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**Principles of Agricultural
Extension**

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CHAPTER ONE

The concepts and definition of Extension?

What is Extension?

- ❑ There is no single accepted definition of extension. It has a number of different definitions that describe its meanings, functions, philosophies and working principles
- ❑ however, it is the dissemination of relevant information and advice to farmers

Historical Background of Extension and Basic Concepts and Principles

A. Ancient Extension

- ❑ The dissemination of relevant information and advice to farmers has a long history prior to the emergence of modern forms of **agricultural extension in the 19th century**.
- ❑ **The primordial forms of extension was started in Mesopotamia (recent day Iraq) around 1800 B.C. Egyptians on the columns also gave advices to farmers to avoid crop damages and all losses including human life from Nile flood.**

CTd... Ancient Extension

- ❑ **In Greek writings important** agricultural information and advices were disseminated.
- ❑ **Latin** texts were written on practical farming experiences
- ❑ **Around the same period disseminating important and advanced agricultural information and advices were begun in china**
- ❑ **From 960-1912 organized agricultural research extension and teaching were famous in China.**

B. Origin of modern Extension (the 19th century extension)

- ❑ The term **modern extension** was first used in **England** in 1840 in connection with university education to describe the **method of spreading knowledge to the outside community**. The term was often called **university extension**.
- ❑ The **term agricultural extension**, however, came in to common use in the **USA early in 1907-1910** when the **cooperative extension service** was formed in each state in **association with the Land Grant Colleges**.
- ❑ **University extension and correspondence** work in the United States was advanced by the **enactment of the Co-operative Agricultural Extension Act (Smith-Lever Act) in 1914**

Ctd...

- **Federal Extension Service**, organized to coordinate the work of the department and
- the **land-grant colleges in bringing practical beyond-the-classroom educational programs to farm families.**
- The function of cooperative extension work was established by the Smith-Lever Act of 1914, and the service was organized as a staff unit of the department in 1923

Ctd..... modern Extension

- **Until 1914, Lectures by university teachers to the general public were called extension lectures, but**
- with the passage of the **Smith Lever Act in that the term Agricultural Extension** came to be used mainly for **non-formal education for the farming community.**
- **Extension agents make available to farmers, farm homemakers, and rural youth the latest technology developed through research conducted** by the department, the land-grant colleges, and other research agencies, adapted to local farm and home conditions.

Ctd...cooperative extension service

- **Extension agents** provide information on production, marketing, home economics, natural resources, human nutrition, and the activities and services of the Department of Agriculture.
- **Special programs are conducted to aid minority and low-income families to improve their nutritional levels.**
- Farmers are aided in improving such marketing processes as packing, grading, and standardizing commodities, and in reducing losses in marketing channels, warehousing, and storage.

Irish Famine

<http://www.nationalarchives.ie/t>

The National Archives of Ireland: the great famine, 1845-1850

<http://www.adminstaff.vassar.edu/stta>

Irish famine from the contemporary British press(1845-1851)

- Irish Famine, the Great Hunger (Irish *an gorta mor*) in Ireland which **killed nearly one million people between 1845 and 1850.**
- For information on:
 - Ireland at the time of the famine, see Ireland
 - physical effects of starvation, see Starvation
 - emigration from Ireland to escape starvation, see Immigration; Irish Americans; United States (Culture); United States (History); United States (People); Boston; Cincinnati; Canada; Ethnic Groups in Canada; London (England)
 - political agitation and land law reform, see Daniel O'Connell; John Russell; William Edward Forster; Molly Maguires
 - effect of the famine on Irish language and literature, Gaelic Literature
 - potato blight, see Potato; Diseases of Plants; Fungicides

C. Extension in the 20th century

Weakness

- ❖ At this time Extension services were in their **formative stage: small in scale and limited in scope. Contact with farmers and their organization were haphazard. It overlooks marketing information.**
- ❖ Organized predominantly by **central or local governments**, agricultural colleges, by various Farmers' organizations, or by combinations. Agricultural commercial companies and agricultural **commodity marketing boards supply their products.**

Ctd...20thc extension

- ❖ **Agricultural development projects** and the varieties of non-governmental organizations (**Religious and charitable ones**) involved in agricultural and rural development.
- ❖ Through time it became **bureaucratic and hierarchical structure, dispersed extension workers administered** and controlled so that intermediary structures created **between the field level agents and their headquarters**.
- ❖ **In the last past quarter of the 20th century become diversified**. In less developed countries the main focus remains on **agriculture-mainly food production**.

- ❖ The need for information, advice or advisory services of agricultural and rural development is increasingly intensify in a foreseeable future.
- ❖ Agriculture faces the challenges of keeping pace/speed with the rapidly increasing population.
- ❖ Hence/therefore, farmers will have to become more efficient and specialized. Extension will remain a key policy tool for promoting sustainable farming practices (socially and environmentally)
- ❖ Recent development methodologies and strategies concerned with the issue of equality and environmental agenda.

CTD... future prospect of Extension

- ❖ Innovative/new approaches such as PRA (Participatory Rural Appraisal) are a fundamental change that brought respective change in the role of extension agent and farmers.
- ❖ There are witnesses to reverse the bureaucratization with in hierarchical extension services, a reduction of public funding and increased use of information technology in support of Extension

cnTd.....

