

Agricultural Extension and Communication

History of Extension

EARLY EXTENSION INITIATIVES

Origins

1800 BC

In Iraq (Mesopotamia in the early days), archeologists unearthed clay tablets with inscribed advice on watering crops and getting rid of rats.

Some hieroglyphics on Egyptian columns gave advice on avoiding crop damage and loss of life in Nile's floods

2nd Century BC

Texts on practical farming experience were written to help Roman landowners and tenants. The state made it a matter of concern to disseminate information on agriculture.

Beginnings in England

19th Century

The term EXTENSION was first used to describe adult education programs organized by Oxford and Cambridge universities in England starting in 1867. These programs helped extend the work of these universities beyond the campus and into the neighboring communities.

The term was later formally adopted in the United States in conjunction with the land grant universities originally established in the 1860s as teaching institutions.

In the early 20th century, United Kingdom transferred responsibility for agriculture

extension activities to the Ministry of Agriculture. These activities were then officially called ADVISORY SERVICES.

This term (in English) was used by most European countries as they developed and/or expanded similar advisory services within their respective ministries of agriculture.

1840s

The term "University Extension" or "Extension of the University" was first used in Britain

1850s

In Oxford and Cambridge, discussions began about how they could serve the needs of the rapidly growing population in the industrial and urban areas

1867

The first practical attempt was made in what was designated "University Extension", not for students enrolled in the universities, but to bring the university outside of its campus to people who could not qualify for entry into university

1871

James Stuart, a fellow of Trinity College, Cambridge and considered as the "Father of University Extension", appealed to the authorities of University of Cambridge to organize Centers of Extension Lectures under the university's supervision

1872

University of Cambridge adopted the system

1876

University of London adopted the system

1878

University of Oxford adopted the system

1880s

The extension system became well-established and developed into what was to be called Extension Movement.

BIRTH OF MODERN AGRICULTURAL EXTENSION SERVICES

Europe

1841

The Royal Agricultural Improvement Society (RAIS) was founded in Britain.

1845

In Ireland where the predominantly peasant community relied on potatoes as staple food, potato blight resulted in the coming into existence of the first agricultural extension service.

1847

Then newly appointed British viceroy to Ireland, the Earl of Clarendon, urged RAIS to appoint lecturers to travel around the distressed districts to help small farmers improve their farming and grow other nutrient-rich crops.

1890s

Universities incorporated agricultural subjects in their lectures.

United States of America

Morill Act of 1862 by President Lincoln:

- created Land Grant Colleges and Universities
- established demonstration centers and experimental stations using Federal funds
- started Farmers' Institute Movements that organized meeting (1-2 days) for farmers with professors from state colleges and universities as speakers

1890

Second Morill Act, extending the Land Grant concept in other areas of USA

1891

University of Chicago and University of Wisconsin began organizing extension programs that led to the establishment of land grant colleges and the establishment of agricultural extension work in the country

1914

Smith-Lever Act established the Cooperative Extension Service, a tripartite cooperation among the federal government, the state government and the local county government in association with state colleges and universities as extension agencies

BEGINNINGS OF AGRICULTURAL EXTENSION IN DEVELOPING COUNTRIES

1940s – 1960s

Latin America and the Caribbean established agricultural extension organizations

1960s – 1970s

Many African nations started establishing extension organizations

EXTENSION IN THE PHILIPPINES

Spanish Era

1965

Granja Modelos or model farms were established by the first Spanish missionaries to educate rice, corn and tobacco farmers in large encomiendas

- experimental stations for the Spanish government
- demonstration center for farmers

American Era

October 8, 1901

Beginning of extension work under the American regime

April 30, 1902

Creation of Bureau of Agriculture under Department of Interior to boost extension work. The bureau's Administrative Division took charge of the extension work.

July 1910

Creation of Demonstration and Extension Division (DED) under Bureau of Agriculture

- the first formally organized government department implementing research and extension programs

Agricultural schools were established to educate and train government agricultural extension workers and others who were engaged in agriculture. Many elementary and secondary schools from the Spanish era were converted to normal, vocational, business and agricultural schools.

July 1919

The role of DED was expanded to include organization of cooperatives for farmers which focused on rural credit, marketing and animal insurance. The persons who carried out this work were called **farm advisers**.

