EXTENSION PERSONNEL, CHARACTERISTICS OF AGENTS, SELECTION AND TRAINING


Part 1 deals with subject-matter fields, part 2 describes extension education for agricultural and rural development, part 3 contains a village survey and programme planning. In part 4 evaluation of the training centre is discussed. It is concluded that the effectiveness of agricultural extension largely depends upon the kind of people it can employ, the amount of backing it has from research stations, and the facilities with which it works.


Thirty-seven cases of community work in developed and developing countries are grouped into chapters according to their problems. The information given relates to how an agent tried to help a group of people, his purpose, what he did to achieve it, and the result. In each case the worker thought he had failed. The chapters end with summaries of conclusion and suggestions for workers faced with similar problems (WAERSA 1966-846).


The author gives many stimulating ideas for a training programme in agricultural extension methods.


An anthology of 136 short articles on subjects regarding agricultural development written by authors from several countries.


The purpose of this publication is to provide a guide for the training of agricultural extension personnel. Though the text frequently refers to aspects of agriculture, rural organization and administrative services of
Malawi, its principles and practices are applicable to other developing countries. Extension teaching methods are classified into individual methods, group methods, and mass methods. The ways in which the extension worker actually teaches and informs farm people are described. A selected reading list covers a wide range of publications on various aspects of agricultural extension.


The work performance of 34 Americans who had been employed abroad as technical assistants.


In Mali, the use of draught animals for ploughing, initially in rice growing and later in dry farming, steadily increased from 1925, whereas implements complementary to the plough became available more recently. Under the guidance of CEEMAT (Study and Experimental Centre for Agricultural Machinery in the Tropics) the training of future extension workers and of tool-users was initiated in 1965. The organization and first results of these activities are described. Demonstrations were given to several seasonal training courses and to farmers by 2 technicians, each of them provided with a lorry equipped for repairing and servicing agricultural tools and implements. English summary.


A sample of six agricultural agents in Venezuela was taken to determine how time was used. Time consumed on non-educational activities (64%) is higher in relation to time spent on educational activities (36%) (WAERSA 1964-1033).


This article surveys the national extension training course held in Malaya in 1960.
Characteristics attributing to the success of village level workers. Ind. J. Soc. Wk., 21 (1960) 1 : 67-73. University graduates have on the whole not proved to be successful village level workers. The essential quality needed for success as a village level worker is real love for rural life.

A textbook for the training of staff in the Community Development - National Extension Service Programme. It is a collection of articles by 18 authors with experience in community development, divided in four sections: 1. aims and concepts of community development and agricultural extension in India; 2. suggestions on programme development; 3. extension teaching methods and techniques; and 4. related activities, as home economics and youth training.


Recent years have seen a great expansion in agricultural education at the university level in developing countries. Under African conditions the poverty of the farmers means that most students come from the cities and have no practical experience of agriculture. Lack of protracted periods of farm work during vacations does not improve the situation. Further, excessive emphasis on pure science tends to make existing courses most suitable for research workers whereas extension workers, economists and agricultural engineers are required as well. Earlier specialization would remove the need to teach so much that is academic in the final years before leaving the university. The adoption of "care courses" in tropical agriculture, economics, field experimentation and statistics, sociology and human nutrition is advocated.

There are two contrasting kinds of behaviour reported by Peace Corps volunteers: the project-centered approach and the people-centered approach. In the first case the communication with the people is uni-directional and persuasive; in the second case it is reciprocal, encouraging them to make their own decisions.


Extension education in Indian universities is so far not oriented to make it an applied science and is not able to produce competent technicians who, in turn, become effective contacts between extension workers and farmers in the fields and by discussing their problems with them at the field level, in agricultural production committees of the panchayat samitis in panchayat assemblies, can highlight maladies and suggest remedies for lifting the agricultural economy from its present level of low productivity (WAERSA 1964-115).


The centre is financed by the German Lutheran Church to provide multi-purpose education to the backward tribes of the Chotanagpur Range of Bihar and N. Orissa (Adivasis) and is divided in three departments: 1. A secondary school with 150 children in the middle school and 250 in the high school group, and a hostel for 100 boys and 50 girls. For pupils who cannot complete the full matriculation course, a one year theoretical and practical training in mixed farming is offered in the eight acre school farm; 2. A fully mechanized farm with 50 acres of paddy and 25 acres of upland has been established to produce high quality seed and pedigree livestock; 3. As the success of the extension programme for minorities in India depends mainly on anthropological background, six Adivasis have been trained in extension work and have started a poultry programme successfully in villages where trainees of the agricultural school have settled as farmers.