- 0 **There is no single accepted definition of extension i.e., in German-giving advice,**
 - 0 **in French-to make popular/accepted,**
 - 0 **in Italian -spread out,**
 - 0 **in Dutch-light ahead, to illuminate/clarify**
 - 0 **in Danish -to enlighten/explain**
-
- 0 **Extension involves the provision of advice, ideas, information, knowledge, skills**

Difference between Extension Education (Informal Education) and Formal Education

S n	Extension Education (Informal Education)	Class room Education (Formal Education)
1	<ul style="list-style-type: none"> ➤ It is an informal education ➤ It has no definite syllabus ➤ There is no examination, and ➤ no degree or other certificate is given to the participating student 	<ul style="list-style-type: none"> ▪ It is a formal education. ▪ It has a definite syllabus. ▪ After completing the syllabus, ▪ Students have to appear in an examination and after evaluation; ▪ the degrees and certificates are awarded to the student

CTd...Difference between Extension Education (Informal Education) and Formal Education

2.	➤The work of extension education is according to the needs of the people and availability of resources	▪Institutional Education has a definite program and do not run according to the needs of the student
3.	➤In it, the problems of the people are solved by the people.	▪In it the problems of the student are solved by the teacher
4.	➤People involved are of different age and abilities.	▪Students are of same age and the same qualification

CTd...Difference between Extension Education (Informal Education) and Formal Education

S n	Extension Education (Informal Education)	Class room Education (Formal Education)
5.	Teaching is according to the interest the of the learner.	▪Here, teaching is according to syllabus
6.	The field of extension education being related to farms and villages is unlimited.	▪Its area is limited in the institution only
7.	The rural people learn with their own desire.	▪In it, the students have to learn compulsorily.

Ctd...extension

- 0 **The extension workers job is to impart/pass/communicate knowledge that help the rural families run their farms more efficiently and there by improve their living conditions**
- 0 **To identify and analyze their production problems and to become aware of the opportunities for improvement**

Ctd...extension

- ❖ **Agricultural extension should not be seen only in the context of increasing agricultural output, but also it is a part of the effort to achieve a balanced social and economic development, gender equality or sensitiveness**
- ❖ **Farmer-led extension is a multi-directional communication process between and among extension staff and farmers**

CTD..Extn

- ❖ **Sharing and development of knowledge and skills in order to meet farming needs and develop innovative capacity among all actors**
- ❖ **Play a key role in technology development and dissemination**
- ❖ **The relationship between extension workers and clients is both a partnership and a dialogue/discussion/exchange of ideas**

CTD...Extn

- **Farmer-to-farmer extension** is the emergence of a movement initiated and sustained by farmers
- **The generation of most innovations by farmers themselves, with occasional external support**
- **Provision of training by farmers to farmers often through the creation of a structure of farmer-promoters and farmer trainers**

Elements of extension

1. Knowledge

- ❑ In agricultural extension, knowledge can be defined as a system of beliefs, cognition, models, concepts and other products of the mind in which the experience of a person or a group with respect to agriculture is accumulated**
- ❑ One of the pioneers of knowledge systems thinking, Havelock (1986) points out the difficulty of defining knowledge**
- ❑ He understands knowledge as the one thing that accumulates among humans and that can be passed from one human to another. According to him, knowledge is not the possession of an individual and therefore can exist independently of its holder**

CTD...

- ✓ **Roling (1990) asserts that knowledge is the property of the mind, something ‘between the ears’ and cannot be transmitted to others unless transformed or encoded**
- ✓ **Hoffmann and Probst (2004) distinguish between explicit and tacit knowledge. These views lie within two broad conceptions of knowledge. These are the individual-centered and society centered approaches of knowledge (Dissanayake, 1986). The proponents of the individual effort /social basis of knowledge production. Entered category of knowledge maintain that knowledge is the product of individual**

2. Learning

- ❑ Learning is the process of acquiring or improving the ability to perform a behavior pattern through experience and practice**
- ❑ Participatory extension is the process of knowledge acquisition and development of understanding is the primary role of extension workers**

3. Practice

- ❑ It is well understood that often extension recommendations may not fit to farmers' situations and that they make constant modifications and adaptations**
- ❑ Several sources show that farmers often make adaptations to introduced technologies and develop alternatives which could obtain almost the same results as that of the introduced technologies,**
- ❑ whereas the cost was significantly reduced and locally available materials could be used and no extra equipment or any special efforts were required (Sanghi, 1989; Maurva, 1989; Mutimba, 1997)**

Chapter 2

Role of Agricultural Extension in Positive Attitude Development and Behavioral Change

□ What are the roles of Agricultural Extension in rural development?

- The **agricultural extension** is considered to be a special branch of **rural extension** dealing with several economic and social aspects of farming community such as **(i) Efficient** farm production. **(ii) Conservation**, **iii) Development** and use of natural resources for farm sector **development**. **(iv) Efficient farm Management or controlling**.

Ctd...

- ❑ **Neutral Attitude**: People with a **neutral attitude** don't give enough importance to situations or events. They ignore the problem, leaving it for someone else to solve. Also, they don't feel the need to change. Their traits include complacent or achievement.
- ❑ **Sikken Attitude**: **It** has the caliber/ability to destroy every image that comes in connection with a positive image. This type of **attitude** is **more of a negative attitude** and is very destructive. **It often reflects the mind's negativity**

❑ What is the scope of extension?

- **Extension** Helps in adoption of innovations. **Extension** helps in studying and solving the rural problems.
- **Extension** increases farm yields and improve the standard of living of farmers.
- **Extension** makes good communities better and progressive.

Ctd...

- **Agricultural extension** (also known as **agricultural** advisory services) plays a crucial **role** in;
 - **boosting agricultural productivity**,
 - increasing food security,
 - improving rural livelihoods, and
 - promoting **agriculture** as an engine of pro-poor economic growth.

Ctd...

