self-improvement - In order to know yourself, you have to understand your *be*, *know*, and *do*, attributes. Seeking self-improvement means continually strengthening your attributes. This can be accomplished through self-study, formal classes, reflection, and interacting with others.
- Be technically proficient - As a leader, you must know your job and have a solid familiarity with your employees' tasks.
- Seek responsibility and take responsibility for your actions - Search for ways to guide your organization to new heights. And when things go wrong, they always do sooner or later -- do not blame others. Analyze the situation, take corrective action, and move on to the next challenge.
- Make sound and timely decisions - Use good problem solving, decision making, and planning tools.
- Set the example - Be a good role model for your members. They must not only hear what they are expected to do, but also see. *We must become the change we want to see* - Mahatma Gandhi
- Know your people and look out for their well-being - Know human nature and the importance of sincerely caring for your organizational members.
- Keep your members informed - Know how to communicate with not only them, but also patron, advisers and other key people.
- Develop a sense of responsibility in your members - Help to develop good character traits that will help them develop professional responsibilities.
- Ensure that tasks are understood, supervised, and accomplished - Communication is the key to this responsibility.

- Train as a team - You should see your members as one and also work as a team.
- Use the full capabilities of your organization - By developing a team spirit, you will be able to employ your organization to its fullest capabilities.

4.0 CONCLUSION

Since Youths are considered as leaders of tomorrow, efforts should be made to develop the qualities of a good leader in them through youth organizations. This will have a cumulative effect on our future leaders and the development of a great nation.

5.0 SUMMARY

In this unit you have learnt that:

- Leadership is a process of social influence in which one person can enlist the aid and support of others in the accomplishment of a common task
- The qualities of a good leader are: Honesty, confidence, patience, focus, dedication, Consistency, motivating others, effective communication, tolerance, enthusiasm, discipline, skillful, and proactive.

Principle of leadership are: Know yourself and seek self-improvement ; technically proficient; Seek responsibility and take responsibility for your actions; Make sound and timely decisions; Set the example Know members and look out for their well-being; Keep members informed Develop a sense of responsibility in youth members; supervised, and accomplished Train as a team; Use the full capabilities of the organizations.

6.0 TUTOR-MARKED ASSIGNMENT

1. Define leadership.
2. State five qualities of a good leader.
3. Justify the saying that leaders are made.
4. What are the principles of leadership.

7.0 REFERENCES/FURTHER READING

Article Source: Qualities of A Good Leader http://EzineArticles.com/?expert=Joe_Daley

EKong. E. E (1988): An introduction to Rural Sociology. Jumak Publisher Ltd, Ringroad Ibadan.

Kouzes, J., and Posner, B. (2007). *The Leadership Challenge*. CA: Jossey Bass.

House, Robert J. (1971). "A path-goal theory of leader effectiveness". *Administrative Science Quarterly* Vol.16: 321–339. doi:10.2307/2391905.

Wikipedia, the free encyclopedia Leadership Leadership 4.htm

UNIT 4 ROLES OF A YOUTH LEADER, MEMBERS, PATRONS, ADVISERS, VOLUNTEERS IN ORGANIZATIONS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

All organizations are directed by a group of people called leaders. These leaders have different roles to play to ensure the smooth running of the organization. This unit will expose you to the various roles played by youth leaders

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- state the roles performed by a youth president, secretary and treasurer
- explain the need for volunteers in youth organizations
- discuss the functions of patrons and advisers.

3.0 MAIN CONTENT

Roles of Youth leaders

Youth leader are to:

- guide the operation of the Organizations
- serve as contact person with Patrons and Volunteer leaders
- keep members informed of the relevant programme and opportunities in and around their vicinity

Roles of Youth Officers

President

The duties of the President include:

- Checking on arrangements for meetings;
- Presiding at meetings;
- Learning and using of correct parliamentary procedure;
- Appointing of committees with the help of club leaders; unless otherwise instructed
- Working closely with the club leaders, agriculture teacher, extension personnel and club members in planning the club programme for the year;
- casting of the deciding Vote in case of a tie vote;
- Approving payments of accounts;
- Bearing responsibility for orderly conduct of meetings and
- (i) keeping in mind that the organization belongs to the members, he only guides.

Vice-president

The duties of the Vice-President include:

- Assuming the President's duties in his absence,
- Serving as a chairman of all the programme committee;
- Keeping club members informed of the programme for the different Meetings so that preparations can be made in advance and
- Working closely with the president.