1923

Demonstration and Extension Division was renamed Agricultural Extension Service

- Home Extension Work was started in Division of Organic Chemistry of Bureau of Science. Its service was mainly on food preservation.
- **Maria Y. Orosa** founded the Home Extension service

1929

Bureau of Agriculture was reorganized and split into Bureau of Plant Industry (BPI) and Bureau of Animal Industry (BAI), both expanding their respective extension activities

Agricultural Extension Division was placed under Bureau of Plant Industry and later on renamed Agricultural Division in 1932. This

division carried out extension services up to the assumption of Mr. Manuel L. Quezon as President of the Commonwealth in 1938.

1936

Commonwealth Act No. 85 established the Provincial Extension Service. The Provincial Agriculturist was in-charge of agricultural extension in the whole province. Positions for Home Demonstrators were created to cater to the training needs of rural women.

Undated

Commonwealth Act No. 649 was passed, increasing the amount appropriated for extension work. Setup of the agricultural extension service continued until the outbreak of World War II.

Japanese Occupation

1942-1945

Home economics and agricultural extension work suffered drawbacks. Literally, extension work was paralyzed.

Post-World War II

1947

Home Extension Unit under BPI was fused with Agricultural Extension Unit of Bureau of Agriculture.

1949

Philippine Government requested USA to send an economic survey mission to the Philippines to “consider the financial problems of the country and to recommend measures that will enable the Philippines to become and to remain self-reliant”.

October 28, 1950

The results of the **Bell Survey Mission** were submitted with the following recommendation, among others – the consolidation of the scattered extension service of organizations of the different bureaus (BPI, BAI, BS, BFor, BFis) into one bureau that would adequately extend information to farm families for improved farming, homemaking and rural organization.

July 16, 1952

Bureau of Agricultural Extension (BAEx) was created by virtue of RA 680. BAEx consolidated all existing extension services being carried out by different government offices.

January 6, 1956

The role of BAEx was reduced with the creation of Presidential Assistance for Community Development to implement the Philippine Community Development Program that coordinated on a national scale the effort of various governmental and civic agencies to improve the living conditions of the barrio residents nationwide and make them self-reliant.

1963

BAEx was changed to Agricultural Productivity Commission (APC) with the enactment of RA 3844 or Land Reform Code. It was placed directly under Office of the President.

Teams of agriculturists, home demonstrators and 4-H Club officers provided technical assistance to the rural people.

Undated

Rice and Corn Authority (RCA) was created by virtue of Executive Order No. 62. It extended

credit for seeds, pesticides and harvesting and had fertilizer subsidy for participating farmers.

1965

Rice self-sufficiency program was re-conceptualized to include rice production, marketing and distribution and the consolidation, integration and the concentration of government and private sector resources.

1967

Republic Act No. 188- BAEx functions were decentralized and autonomous powers were granted to the local government units to appoint their respective provincial agriculturist and municipal extension workers.

1969

National Food and Agriculture Council (NFAC) was created by virtue of EO No. 183. NFAC was given full control of the food production program and controlled a large portion of the funds for agriculture and funds from USAID.

Martial Law Era

1972

Presidential Decree No. 1 (PD No. 1) and Presidential Letter of Implementation No. 9 reverted APC to its original name BAEx (Nov. 1, 1972) and its control was returned to Department of Agriculture and Natural Resources.

Functions and personnel assigned in cooperatives were transferred to Department of Local Government and Community Development (DLGCD). PD 970 abolished Farm Management Office of DAR. Its extension function was transferred to BAEx.

July 1, 1973

BAEx was transferred back to DA. Abaca and Other Fibers Board was fused with BAEx.

1977

World Bank Mission appraised the Philippines' Agricultural Extension Service upon request of the Philippine government.

Result: The Philippines adopted Training and Visit System (T & V) which evolved into a development strategy designed to improve the quality of life of farm families through a pool of resources.

1978

PD 1579 created regional offices in Ministry of Agriculture, where 12 regional directors and 24 assistant regional directors (1 for livestock and 1 for crops in each region) were appointed. In 1970, 75 Provincial Agricultural Officers were appointed.