- **Agricultural extension** is the application of scientific research and knowledge to **agricultural** practices through farmer education.
- **Extension** is also critical to move research from the lab to the field and to ensure a return on investment in research by translating **new knowledge into innovative practices.**

Common Elements in the Definition of agricultural

Extension

1. Extension is an intervention

- ❑ Extension is pre-determined, planned, programmed, systematically designed, goal oriented, purposeful activities.
- ❑ Involve two parties: intervening parties i.e. change agent, Extension worker, and adult educator, professional and Client target group i.e. mostly adults
- ❑ If it is outside force/power/ and depend up on the need and interest of people, it can be good but if it is through force and without considering the interest and needs of people it may be bad

Ctd...

2. Extension uses communication to induce/encourage changes

- ✓ **Extension is therefore a communication intervention. Communication is important instrument used in extension to induce change.**
- ✓ **Extension aims to change people not things. communication is one's instrument for inducing change**

3. Extension can be effective only through voluntary change

- ✓ **the willingness of the people to be persuaded or to adapt and use**

4. Extension focuses on different target processes and outcomes

- ❑ How information transfer/communication in extension differ from political propaganda (individual's vote), market advertisement (profit or market share), and reputation of one's company?
- ❑ Extension message at collective or societal level depends on public and collective utilities but not promoting private interests unlike political propaganda, private company

5. Extension deployed/employed by an institution

- ❑ Extension requires money and it is a professional activity**
- ❑ It must be paid**
- ❑ Institutions such as government/public, voluntary agencies-NGOs, commercial companies and professional associations can deploy extension as instrument to induce change in voluntary behavior for a presumed/recognized public or**

Elements to be considered in planning an Extension system

- ❑ There are five elements one has to consider in planning an extension system. These elements are interrelated and affect each other
 - Mobilization,
 - Organization,
 - Training,
 - Technical and resource support, and
 - System management(replication and maintenance)
- ❑ It is also a type of relationship between extension and farmers
- ❑ Extension approaches cannot be copied or transferred; only principles can be adapted and further developed based on local circumstances
- ❑ None can be chosen without the choice affecting the others

Alternative Extension Approaches

1. Conventional or participatory approach

- Where problems have **socio-emotional aspects** and when value judgments and feelings play an important role in decision-making, **non-directive approach** is more appropriate
- Where problems have **technical aspects** and when emotional considerations do not play an important role in **directive approach** is more appropriate decision-making,

- **Participatory agricultural extension approach** often focuses on the expressed needs of farmers' groups and its goal is increased production and an improved quality of rural life
- The **farming** systems development **approach**.

2. The commodity focused approach in extension

- **Specialization.** The role of extension is to provide advice on technical, administrative or commercial aspects of the commodity
- The emphasis on **one crop** can result in disregard/ignore of local needs, **especially for traditional food production in the whole farm context**
- The approach pays little attention to **local interests and focuses on commodity rather than people**

3. The community development-cum-extension approach

- ❑ This approach is constructed around a rather broad definition of the functions of the extension agent
- ❑ This approach has diluted/weak the specific agricultural extension responsibility of the village agent with a long, diffusely/disperse defined list of tasks. It has dispersed both the attention and accountability of the extension agent among many different and non-focused activities
- ❑ A general community or general agricultural worker, simultaneously charged with **administrative duties, family planning or health service, credit schemes, technology promotion, distribution of supplies, political mobilization functions, or ad-hoc/unplanned/informal assignments such as census -taking**
- ❑ This wide-ranging set of duties usually results in **low performance, confused supervision, discontinuity, lack of mobility, little organized work and an ineffective agricultural extension service**

4. The innovation-centered approach

- ❑ The **technical innovation-centered approach** in extension regards its function primarily in terms of **technology transfer from outside to the farm**
- ❑ The inherent/natural problem that undermines this approach is its insufficient appreciation of the farmers' conditions. Rather than starting from the farmers' circumstances and daily faced constraints, it starts from **ready-made and outside packaged innovations**, to be grafted/joined into the socio-economic context of a farm which may not be capable of absorbing them
- ❑ It has weakness of the technical information being extended, usually deriving from a failure to carry out the final stages of **testing on farmers' fields in differing agro-ecological zones** and with different types of farmers

5. The training and visit system approach

- ❑ It has been widely adopted in **developing countries**. As a management system it tries to **overcome the problem of the traditional governmental extension approach** by
 - **promoting regularity of visits,**
 - **regularity of training,**
 - **effective supervision, and specialization of agents,**
 - **focusing extension efforts on well researched, key impact points, and**
 - **selecting contact farmers representative of different socio-economic groups of the farm population**
- ❑ **Most important is sustaining and improving research-extension linkages through careful diagnosis of initial impact points, farm systems research investigations and joint conduct of adaptive trials on farmers' fields**

The fundamental principles of the T&V system

- ❑ **Professionalism** i.e. close ties between extension and research; extension workers able to identify farmers' problems advise farmers or communicate their problems to researchers; trained staff; credibility/trustworthy for extension within the farming community; and basic physical and administrative resources and other support
- 1. **A single line of command**-All extension staff administratively and technically responsible to only one body and Extension department responsible only for extension activities
- 2. **Concentration of effort**- Extension workers they are not responsible for the supply of inputs, data collection, subsidy distribution and loan processing, or any other activity not directly related to extension, but advise farmers on where and how to obtain inputs, subsidies, loans and markets (to gain and maintain farmers' confidence)

6. The target category approach

- ❑ Aims at segmenting/dividing a farming community into client categories in order to target extension efforts.**
- ❑ Priorities are determined for each target category and the type of recommendations and relevant extension messages and input packages are designed for each categories.**
- ❑ Extension offering can be directed more specifically to a particular category of farmers**