Secretary

The major duties of the Secretary include:

- Keeping an accurate record of club membership and attendance of members at in meetings;
- Keeping accurate minutes of all club in meetings ready for inspection at any time;
- Calling the role at the request of the president;
- Keeping correspondence up-to-date;
- Calling the meetings to order when both the president and vice-president are absent;
- Assisting the president in handling the details of club business and
- Learning how to write minutes of the meetings. Minutes of the meeting should include name of club, date and place of meeting, kind of meeting (regular or special), number of members present and names of special guests, reply to roll call and statement that minutes of the previous meeting were or were not read and approved; record of committee reports and time/place of next meeting.

Treasurer

The treasurer

- Handles and keeps accurate records of all money owned by club, club bills and receipts:
- Pays bills after president has approved payment:
- Gives a financial report of the club when requested the president and
- Co-operate with the other officers and members.

Patrons and Advisers

The Patrons and advisers are respectable adult, knowledgeable in the area of the type of Youth organization, who can give necessary guidance to the organization when and where needed. Patrons are usually selected from among villager/community people and agreed to by members. At times Patrons give financial assistance to the association. They meet with the organization regularly to monitor progress on organizational activities and plan for future projects.

At times patrons act as contact persons in helping sourcing for funds. They can help in given publicity to organizational projects

Volunteer work

Volunteer work is a major component of unpaid labour, which has become a focus of increased attention by policymakers throughout the world as a major form of economic activity and economic benefits, particularly in developing countries. The volunteers have the opportunity to impact the existing community initiatives through

strengthening their pillars of sustainability. These pillars include manpower, networking and fundraising.

Manpower- Volunteers can accelerate the productivity of Community Based Organizations by contributing manual labor work required for works like farming operation of farm machines and constructions.

Networking- the volunteers can work in linking grassroots organizations to International Organizations working in similar programs.

Fundraising- Volunteers can engage in proposal writing and other forms of fundraising initiatives for Community Based Organizations to inspire growth and facilitate the expansion of their impact on the community.

Volunteer work can offer services not easily provided by paid workers, such as mentoring and role models;

Volunteer work enhances social solidarity, social capital, political legitimacy and quality of life in a society. Volunteer work can serve as a means of social inclusion and integration; and Volunteer work provides a sense of personal satisfaction, fulfillment, well-being and belonging to persons who volunteer.

A recent survey of national statistical offices and institutes conducted by the U.K. Office of National Statistics on behalf of the United Nations Statistical Commission revealed that “the non-observed economy and informal employment was one of the “three top priority areas for labour statistics” identified by member countries as needing attention (UK Office of National Statistics, 2008). Volunteer work is a component of unpaid labour that may be easier to capture since it can be differentiated from household activity and much of it takes place through institutions that are considered to be well within the production boundary of the economy. Because volunteer work not only produces tangible outputs but also gives individuals a sense of self-satisfaction and a feeling of contributing to the progress of society, its measurement is consistent with the International Labour.

Organization’s emphasis on “decent work” as a means of promoting human agency, dignity, and a feeling of self-respect.

4.0 CONCLUSION

The success of any organization depends on how effective the leaders/officials are, hence efforts should be put in place by youth to elect people with desirable qualities to lead their organizations.

5.0 SUMMARY

In this unit, you have learnt that:

- The key Official in youth organizations are president, vice president, secretary, and treasurer
- President duties include: Checking on arrangements for meetings; Presiding at meetings; Learning and using of correct parliamentary procedure; Appointing of committees with the help of club leaders; unless otherwise instructed; Working closely with the club leaders, agriculture teacher, extension personnel and club members in planning the club programme for the year; casting of the deciding Vote in case of a tie vote; and Approving payments of accounts;
- The treasurer handles and keeps accurate records of all money owned by club, club bills and receipts: Pays bills after president has approved payment: Gives a financial report of the club when requested the president and Co-operate with the other officers and members
- Patrons and advisers are adults that provide guidance for the association and can perform other functions such as helping the association to raise fund
- Volunteer workers can provide manpower, networking and fundraising.

6.0 TUTOR-MARKED ASSIGNMENT

1. Mention for roles of the president of a youth organization
2. Give four reasons for selecting a patron in youth organizations
3. What are the roles played by a volunteer worker in youth organizations.