1978

PD NO. 1579 and LOI No. 595 created ministry-wide regional offices in Ministry of Agriculture and the appointment of 12 ministry-wide regional directors and 24 assistant regional directors, and 75 PAOs in 1980.

March 27, 1979

National Extension Project (NEP) became operational with a World Bank loan of US\$ 35M.

EO No. 967 renamed Ministry of Agriculture into Ministry of Agriculture and Food (MAF) and transferred BFAR from Ministry of Natural Resources to MAF.

1982

EO No. 803 designated the province as the political unit of management, inducing agricultural development coordination and supervision of agencies involved in the delivery of agricultural services.

RA 51885 (Decentralization Act) – the provincial governments were empowered to have their own extension services.

1987

EO No. 116 merged BAEx, Agricultural Training Council and Philippine Training Center for Rural Development into Agricultural Training Institute (ATI). The ‘birth of ATI meant the “death of BAEx.

Recent Developments in the Agricultural Extension System

1991

To ensure the delivery of basic services in the agricultural extension system, Congress of the Philippines enacted Local Government Code (RA No, 7160) into Law. Among other provisions, the code decentralized authority to local government units (LGUs) the management and supervision of agricultural extension system of the country.

1997

RA 8435 – Agriculture and Fisheries Modernization Act (AFMA)

• Major concerns of AFMA:

- ♦ food security
- ♦ poverty alleviation and social equity
- ♦ income enhancement and profitability especially for farmers and fisher folk

♦ global competitiveness

♦ sustainability

PHILIPPINE AGRICULTURE

Spanish Era

The myrrh birds (Martinez) from China were introduced and acclimatized to fight against migratory locust infestation in the Philippines.

Plan General Economico included the income-generating monopolies of tobacco, jareta nut, spirituous liquors and explosives.

American Occupation

- June 23, 1897 – creation of Department of Agriculture and Manufacturing
- Homestead Law – every Filipino citizen had the opportunity to acquire at least 24 hectares of land
- Torrens Act – safeguarded all titles to cultivated lands owned by private persons
- 1902 – creation of Bureau of Agriculture, now Bureau of Plant Industry, to promote agriculture
- Philippines exports hemp, sugar, tobacco, copra and embroideries

President Manuel L. Quezon

- Division of Soil Survey was created to undertake soil and agronomical survey
- the period of “Rude Awakening” – the realization that Philippines did not raise enough food for the people and was not self-sufficient

President Manuel A. Roxas

- Parity Rights to the Americans – the disposition, exploitation, development and utilization of all agricultural, timber and mineral lands of the public domain
- Rehabilitation Finance Corporation (RFC, now known as Development Bank of the Philippines or DBP) – for the rehabilitation and development of agriculture, among others

President Elpidio Quirino

- Bureau of Agricultural Extension
- made the rice industry the first commodity sector to have an integrated national planning
- Rural Bank Act – organization of a system of rural banks with substantial capital participation of the government
- Agricultural Credit Cooperative Financing Administration (ACCFA) – authorized to organize Farmers' Cooperative Marketing Associations (FACOMAS)

President Ramon Magsaysay

- Philippines became a member of UN-FAO
- National Rice and Corn Program – launched along with Rice and Corn Coordinating Council
- Rice and Corn Coordinating Council – forerunner of National Food and Agriculture Council (NFAC), now known as National Agriculture and Fishery Council (NAFC)

President Carlos P. Garcia

- Austerity Program – urged the people to live simple lives and do away with luxurious lifestyles

- Filipino First Policy – encouraged the people to patronize Filipino-made products and to promote Filipino labor

President Diosdado Macapagal

- International Rice Research Institute – established at UPLB
- Focus to solve the problem of the sugar industry

President Ferdinand E. Marcos

- RA 6389 – automatic conversion of share tenancy to leasehold and retention rate of 75-24 hectares must be lowered; the creation of Department of Agrarian Reform (DAR)
- Masagana 99 – program with massive dispersal of modern package of technology including high yielding varieties, fertilizer and pesticides
- Coconut replanting program

President Corazon C. Aquino

- CARP

President Fidel V. Ramos

- Medium Term Agricultural Development Program (MTADP)
- Grains Production Enhancement Program (GPEP)
- Key Commercial Crops Development Program (KCCDP)
- Medium Term Livestock Development Program (MTLDP)
- Medium Term Fisheries Management Development Program (MTFMDP)
- GATT Safety Measures was adopted