7. The Functional/Practical Group Approach

- ❑ It tries to form groups of persons who join their efforts to mobilize/activate the necessary resources to be able to achieve a shared goal**
- ❑ The success of the approach greatly depends of the correct formation of the groups**
- ❑ In many rural societies, people are not organized for development purposes and therefore, some external change agents try to mobilize the leadership to organize them**
- ❑ The main thrust/push/driving force of extension is process/practice consultation /discussion rather than expert/professional consultation. The focus is on developing leadership and group decision making and not on providing external information**
- ❑ Focuses on empowering local groups for innovation complements each other very well**

8. The Farmer Organization Approach

- ❑ In this approach, self-managed and permanent organizations are formed to achieve social or economic development of the members
✓ i.e., CBO, Farmers Union, Associations
- ❑ The members themselves form these organizations, but they may ask advice from extension agencies
- ❑ Sometimes, farmer organizations establish their own extension units. Farmer organizations are formed through the strength of the members and not through an external agent
✓ i.e., Farmers Extension Group, Farmers Research Group, Farmers Development Group

Chapter 3

Extension Methods and Participatory Approaches & Types, Functions and Methods of Extension

- **Extension methods** comprise the communication techniques between **extension** workers and target groups. Purpose.
- To facilitate farmers' decisions whether or not and how to adopt **farming method**.

Types of extension method

1. Individual extension methods

- ❑ An extension worker **interacting on one-to-one basis** with the individual learners is utilizing individual method.
- ❑ Through working individually with the clientele, the extension worker learns about the people of the area, **how they think, what their needs are, and how they carry on their work.**
- ❑ In addition, it provides the opportunity for the local citizens to get & know the extension worker so that the **personal bond between the extension worker & the community can be established.**

Ctd..

- ❑ It also provides the opportunity for mutual discussion (dialogue) between the extension workers and the farmers.
- ❑ Personal and direct contact is strongly favored by farmers and extension services, because of its several advantages.

Advantage..indv.extn

Advantage

- ❑ It is a very good way of supplying information to solve a **unique problem**;
- ❑ it gives the extension worker an **opportunity to know the farmer very well, i.e. his feelings, capabilities, situation, etc**; provide the opportunity to observe the field crops, animals, etc.;
- ❑ helps the extension worker to **get first hand idea about the needs, resources and limitations of the farmer**;
- ❑ Enables to have **actual information on problems and their possible causes**;
- ❑ **Allow to integrate the information from the farmer (e.g. goals, means and experience) with information from the extension agent**;

Ctd...advantage of ind.Extension

- ❑ **Makes the farmer to clarify his feelings** and to choose between conflicting goals;
- ❑ **Reduce disagreement on diversity of interests**
- ❑ the extension agent can increase the farmer's trust in him /her; **builds up rapport/relationship** and helps to have empathy/**understanding; creates desire and conviction/confidence among farmers** and finally **facilitates instantaneous/immediate feedback.**

Several methods of individual extension

a. Farm and home visit

- ❑ It involves meeting individually with the farmer or a member of farm family at farm or home. Even though, it is a costly exercise, it has some benefits that make it very desirable

❑ b. Office calls and inquiries

- ❑ This is concerned with **personal visits made by the clients to the extension office**, to seek information and assistance.

c. Informal contacts

- ❑ These are unstructured and/or unplanned meetings with clientele in informal settings
- ❑ Such meetings provide the extension worker with an opportunity to meet clientele in any informal situation, which facilitates the establishment of a personal bond, discussion of problems, and recommendation of solution.
- ❑ These could take place on the street, in the market place at local celebration, and other ceremony
- ❑ As their meetings take place usually by chance, *the effective extension worker should skillfully handle* in utilizing such informal teaching situation

d. Personal letters/telephone calls

- These methods have the limitation of access of the client to the means due to illiteracy or lack of access to telephones, but if they are overcome, saving time and cost would be the advantage
- In developed economies, these are widely used as individual contact methods
- ❑ **Generally, the limitations of individual extension can be coined as**
 - ***very high cost such as costs for travel resources;***
 - ***small proportion of a target group could be reached***
 - ***it is seldom a solution for promotion of collective interests***

2. Group Extension Methods

- ❑ By meeting people in-groups, it is assumed that an extension worker can contact & influence, more clients than by contacting them individually
- ❑ This will improve cost effectiveness to the extent that it achieves more with the same resources or the same with fewer resources.
- ❑ The group dynamics and group pressure acting on individual members will facilitate **better decision making and conviction/confidence**
- ❑ **Theories of group dynamics & social psychology of small groups** suggest that group setting (whether permanent or temporary) can speed up learning, attitude change and acceptance of new ideas.

Limitations of Group Extension

- Diversity of interests of group members;
- Holding the meeting may be considered as the objective itself and vested (special interest) interests,
- If d/t ethnic groups or village factions/groups may hinder smooth conduct of group methods

Types of Group Extension Methods

a. Method demonstration

- ❑ This is done to show how something is to be done or how something was done step by step for the purpose of teaching new skills & practices.

b. Result demonstration

- ❑ Result demonstration shows why a practice should be adopted by physically showing **how** a new or different practice compares with a commonly used local practice. (i.e., cultivation of new variety or impact of fertilizer application).

Ctd...

- ❑ **Publicizing** its results is a must in conducting a good result demonstration. **Conducting a field day** at the end of the result demonstration might be a good choice to publicize and convince a large number of nearby farmers
- ❑ It is better to conduct a few good demonstrations rather than conducting a large number of poor ones. So, it is obligatory that the extension worker ensures the success of the demonstration, by providing close supervision

c. Field day

- ❑ It is a day or days in which an area containing successful farming is open for people to visit

d. Study tours/field trips

- ❑ Farmers are shown farms & experimental fields outside their own areas. Its function is to make. Participants aware of innovations away from their home.