7.0 REFERENCES/FURTHER READING

- AJAYI, Adefioye Reuben(2006). A Guide for Young Farmers' Clubs
ISBN 978-062-66 SAC Impressions 412 Oba Adesida Rd , Akure
Ondo State.
- EKong. E. E (1988):** An introduction to Rural Sociology. Jumak
Publisher Ltd, Ringroad Ibadan

Intership.com.-International Volunteer Work Camp in Africa

UNIT 5 RURAL YOUTH CLUB PROJECTS

CONTENTS

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
 - 3.1 Rural Youth Club Projects
 - 3.2 Purpose for Embarking on Project in Youth Clubs/ Associations
 - 3.3 Criteria for Selecting Youth Club Projects
 - 3.4 Types of Projects being Embarked on by Youth Clubs
 - 3.5 Ways of Sustaining Youth Club Projects
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

1.0 INTRODUCTION

The entire activities of rural youth club centers on worthwhile projects. This unit will expose you to different projects usually embarked on by youth clubs/ associations in agriculture, the purpose of embarking on such projects, criteria to be considered for selecting projects as well as ways of sustaining projects works in agricultural clubs and associations.

2.0 OBJECTIVES

At the end of this unit, you should be able to:

- define a project
- explain reasons for embarking on various projects in agricultural clubs
- state the various kinds of projects that can be carried out in agricultural clubs
- mention the criteria for selecting youth club projects
- discuss ways of sustaining youth club projects

3.0 MAIN CONTENT

3.1 Rural Youth Club Projects

A project is a form of home or farm activity which a member or groups within the club/ association chooses to do following the recommendation of the local leader. The entire activities of a rural youth club center on worthwhile projects. The projects can be organized around almost any farm or home or school tasks and activities.

3.1 Purpose for Embarking on Project in Youth Clubs/ Associations

- Project work helps members to learn new and better methods of farming/ home making.
- It teaches youths to be dependable and responsible
- It provides members of the association to improve their skills, knowledge and attitude.
- It gives youths the pride and satisfaction of ownership
- It provides a feeling of achievement, satisfaction or accomplishment
- It gives the youth a sense of belongingness to the community and society at large.

3.2 Criteria for Selecting Youth Club Projects

For any project to be effective and efficient, certain criteria must be considered. These include:

- The project must meet the needs and interest of majority of members
- It must be interesting and achievable.
- It must be cost effective and time bound
- The Project must be challenging to members.
- It must aim at bringing about improvement in specific fields of interest
- Materials to be used for the project work should be available locally.

3.3 Types of Projects Being Embarked on By Youth Clubs

- Farm works which might involve the cultivation, processing, storage and packaging of any food crop.
- Rearing of farm animals such as ruminants and monogastric animals as well as fishes
- Making of decorations
- Clothing and textile
- Home making- food preparation, food preservation, kitchen gardening etc

3.4 Ways of Sustaining Youth Club Projects

In order to sustain youth club projects, there is need for

- Members to be committed and ready to share responsibilities
- Provision of incentives to boost the morale of participants
- Provision of incentives to boost the morale of participants
- Among all the parties concerned. These are ;the professional youth leader, local leaders and members
- Accurate record keeping
- Publicizing the results of projects after completion
- Recognition and rewarding excellent performance.

4.0 CONCLUSION

Youth club projects enable the youths to be able to utilize all their senses effectively and develop the affective, cognitive and psycho motive knowledge. This makes them to develop into a useful member of the society. However for the projects to be sustainable there is need for members to be committed interested and co-operate with one another. Also there is need for motivation for good performance.

5.0 SUMMARY

- A project is a form of home or farm activity which a member or groups within the club/ association chooses to do following the recommendation of the local leader.
- Youth club projects makes members to learn new and better methods of farming/ home making, improve their skills, knowledge and attitude. Develop feeling of achievement, satisfaction or accomplishment as well as a sense of belongingness to the community and society at large.
- Effectiveness and efficiency of a project depends on ability to meet the needs and interest of majority of members, projects being interesting and achievable ; project being cost effective and time bound as well as challenging; project being able to bring about improvement in specific fields of interest; and ability to utilize local materials
- Types of projects that can be embarked upon by youth clubs includes: rearing of animals, crop production, processing and preservation, home making, clothing and textile etc
- Youth clubs can be sustained through; provision of incentives to boost the morale of participants, cooperation, accurate record

keeping; publicizing the results of projects after completion and recognition and rewarding excellent performance.

6.0 TUTOR-MARKED ASSIGNMENT

1. What do you understand by a project?
2. Mention four criteria for selecting a youth club project
3. Describe six major projects that can be carried out by youths in your community.
4. Explain four ways through which a youth club project can be sustained.

7.0 REFERENCES/FURTHER READING

Adedoyin (2005). Youth and Children Programme in Extension. Agricultural Extension in Nigeria. Agricultural Extension Society of Nigeria Publication.

Jibowo Gboyega (2000). Essentials of Rural Sociology. Gbemi Sodipo Press Ltd ,Abeokuta