President Joseph E. Estrada

- Constitutional Correction for Development (CONCORD)
- Agrikulturang Makamasa
- Biotechnology was approved in the Philippines

• President Gloria M. Arroyo

- Ginintuang Masaganang Ani (GMA)
- Countrywide assistance for rural employment and services
- Hybrid Rice Commercialization Program

Meaning of extension in other countries

Term	Country	Meaning
Voorlichting	Netherlands	Lighting the path ahead to help people find their way
Penynluhan	Indonesia	Lighting the path ahead with a torch
Perkembangan	Malaysia	Education, the way USA interprets it
Berating	Germany	“Advisory work” – an expert can give advice on the best way to reach one’s goal but leaves the person the final responsibility for selecting the way
Aufklärung	Germany	“Enlightenment” so that one knows clearly where he/she is going
Erziehung	Germany	“Education”, that is, to teach people to solve their problems themselves
Förderung	Austria	“Furthering” or stimulating one to go in a desirable direction
Vulgarisation Animation	France	Simplification of the message for the common man
Capacitacion Consultacion	Spain	Improving people’s abilities, normally through training
Extension	USA	Education, or influencing people to change their behavior

EXTENSION TERMINOLOGIES

Adoption – decision to make full use of an innovation as the best course of action available

Agricultural extension – a non-formal system of education organized to provide rural people with useful and practical knowledge/technology in agriculture and teach and encourage them to apply these in their respective farms and homes. It is both a teaching and an influence process (O.F. Sison)

Andragogy – the science of teaching adults

Barriers – factors obtaining in a given place over a given time that tend to impede or block or decelerate the communication process. Synonymously, they are called “filters of communication”

Communication – the process by which participants create and share information with one another in order to reach a mutual understanding for a given purpose at any given place over a given period of time

Credibility – the degree to which a communicator is perceived as knowledgeable and expert on a subject matter

Development – a change or transformation process of any target audience regardless of direction

Diffusion of an innovation – the total process by which an innovation spreads out among farmers

Extension – the process of sharing any development-oriented idea/concept with others

Extension method – educational techniques employed by extension system

Extension model – representation of a system that specifies the parts and its components as well as relationship among them

Extension strategy – series of steps, set of procedures and activities that operationalize the approaches that will facilitate accomplishment of goals

Extension teaching

- the art of stimulating, directing and guiding the learning process
- The process of guided interaction
- Process designed to help people develop and become capable of guiding successfully their own destinies
- Proving effective learning situations that create new learning experiences for people

Innovation – anything perceived to be new by somebody in any given place and time; a new way of doing something, something regarded as new in a given locality or by a group of people

Innovation-Decision Period – the length of time required to pass through the innovation-decision process

Innovation-Decision Process – the process through which an individual passes from the first knowledge of an innovation to forming an attitude towards it, to a decision to adopt or reject, to implementation of the idea and to confirmation of this decision

Leaning experience – a series of activities and appraisals from which one gains meanings in facing new problems and planning new experiences

Pedagogy – the science of teaching children

Safety-Credibility – the degree to which a communication source or channel is perceived as trustworthy

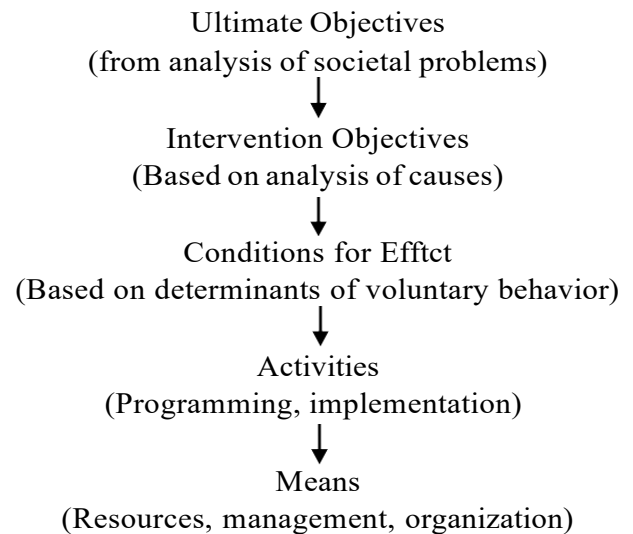
Technology – a design for instrumental action that reduces the uncertainty in achieving desired outcome