Ctd...

- **A lecture can be made better, if it is made interactive to some extent.**
- **The trainer can probe/search the audience with occasional questions(gapped lecture), seeking their opinions, providing opportunities to share their experiences, and briefly discuss on some points.**
- **By these techniques, the monotony of lecture methods can be reduced to some extent, and participants will feel recognized, and improve their attention.**

Ctd...

- ❑ The use of appropriate visual support can increase the effectiveness of training. Overhead transparencies and slides can structure a lecture and give it a welcome respite/interval from an otherwise long monologue(long speech by one actor).
- ❑ They can also clarify and reinforce the points made, and help learner retention. Similarly, the use of prepared handouts can improve the focus of lecture and reduce the burden of frantic/worried note taking on listeners

f. Group meetings/group discussions

- ❑ Discussions may form part of forum (discussion combining experts and laymen), panel (discussion among experts), question and answer session, syndicate/association, etc. It is the process of arriving at decisions or conclusions considering the different points of view of the participants.
- ❑ The role of the lecturer is changing in group discussion from imparting knowledge or information to facilitation of the discussion process. During facilitation he/she will not take a dominant position but act as a mediator among members to keep on the discussion going

Ctd...

Advantages of group discussion

- ❑ **S**haring knowledge and experience;
- ❑ **M**erging many viewpoints;
- ❑ **I**nvolving in the learning process;
- ❑ **I**mproves communication skills;
- ❑ **L**earners get clarity on confusion principles and
- ❑ **T**heoretical concepts from lectures b/c
real/concrete points from clients

Role of the facilitator in group discussion

❑ Group discussion has great contribution in group work. The following tasks have of crucial importance for the facilitator of group work

❑ The facilitator has to:-

- Keep the groups working productively;
- Distribute and control materials;
- Act as judge in disagreements between group members;
- Give advice or comments where required;
- Check that the groups are not getting lost or diverging from the planned activities; and
- Check during the course of activities that the objectives and rules of work have been understood

g. Panel

- ❑ It is a moderate meeting in which a limited number of experts or specialists give short presentation on the same subject
- ❑ It provides a group with a series of informal opinions on a given topic and an opportunity to have a deep insight for the audience as the panelists give different opinions on the same topic and by having the opportunity to ask them

h. Symposium

- ❑ It is a meeting in which 2-5 resource people give short papers on a given topic
- ❑ Interaction with audience is not expected
- ❑ This method is used mostly for information gathering at professional level

i. Seminar

- ❑ It is normally identified with **training institutions**. The number of participant is small, perhaps not more than fifty(50)
- ❑ Its purpose is often study of **problem, subjects, situations, programs** and **developments in an area of operation**
- ❑ **Usually** open discussion follows a formal presentation on the study materials

j. Forum

- **Place to express yourself:** a medium in which the **public may debate** an issue or express opinions, i.e., a magazine or newspaper
- **meeting for discussion:** a meeting to discuss matters of general interest
i.e., it can be an face-to-face or internet discussion group: an Internet discussion group for participants with common interests

k. Conference

- ❑ A group of people, **each of whom has experience in connection with the job or problem at hand**, come together to **discuss situations they are facing**
- ❑ It provides an **opportunity for constructive thinking** under the stimulus of contribution offered by other participants

1. Workshop

- ❑ It is a co-operative gathering of individuals who discuss, learn and apply practical skills
- ❑ Participants are trained in a skill, procedure or practice which can be immediately utilized
- ❑ Normally it involves 15-30 people spending one or more days working intensively on a specific project

m. Buzz Group

- ❑ This technique is a **modified form of brainstorming**, which aims to generate discussion and **to lead to new ideas and solutions** on the basis of small group discussions. A buzz group normally consists of about 5-6 members
- ❑ The group may be asked to produce ideas on a narrow or an open-ended topic within a specified time limit. It is customary for the group to appoint a reporter to convey/express their findings at the end of their deliberations

Ctd...role play

- ❑ Most people are familiar with the idea of role play from a passive position (watching plays and TV, observing or recalling children's games, and so on)
- ❑ Yet, involving them in active role plays in training can positively induce their interest, arouse emotional involvement, and develop their spontaneity/changes and problem solving skills

o. Case Study Method

- ❑ **Case study involves detailed examination of a specific situation.** The situation or experience placed under scrutiny/analysis may be real or, hypothetical yet must be carefully chosen to reflect on, and closely relate to, the core of the training program.
- ❑ **In studying a case,** trainees develop skills to analyze situation and to think through the consequences by applying (or failing to apply) relevant principles or practices.
- ❑ Thus the **methodological strength of case study** is that it combines practical/problem solving approaches to learning with **detailed, in-depth analysis of particular situations**

3. Mass Extension Methods

Functions of media

1. Setting agenda of important discussion

- ❑ Media can have important influence on what we think and talk about, even though they may not decide what we must think

2. Transferring knowledge

- We learn only part of what we know about the world through our observations & direct experiences, or from hearing about other people's experiences & observations. *We gain much of what we know about the world from the media*

3. Forming and changing opinions

- ❑ Mass media play an important role in developing opinion when members of the public do not have strong views about particular issues**
- ❑ Media also have important effects in changing opinions when the position they advocate differs only slightly from one's own opinion**

4. Changing behavior

- ❑ Mass media can be used to change patterns of behaviors, especially where these changes are small and relatively unimportant or where they help us to fulfill an existing wish.