The study is divided into 3 parts. The first part, dealing with the present situation, gives information on the number of universities which offer degrees
in extension education, and discusses the dissimilarity of training programmes. Emphasis is laid on the educational aspects of extension and training. The second part discusses the training requirements, while the third part pays special attention to some problems to be overcome in the most general training method, and in the selection of candidates for the extension service.


This paper describes the training used in order to prepare extension workers for the technical and human problems they will encounter (WAERSA 1963-2524).


A review of the essential requirements for agricultural development in developing countries. To be used during training of personnel of agricultural development agencies in Asia, Africa and Latin-America. See also:

BORTON, R. E.


This training manual is a companion volume to "Getting agriculture moving", written as a guide for leaders of in-service training groups of school-teachers in order to make the best use of the former book. It suggests questions to put to the trainees for group discussion, gives lists of publications for further reading, and provides hints for the arrangement of the classroom and the presentation of the subject. Chapters correspond to those of the basic volume while at the end of each chapter reference is made to some articles in 2
further companion volumes which the trainees should read in connection with the subject under discussion. (See above, BORTON, R. E.)


The changes in the Syrian culture since independence in 1946, which were described in this study, have produced new demands upon the agricultural population. Syria needs well trained agricultural extension educators to reach the farming communities, if the farm family is to make an adequate adjustment to these demands. A programme of training agricultural extension educators was proposed for implementation in the newly established College of Agriculture in Aleppo (WAERSA 1964-2825).


The author explores four contributions that rural sociologists might make to training for extension in Latin America: 1. the training of Latin American students in the United States; 2. the training of Latin American students in Latin America; 3. the preparation of an inventory of knowledge about social change in Latin America; and 4. research on key issues of change in Latin America.


The Pakistan Academies for Village Development are new experimental educational and training agencies of the Government of Pakistan, designed and created to aid rural development and planned change. They were established partly to train Pakistan Government officers who were to administer
the village development operations under the V-AID undertaking, and partly to train the supervisory and administrative personnel in the civil and other nation building departments (WAERSA 1965-1123).


The author begins with the history of the agricultural advisory services in both countries. In India more emphasis is laid on production techniques than on managerial aspects of agriculture. Individual and group methods of agricultural extension are emphasized in India, whereas in the Netherlands more stress is laid on mass media. He deals shortly with the social structure of the rural community in each country from the point of view of the agricultural advisory services and its personnel. The remainder of the thesis is devoted to the organization of the advisory services in both countries, methods of selection and training of personnel and their principal shortcomings (WAERSA 1961-815).


The purpose of the study is to present prospective programmes for the improvement of in-service training in extension work for the Kingdom of Thailand. Pertinent material regarding the historical development of extension work in Thailand as well as in certain other countries of Asia, especially those in Southeast Asia and the Far East is presented to show the basis for prospective extension work in Thailand. The present structure of Thailand's extension administration is also presented. The study concludes that two types of formal professional improvement opportunities as well as academic advancements are available: 1. graduate study in extension education at Kasetsart University, Bangkok for all extension personnel having a college education in technical agriculture; 2. college education, with emphasis on extension for persons who possess high school equivalent qualifications (WAERSA 1962-1747).


A training to equip rural workers to encourage and promote people's initiative leadership and capacity for concerted action, and to act as links between the people and the technical services of the government concerned. Frontline workers constitute the lowest level of salaried personnel directly aiding and advising the village community on its development. Examples from India
Thailand and Pakistan.


A brief historical review of the training of community development workers in India is followed by some information on the present training programmes. As many as 310 institutions are training community development workers throughout the country. It is recommended to improve the quality of this training, and to organize refresher training (Tropical Abstracts 1964-2922).
MEANS AND METHODS OF AGRICULTURAL EXTENSION

Agricultural extension methods and community development programmes in India. Department of Agriculture, Information Booklet no. 6, Mysore, 1959.


The term "animation rurale", which is at present much used in the French speaking parts of Africa, is elucidated. Rural animation is not intended to replace the provision of technical services, nor is it an activity in the field of rural extension; it is a national movement which tries to impact a more dynamic attitude to the rural population through the intermediation of a progressive farmer who is elected by the village community. The development of this movement in Madagascar is discussed.