Agricultural Extension Education

- a system of educating and training the rural people to develop skills and abilities in farming, homemaking and youth building
- a well-planned program of bringing results of agricultural research and technology to rural families to help them solve problems of agricultural production and home and community living
- a two-way process that brings agriculture and homemaking technologies from research agencies and/or universities to rural families in forms applicable to their own situations and in turn present their problems in farming and homemaking for study of these institutions
- a process of getting useful information from people (communication dimension); teaching farmers' management and decision-making skills as new technology inevitably places more demand on those abilities; and helping rural people develop leadership and organization ability so that they can better organize, operate and/or participate in cooperatives, credit union and other support services, and to participate actively in making their local community conductively livable

OBJECTIVES OF AGRICULTURAL EXTENSION

Hierarchy of extension objectives (Neils Roling, 1988)



Core objectives

- emphasizes the client-centered approach
- all the efforts of extension are geared towards changing elements related to the client system, the farmers

Direct objectives

- what the extension system is trying to achieve in terms of specific activities that will hopefully bring the core objectives

Result objectives

- end goal

MAJOR PARADIGMS OF AGRICULTURAL EXTENSION

Technology Transfer

- this extension model was prevalent during colonial times and re-emerged with intensity during the 1970s and 1980s when the Training and Visit (T & V) system was established in many Asian and Sub-Saharan African countries
- a “top-down” model, it primarily delivers specific recommendations from research, especially for the staple food crops, to all types of farmers (large, medium and small)
- its primary goal is to increase food production which helps reduce food costs

Advisory Services

- in response to farmers’ inquiries about particular production problems, extension workers in both public and private sectors still commonly use the term advisory services
- in most cases, farmers are “advised” to use a specific practice or technology to solve an identified problem or production constraint
- public extension organizations should have validated information available from research about the effectiveness of different inputs or methods in solving specific problems so that inquiring farmers receive objective and validated information

Non-formal Education (NFE)

- this paradigm dominated the earlier days of extension in Europe and North America when universities gave training to rural people who could not afford or did not have access to formal training in different types of vocational and technical agriculture training
- continues to be used in most extension systems, but the focus shifted more toward training farmers how to utilize specific management skills and/or technical knowledge to increase production efficiency or to utilize specific management practices such as Integrated Pest Management (IPM) as taught through Farmer Field Schools (FFS)

Facilitation Extension

- facilitated extension evolved over time from participatory extension methods used decades ago and now focuses on getting farmers with common interests to work more closely together to achieve both individual and common objectives
- frontline extension agents primarily work as “knowledge brokers” in facilitating the teaching-learning process among all types of farmers (including women) and rural young people

NATURE OR DIMENSIONS OF EXTENSION

Altruistic Dimension

- extension is aimed at helping farmers
- a basic premise of extension that must be observed by practitioners

Educational Dimension

- extension is a non-formal method of adult education
- extension professionals must be imbued with knowledge on how adults learn

Communication Dimension

- extension is a communication intervention
- extension personnel should have adequate understanding of basic communication process and its dynamics

Behavioral Dimension

- extension is aimed at inducing behavioral changes among farmers
- the aforementioned aim makes behavioral change the end goal of extension
- if farmer has not changed his behavior (for his betterment), no extension has been done

Technology Dimension

- extension helps in the transfer of technology
- extension should be able to identify technologies appropriate to clientele
- the need for alternative approaches and methods for diagnosing technical problems should be recognized

Research Dimension

- extension aims at linking research with farmers

- ways to foster closer links between the farmers and the researchers need further understanding

Input Dimension

- provision of technical inputs plays an important linking function in the transfer of technology
- requires that extension professional be knowledgeable of these technical inputs