B. Radio

- ❑ Radio is a particularly useful mass medium for extension. **Battery** operated radios are now common features in rural communities
- ❑ Information can reach households **directly and instantly/immediately** throughout a region or country.
- ❑ **Urgent news or warnings** can be communicated far more quickly than through posters, extension agents or newspapers.

Limitations to the use of radio in extension work

- ❑ **Batteries** are expensive and often difficult to obtain in rural areas, and there may be few repair facilities for radio sets that break down.
- ❑ From the listener's point of view, **radio is an inflexible medium**; a program is transmitted at a specific time of day and if a farmer does not switch on the radio in time, there is no further opportunity to hear it

Ctd....

- ❑ There is no record of the message
- ❑ A farmer cannot stop the program and go back to a point that was not quite understood or heard properly, and after the broadcast there is nothing to remind the farmer of the information heard. A further limitation is the casual/informal way in which people generally listen to the radio

Ctd....

- ❑ Where there is **only one or very few national radio station**, it may be difficult to design programs that meet particular local needs.
- ❑ Moreover, it may not be possible to cater/provide for variations in agricultural practices and recommendations in different areas. **However, the growth in recent years of regional and local radio stations does make it possible for locally relevant information to be broadcast**, and for extension agents to become more closely involved in making radio programs

Ctd...

- ❑ **Local radio stations** may be willing to allow extension agents to have a regular weekly program; if so, they will usually offer some basic training in recording and broadcasting skills.
Farm broadcasts will only be attractive to farmers if they are topical and relevant to their farming problems
- ❑ Extension agents can help to make them attractive by sending information and stories to the producers, and by inviting them to their area to interview farmers who have successfully improved their farms, or to report on demonstrations, shows and other extension activities.

C. Audio cassettes

- ❑ **Audiocassettes are more flexible to use than radio**, but as a mass medium they have their limitations. **Cassette recorders are less common in rural areas than radio** and are thus less familiar to villagers as sources of information.
- ❑ The cassette also has to be distributed physically, in contrast to the broadcast signal, which makes radio such as instant/immediate medium.
- ❑ However, agents involved in many projects have found audio cassettes to be a useful extension tool, particularly where information is too specific to one area for it to be broadcast by radio.

The advantages of cassettes over radio

- ❑ That the tape can be stopped and replayed
- ❑ The listeners do not have to listen at a specific time of day;
- ❑ The same tape can be used over and over again, with new information being recorded and unwanted information being removed.

Ctd...adv.

- ❑ An extension agent can record interviews and statements in one village and play them back in others
- ❑ And as a stimulator/making somebody interested of discussion in farmers groups or in training center by presenting various points of view on a topic, or from a recorded drama.
- ❑ Cassette records are light and fairly robust/healthy. However, they should be kept as free from dust as possible and the recording heads kept clean by using suitable cleaning fluid, such as white spirit.

D. Movie Film

- ❑ The main **advantage** of film as a mass medium for extension is that **it is visual; the audience can see as well as hear the information it contains.**
- ❑ It is **easier to hold an audience's attention** when they have something to look at. It also makes it **possible to explain things that are difficult to describe in words**, for example, the **color and shape of an insect pest** or the correct way to transplant seedlings
- ❑ Moreover, by using close-up shots /attention and **show motion, action** can be brought together in order to teach processes that cannot normally be seen directly

Ctd... Movie Film

- ❑ The **causes of erosion**, for example, can be demonstrated dramatically by showing how a hilltop/top of hill stripped /uncovered of trees no longer prevents rain-water running down the slope, creating gullies and removing topsoil
- ❑ Similarly, the benefits of regular weeding can be shown by filming crops in two contrasting fields at different stages of growth.
- ❑ **Once a film has been made**, many copies can be produced with the result that thousands can then watch the film at the same time
- ❑ **films require this cumbersome/unmanageable equipment**, it is **not for the extension agent** to show them in villages unless he has mobile

E. Television and video

- ❑ Television, like film combines vision with sound and like radio, it can also be an instant medium, transmitting information directly to a mass audience.
- ❑ Television signals can be broadcast from a land-based transmitter, by satellite or through cables
- ❑ However, **in many countries, television transmission** and sets are still restricted to urban areas, and the potential of television for rural extension will remain low until sets become more widely available.

Ctd...Television and video

- ❑ As with audiocassettes, unwanted information can be removed and the tape reused
- ❑ **As a mass medium**, video has more to offer than film, since video programs can be made far more quickly in multiple copies, and the lightweight videocassettes are relatively easy to distribute
- ❑ **As video equipment** television, monitors and video cassette recorders becomes more robust, it will be possible to use mobile units to show up-to-date programs, made within the country and even within the area, to large numbers of rural families

Ctd...Television and video

- ❑ **The tape can be slowdown, wound back to repeat a particular action**, or held on a particular frame while the extension agent explains a point. **The same mobile units could carry portable video cameras to collect materials for new programs**
- ❑ The main **limitation** to viewing is that only **20 to 30 people can satisfactorily watch a video program on a normal television set**, while several hundred can see film projected on to a large screen
- ❑ **Where video equipment is available** and it will become increasingly so over the next few years' extension agents should refer to the guidelines given above for **using film and audiocassettes**

F. Traditional Media

- ❑ **Traditional forms of entertainment** can also be used as extension media. **Songs, dances and plays can convey/express information in an interesting way.**
- ❑ **Even when they are prepared in advance, they can be adapted at the last minute to cater/provide to local situations and response from the audience**

G. Newspapers

- ❑ In a society **where literacy levels are high, newspaper** becomes an important medium for extension as well.
- ❑ In addition to news items, **these papers carry feature articles on different topics**, among which development related topics also find a place