The aim should be to change a folk society into an urban society. The method of agricultural extension should comprise a wide and comprehensive educational programme designed to bring out changes in the habits and mental horizon of the rural people (WAERSA 1964-1032).


The present study contains detailed information on a complete range of audio-visual aids suitable for cooperative education and training, divided in:
1. nonprojected aids (the chalkboard, posters and charts, flannelgraph, magnetic board and adhesive aids, and three-dimensional aids); 2. projected aids (filmstrip and slide, projectors, screens, overhead projector, episcope and diascope, cine film and film projection); 3. tape recorders and recording; 4. mass media and rural campaigns (television, radio and exhibitions, equipment for rural campaigns).


This booklet resulted from the experience acquired at a course of agricultural extension conducted in Madagaskar. Special attention has been paid to the role of agricultural extension in the improvement of the nutritional status of the rural population. The main principles and methods of agricultural extension are discussed in a brief and popular way. The basic
principles on which the programme of an extension worker should be based are recorded.

A description of extension methods employed in Japan, the Philippines and India. In all these countries it is now realized that successful extension work must be an approach to the family as a whole, bringing both agricultural and home improvements.

A survey of investigations on the use of television as a means of information.

A textbook.

The method of single farm advisory work is best suited for farm management extension, but its limitations, on account of high demand on staff, are obvious. Therefore, the need for group extension. Two methods are suggested: 1. farm visits, provided the selected enterprise fulfills two pre-conditions: a. it must be typical of the entire area, and thereby comparable to the enterprises of the group of visitors, and b. it should also be in the process or reorganization; 2. a farm managerial short course, or what is often preferable; 3. on the spot comparison of two farm enterprises, operating under the same economic production conditions, illustrating the influence of different farm operation and organization on the success of the enterprise (WAERSA 1963-1735).


Rice production competitions can play an important role in agricultural extension since in many developing countries a natural competitive spirit
exists among farmers. The types of competitions outlined in this booklet include: 1. community rice crop production competitions; 2. rice seed production competitions; and 3. "junior farmers" rice clubs. It is emphasized that the terms and arrangements for competitions of this kind should be carefully related to the practical conditions of rice production within the area. There should also be substantial evidence that this type of activity is acceptable to the farmers and that the necessary administrative support will be provided.

This monograph deals with the subject especially for agricultural planners, workers, advisers and teachers, who work with farmers and farm organizations. The book ends with a chapter on the farmer and the agricultural services.

An explanation is presented of the concept "animation rurale" as defined by the "Institut de Recherches et d'Application des Méthodes de Développement" (IRAM). "Animation rurale" is characterized by: 1. its heavy reliance on a network of "animateurs ruraux"; 2. the cooperative organization of the village economy; 3. the mobilization of labour resources for the development of infrastructures and regroupment of small villages into larger units. A typical training programme for "animateurs" is described, and the role of the foreign expert discussed. A comparison is made between "animation rurale" and community development.

The author deals with farm management and the place it has or should have in agricultural extension or advisory services to farmers and horticulturists. Extension services have been slow in appreciating the need for "overall" advice, advice that embraces both the technical improvement and economic soundness. As a country becomes more highly developed industrially, it inevitably moves further away from subsistence farming; the further it moves, the more important become the economic as distinct from the technical aspects of farming. Farm management is concerned with farming as a business. Its tools and techniques differ in countries where farm management is well established and in those in the process of development.
The author stresses that the family farm, the most numerous type of production unit, demands special attention (WAERSA 1963-1738).

A description of 16 different extension methods: methods of individual contact (visits, consultation, letters), of group contacts (meetings, demonstrations, clubs, courses), and of mass contacts (radio, circulars, magazines, exhibitions) (WAERSA 1963-2525).

The author gives four case studies that illustrate successful and unsuccessful attempts to promote changes in agricultural techniques.


A short description of the necessary items of an effective extension programme.

As an agent of transmission of knowledge the radio farm forums have proved to be a great success. The account of the radio farm forums pilot project in India is being presented in the form of two reports put together in this volume. The first report seeks to explain the background to this enterprise, the planning of the project and its implementation at various stages in respect of organization, programme and field work. The second report comprises the evaluation of the scheme. Increase in knowledge in the forum villages between pre- and post-broadcasts was spectacular, whereas in the non-forum villages it was negligible.


NEURATH, P. M. / Radio farm forum as a tool of change in Indian villages.
The latest reports by the director of All India Radio Station in Poona said that the radio farm forums are flourishing and functioning well. The author gives a description of the experiment, the evaluation survey and the results of this survey.

The first part (pp. 1-30) of this publication, contributed by B. P. BHATT and P. V. KRISHNAMOORTHY tells the story of the "Radio Rural Forums" in India, their growth from a pilot project in the region of Poona, based on the methods and techniques of the "Rural Farm Forum" developed in Canada, to a large-scale programme spreading throughout the country, which already covers some 10,000 villages. The second part (pp. 31-39), by R. MARATHEY and M. BOURGEOIS, deals with UNESCO's efforts to introduce rural broadcasting in the African countries, and to provide systematic training in the use of radio for rural adult education (Tropical Abstracts 1966-1739).

Because lack of funds and scarcity of extension personnel in Colombia does not permit large-scale improvement of the agricultural situation, the only effective strategy is to make small-scale attempts at selected improvements based on thorough local analysis. This approach was used by a team working in a poor smallholders' community in the Dept. of Narino, where maize is the main subsistence crop. It was considered that the least expensive, least risky, and easiest accepted method would be the free distribution of small quantities of seed of improved maize varieties among the farmers by the team with the assistance of the village priest. Though the 2 varieties chosen proved to be less suitable for the cold climate of the region, the validity of the approach was confirmed by its ready acceptance by the farmers.

REYES, B. N. de los, and L. P. de GUZMAN / Farm and home development programme of the College of Agriculture, University of the Philippines. Farm Management Notes, on Asia and the Far East, Bangkok, 3 (1967) 1 : 16-25.
The farm and home development programme (FHD) aims to improve individual farms and homes mainly through raising the managerial skill of the farmer. It grew out of a pilot study conducted from 1958-'61 in four villages to: 1. investigate management problems in adopting new methods;
2. determine effects of recommended practices in farm incomes and train subject specialists for extension work (WAERSA 1967-3232).


Agricultural extension in particular the work and difficulties of the extension officer, is discussed. A continuous evaluation of the programme and of the people involved with it, is necessary for success of the extension officer in his task, i.e. to bridge the gap between farmer and research worker. The extension officer must use his knowledge of processes involved in communicating, learning, diffusion and adoption, so as to motivate farmers that they can see the benefits of the proposed new method. Five categories of farmers can be distinguished, viz. innovators, early adopters, informal leaders, the members of the majority and the non-adopters. The most important man in the pattern of diffusion is the formal leader.


In this small monograph the author analyzes the results of the experiment in planned social change of the Comilla Academy for Rural Development. The outcome is very positive. The land in East Pakistan is over-populated, extraordinarily fragmented, heavily indebted and inefficiently farmed. During the 1950's a considerable effort was made to attack these problems through Western methods of agricultural extension met with very little success. The main structure of the Comilla programme consists of primary cooperatives, organized at the village level. Perhaps the greatest difference with ordinary efforts at rural development has been the emphasis on developing new local leadership. Instead of sending extension officers into the villages, the village leaders, midwives, doctors and religious leaders are encouraged to come at regular intervals to the center to observe new methods, materials, values and techniques. The research findings are based on detailed interviews with 51 cultivators from 17 cooperative villages and 158 villagers from 4 control areas outside the Comilla experiment.


The study shows that the methods most frequently used and most effective
are farm visits, demonstrations, and farm tours. Radio and film are severely limited in use. Circular letters and bulletins were thought to have little educational value. In the opinion of the agents, direct contact methods are more effective than indirect ones. Agents recognized disadvantages of certain methods in introducing farm practices (WAERSA 1964-2828).


Television in agricultural advisory work. O.E.E.C., Paris, 1960. 64 pp. This publication is a report on a Workshop held in Birmingham, United Kingdom, in February 1959. The publication contains papers delivered by television experts or farm advisory workers from several European countries, the United Kingdom and Canada.


The results of field trials with about 30 varieties of onions revealed that only one variety was satisfactory for growing in Sierra Leone. Its introduction into African farming made little progress owing to the new technique of sowing and transplanting, the fact that although shallots can be produced throughout the year, onions should be sown at the end of the season, and the long time required to reach maximum size, viz. 3.5–4.5 months. The experience of the extension staff has been that extension techniques should be flexible, that the personality of extension staff members is as important as their technical ability, and that the active support of local dignitaries is indispensable.