Extension teaching aids and tools

- ❑ In an effective extension method, the extension professional may have to **use different teaching aids and tools, particularly in addressing a group of farmers.**
- ❑ The teaching aid can be projected or a combination **depending on the topic and situation**
- ❑ The **teaching aids enhance the effectiveness of learning, since more sense organs are involved in learning process.**

A. Blackboard/chalkboard

- ❑ **Strong points:** Sketches and designs may be developed during a teaching session;
 - o Cheap medium;
 - o Corrections can easily be made;
 - o Students can exercise on the board; and
 - o Blackboards are at disposal in classrooms
- ❑ **Weaknesses:** while writing the teacher turns his back to the audience;
 - o Diagrams and graphs cannot be prepared in advance nor can they be kept in store for later use;
 - o Space planning on the blackboard may be difficult to be determined in advance;
 - o fixed blackboards are difficult teaching instruments for transportation

B. Flip charts

❑ Strong points:

- Easily moveable everywhere;
- independent from outside energy sources;
- Easily useable by untrained people and marked charts may be hanging up within the room and remain visible for the rest of the lesson

❑ Weaknesses:

- Difficult to correct,
- Unsuitable for big rooms and others;
- Great amount of (expensive) paper is necessary and rarely possible to teach farmers using charts

Guideline for using flip chart

- o Position the flip chart at an angle so that everybody can see it;
- o Be sure that the pages are securely fastened;
- o Prepare lettering and visuals in advance, then trace them during presentation;
- o Keep lettering and visuals simple but large enough for everyone to see;
- o ***Use more than one color; use broad-tip marking pens that can easily provide contrast;***

C. Posters

- ❑ Posters help to focus attention on a particular message.**
- ❑ Commonly used in extension (agriculture, health, education, social issues, etc)**
- ❑ A principle of developing and using posters, displays and calendars, is that all pictures, drawings and illustrations must be checked to make sure their message is clearly understood by the intended target group**

Ctd....

Posters can be divided into two main categories:

1. Motivational

- ❑ Here messages like “behave like this - do this - this is good for you/your family/your land” and this can be done by showing a comparison
- ❑ **For example to motivate people to practice family** planning: a large family with lots of kids who are thin and have old clothes and look unhappy and a family with 2 children who are nicely dressed, carry school books in their hand and the whole family looks happy.
- ❑ This poster should already show-visually not verbally- some reference to a family planning method.

2. Instructional

□ This aims delivering messages like

- how to do it;**
- step by step showing the process of how to do/make it**
- (e.g. steps in building a pit latrine); and**
- finally it may show the message in the form of flowchart**

D. Extension

folders/leaflets/brochures

- ❑ This is simple publications used in extension, education and advertising;
- ❑ it is usually in the form of *single sheets of paper, folded in 1 or more places* (creating 4, 6, or 8 panels) that is used to present (agricultural) information to farmers and other extension clientele
- ❑ e.g. a new maize variety, warning about a pest problem, advise on marketing

E. Power point slides

- ❑ **With popularization of computers**, use of LCD projectors and using power point slides have become common in extension teaching and training.
- ❑ **These slides have the advantage** of including words and pictures/diagrams. It is easy to carry the slide set in floppy/flash discs or CDs.
- ❑ It enhances the **possibility of eye contact between** the speaker and audience. The **limitation** is that there should be facilities like a darker room, electricity, LCD projector and computer/laptop.

Four principles of selecting extension (teaching) method

- 1. No single extension (teaching) method is better than another-None technique is considered superior to another**
- 2. Use a number of teaching methods-**
Experience in extension work has shown that the more the number of ways new information is presented the faster and effectively an individual learns

Ctd...

3. Methods will overlap-if a demonstration stimulates group discussion, two methods are utilized which will reinforce the information considered in the demonstration

4. Use visual aids and written materials when possible-facilitate understanding,

CHAPTER FOUR

Adult Learning, Effective Extension Communication and Visual Aids

Adult Education

- ❑ In the adult learning processes, peoples know their needs and interests and they are highly motivated when the learning meets their close needs. *i.e., Adults age ranges 21-64. adult refers somebody who has reached the age of legal majority, generally 18 years of age*
- ❑ It is, all forms of schooling and learning programs in which adults participate. **Unlike other types of education, adult education is defined by the student population rather than by the content or complexity of a learning program.**

Characteristics of Adult Learners

- ❑ Adult learning occurs best when it:
 - **Is self-directed:** Adults can share responsibility for their own learning because they know their own needs
 - **Fills an immediate need:** Motivation to learn is highest when it meets the immediate needs of the learner
 - **Is participatory:** Participation in the learning process is active, not passive
 - **Is experiential:** The most effective learning is from a shared experience; learners learn from each other, the teacher often learns from the learner. **It should be Experimental & practical**

Meaning and Concept of Communication

- ❑ **Communication is a process of transferring information from one entity/body to another**
- ❑ **Communication processes are sign-mediated interactions between at least two agents which share a repertoire/range of signs and semiotic rules/study of signs or symbols**
- ❑ **Communication is commonly defined as “the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs”**

Ctd.. Meaning and Concept of Communication

- ❑ Although there is one-way communication, communication can be perceived better as a two-way process in which there is an exchange and progression of thoughts, feelings or ideas (energy) towards a mutually accepted goal or direction (information)
- ❑ The receiver then decodes/interprets the message and gives the sender a feedback

Communication process

- ❑ **Communication process refers to the**
 - oCreating(encoding),**
 - otransmitting,**
 - oreceiving and interpreting(decoding) of messages between a source and a receiver**