An extensive description of techniques and methods to initiate farmers in developing countries to use fertilizers. As obstacles to farmers' acceptance of the increased use of fertilizers, the authors mention: 1. lack of information on the kinds and amounts of fertilizer needed; 2. lack of adequate supplies of fertilizer and inadequate distribution systems; 3. unfavourable relationships between value of agricultural products and the cost of fertilizers; 4. the resistance of cultivators to new ideas; 5. lack of suitable plant varieties, disease and insect control measures, and other
practices needed for the potential from fertilizer to be realized; 6. farm lease arrangements that tend to discourage the economic use of fertilizers.

A review, particularly comprising the results of the investigations made on this subject by the Department of Agriculture of the United States.
DEMONSTRATIONS AND PILOT FARMS


This research study tries to determine to what extent the aims have been realized which underly the Inter-American Institute of Agricultural Science's demonstration area of San Ramón in Uruguay. The study includes the evaluation of economic results obtained by the producers during the six years since the establishment of the programme and also describes a methodology for economic evaluation of farm extension programmes. The conclusions are summarized as follows: 1. the economic conditions in the area during the period of study underwent changes reflected in an increased production and rising income levels of the settlers; 2. improved cultivation practices were adopted and resulted in better economic returns; 3. the increase in production was greater than the costs incurred in outlining and developing the extension programme (WAERSA 1962-110).


The authors analyze the value of the pilot farm in advisory work. The main aim of the study is to find out which factors of a pilot farm influence other farms. Three spheres of influence were taken into consideration: 1. objective factors (such as objective difficulties in copying the model on other farms); 2. social-psychological factors (problems of contact between the farm managers); 3. individual psychological factors: the personality of the farm manager - his age, his qualities of leadership, self confidence and status within the village community (WAERSA 1962-2539).


Experimental farms offer a decisive means of agricultural development aid and their functions should include the improvement of production, supervision of pilot farms in nearby villages, the improvement of the educational standard, the promotion of villages craftsmanship and the development of
local markets. They should be established in four stages: 1. systematic
desk and field research; 2. detailed planning of farm location; 3. contrac-
tual arrangements defining the roles of donor and host countries in the
operations of the farm; 4. estimates and final preparations for the setting-
up (WAERSA 1966-1864).

HINE ALVARADO, D. / Demonstraciones de método en grupo versus indi-
dividuales en secc comunidades de Costa Rica. Turrialba, 15 (1965) 4 :
255-357.

This abstract of a thesis presents results of an investigation into the attitude
of farmers in 2 regions of Costa Rica towards the extension service, and of
attempts to introduce an improved method of coffee pruning. In each region
3 communities were chosen in which the new practice was introduced,
respectively by group demonstrations, individual demonstrations, or not at
all. Instruction was found to increase the acceptance of the pruning system
but the data did not allow a clear decision as to which method of its introduc-
tion was the better one. English summary (Tropical Abstracts, 1966-970).

Effectiveness of crop demonstrations. A study of wheat demonstrations in
Aligarh District. U. P. Intensive Agric. District Programme Studies, Agric.
The aim of the programme on which the publication reports was to show that
production could be significantly expanded of a whole set of inputs, including
seeds, fertilizer, pesticides and irrigation water. They were made suitable
to cultivators in one complete batch or "package". In addition extension
efforts were intensified so that the necessary publicity and advisory facil-
ities were at hand to support the use of the various inputs and recommended
agricultural practices. Some characteristics of the cultivators interviewed
are described and their reactions are analyzed (WAERSA 1965-1120).

HUQ, M. N. / Setting up a poultry demonstration unit. J. East Pakistan
Briefly describes the system of popular poultry raising in Pakistan and
the importance of setting up demonstration units for educating the farm
families in improved method of poultry raising. Mentions the importance
of mass training in this field. Demonstration Unit as the East Pakistan
Academy is described in detail (WAERSA 1961-2147).

KRISHAN, R. / Agricultural demonstration and extension communication.
The book deals mainly with the inadequacies and pitfalls that are generally
noticed in the programme of demonstrations, and shows how they could be overcome by extension workers. It also deals with the manifold communication media and their methods of use which could be profitably employed under conditions existing in India for disseminating the results of demonstrations. The author discusses the reasons for non-adoption or poor adoption of programmes, despite the successful demonstration. Not all individuals are good communicators, a selection of personnel for their ability in advisory must be made with care. The present book is the outcome of seven years' field experience in agricultural demonstration and advisory work in Uttar Pradesh.