Noise

- ❑ **Noise** is interference or barrier in the communication process
- ❑ **It can happen from any one the** elements of the communication process **or** from the environment
- ❑ Example of noise in the classroom setting include background sounds, glare/look angrily on the chalkboard, and flickering lights(**fluctuating light, irregular voice**)
- ❑ **Other noises like semantic noise (e.g. difficult words, or different meanings b/n words), written material too small to be read; and difference in field of experience between the sender and the receiver creates barrier in the communication process**

Elements of communication

- ❑ **The elements of communication include the source (sender or communicator), the message, the channel or medium, and the receiver. Some add noise and feedback to the list**
- ❑ **For communication to happen, these **four** basic components must operate together**
- ❑ **There should be common understanding or idea of the symbols used to channel**

Cnt... Elements of communication

1.The source- All communication comes from a source or sender

- o **Determining factors** for the effectiveness of the activity of the source in the communication process are:- **communication skills, Attitudes, Knowledge, Socio-cultural context, Resources(availability of materials, people)**

2. The message-is a symbol or collection of symbol or collection of symbols initiated by a source and capable of interpretation by a receiver

Cnt... Elements of communication

- 3. The Channel or Medium-** Common channels in learning include lectures, chalkboard, radio, books, bulletins, charts, drawings, newspapers, organized tours, personal contacts, handouts, television
- 4. The Receiver or Audience(destination)-** the final link of the communication process is the receiver, the person on whom a behavioral change is required or expected.

Cnt... Elements of communication

- 5. Feedback-** It is the response a receiver gives to the message received. **It is the action-reaction interdependence in communication**
- 6. Noise-** In any communication there is noise or barriers

There are three basic communication codes:

- **1. Non-verbal-** all intended or unintentional means other than writing or speaking, by which a person sends a message such as facial expression, gestures, appearance
- **2. Language-** either written or spoken words to communicate thoughts and emotions
- **3. Paralanguage-** the verbal elements that go along with spoken language, including such qualities of the voice as tone, pitch/the way of producing word, rate, volume and emphasis

Types of communication

- 1. Non-verbal communication-**gesture, body language or posture; facial expression and eye contact, object communication such as clothing, hairstyles or even architecture, or symbols and info graphics
- 2. Visual communication-** signs, typography/font, drawing, graphic design, illustration/pictures, color and electronic resources. **It solely relies on vision**

Contd

3. Oral Communication-Oral communication is a process whereby information is transferred from a sender to receiver usually **by a verbal means but visual aid can support the process i.e., discussion, speeches, presentations**

- **A widely cited figures, used to emphasize the importance of delivery, is that "*communication is 55% body language, 38% tone of voice, 7% content of words*", the so-called *55/38/7 rules***

Levels of communication

- 1. Intrapersonal-communication**
within a person, It could be reading or talking to self or thinking
- 2. Inter-personal-communication**
between two persons or one to one interaction
- 3. Small group communication-**
group discussion, committee meetings

CTD....Levels of communication

- 4. Large group communication-** one way communication, audiences are present to give immediate responses. In large group communication there are too many people present
- 5. Public or mass communication-** anonymous/unspecified audience use electronic media, broadcasting film, print media

Ctd....Levels of communication

- **6. Organizational-** takes place within an organization which includes the mixture types of communication methods.

Communication in organization is a mixture of different communication types such as interpersonal, small group and large group communication. It may take place within an organization that reflecting the

Barriers to communication

- 1. Muddled/confused/jumbled messages-** "Please be here about 7:00 tomorrow morning" "Please be here at 7:00 tomorrow morning"
- 2. Stereotyping/labeling-** Stereotyping causes us to typify/characterize a person, a group, an event or a thing on over simplified conceptions, beliefs, or opinions
- 3. Wrong channel-** "Good morning." An oral channel for this message is highly appropriate
Writing **"GOOD MORNING!"** on a chalkboard in the machine shed is less effective than a warm oral greeting. **A birthday card to an employee's spouse/wife/husband is more sincere than a request to the employee to say "Happy Birthday" to the spouse.** Simple rules for selection of a channel cause more problems than they solve

CTD...Barriers to Communication

- 4. Language-Words are not reality.** Words as the sender understands them are combined with the perceptions of those words by the receiver
- 5. Lack of feedback-Feedback is the mirror of communication.** It is the receiver sending back to the sender the message as perceived. **Without feedback, communication is one-way**

CTD.....Barriers to communication

6. Poor listening skills: Listening is difficult. A typical speaker says about 125 words per minute. The solution is to be an active rather than passive listener. **One important listening skill is to be prepared to listen**

7. Interruptions: The interruptions may be due to something more pressing, rudeness/impoliteness, lack of privacy for discussion, a drop-in visitor, an emergency, or **even the**

CTD...Barriers to Communication

- **8. Physical distractions-** Physical distractions are the physical things that get in the way of communication. Examples of such things include the telephone, a pick-up truck door, a desk, an uncomfortable meeting place, and noise.
- Uncomfortable meeting places may include a place that is too hot or too cold
- Another example is a meeting room with uncomfortable chairs that soon cause people to want to stand even if it means cutting short the discussion

Communication strategies that can help make your workplace programs successful:

- **Providing regular** & on-going opportunities for employees to provide feedback to management,
- **Making the goals and actions** of the organization and senior leadership clear to workers,
- **Assessing the needs of employees and involving** them in the development and implementation of psychologically healthy workplace practices,
- **Using multiple channels** (for example, print and electronic communications, orientation and trainings, staff meetings and public addresses),
- **Leading by example, by encouraging** key organizational leaders to regularly participate in psychologically healthy workplace activities.

THE END!



GOOD LUCKY