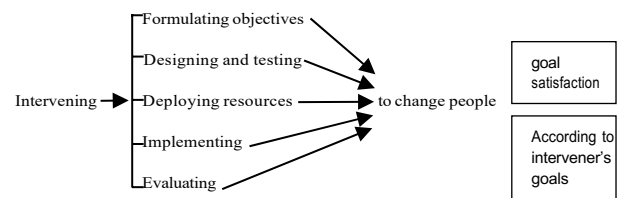
Income Dimension

- extension is aimed at increased income for the farmer through increased production and productivity

Management Dimension

- extension aims to function according to sound management principles
- this requires that the extension professional is a good manager

METHODS OF INFLUENCING HUMAN BEHAVIOR



An extension practitioner's work

Advice

- Used if:
 - ♦ farmers agree with extension agent about the nature of their problems and the criteria for choosing the “correct” solution

- ♦ extension agent is knowledgeable of the farmers' situation and has adequate information to solve their problems in a way that has been tested scientifically or in practice
- ♦ farmers are confident that the extension worker can help them with a solution to their problems
- ♦ extension agent does not think it necessary or possible for farmers to solve their problems themselves
- ♦ farmers have sufficient means at their disposal to carry out the advice

Compulsion or Coercion

- party forcing somebody to do something
- has power and authority
 - ex.: Government regulations make people conform to traffic rules, public health policies, environmental upkeep, etc.

Exchange

- exchange of goods and services between two individuals
- applicable if
 - ♦ each party considers the transaction to be in their favor
 - ♦ each has the goods/services desired by the other
 - ♦ each can only deliver his/her part when the exchange goods/services have been delivered by the other

Openly Influencing Farmer's Knowledge Level and Attitude

- applicable if we believe that the farmer can't solve his/her own problems because he/she has insufficient or incorrect knowledge

and/or because his/her attitude does not match his/her goals

- we believe that the farmer can solve his/her own problems if he/she has more knowledge or has changed his/her attitudes
- we are prepared to help the farmer collect more and better knowledge or influence his/her attitude
- farmer trusts our expertise and motives and is prepared to cooperate with us in changing his/her knowledge and/or attitudes

Manipulation

- influence farmer's knowledge level and attitudes without him being aware of it
- possible if we believe:
 - ♦ it is necessary and desirable for farmer to change his/her behavior in certain direction
 - ♦ unnecessary/undesirable for farmer to make independent decisions
 - ♦ we can control techniques for influencing farmers without them being aware of it
 - ♦ farmers don't actively object to being influenced in this way

Providing Means

- may involve taking over certain tasks from farmers
- possible when:
 - ♦ we have knowledge and/or means available to perform the tasks better or more economically than farmers
 - ♦ we agree with farmers that it is useful to perform these tasks
 - ♦ we are prepared to perform them for him/her

***Changing Farmer's Social and/or
Economic Structure***

- we agree with farmer that he/she could perform optimally
- farmer, though, is not in a position to behave this way because of barriers in the economic and/or social structure
- possible when:
 - ♦ we consider changes in these structures desirable
 - ♦ we have the freedom to work toward these changes
 - ♦ we are in a position to do this, either through power or by conviction

Extension as a Major Function of a State University/College

FUNCTIONS OF A STATE UNIVERSITY/COLLEGE

Instruction

An agricultural state university or college devotes substantially more effort, attention and fiscal and human resources to manpower strength in agriculture, forestry, veterinary science, animal science, fisheries, horticulture, agronomy, dairy science and social science and churn out graduates with operational skills and managerial competencies needed to spur agricultural and rural development.

Research

An agricultural state university or college makes continuous exploration and discovery of new knowledge and new skills possible, and make instruction more useful and substantial as time goes on.

Extension

Extension in an agricultural state university or college is concerned with functions that are primarily educational. In general, it aims to improve the productivity, profitability, equity and well-being of the farmer and fisher folk.

SPECIFIC FUNCTIONS

- Provides pre-service and service training for extension workers in the region
- Releases information through the different extension techniques/methods
- Provides backstopping in subject matter and technical knowledge to change agents and special interest groups in the fields of agriculture, cooperatives, homemaking, land reforms, etc.

Under Section 90 of Agriculture and Fisheries Act 8435, state universities and colleges are mandated to primarily focus on the improvement of the capability of LGU extension service by:

- Degree and non-degree training programs
- Technical assistance
- Extension-cum-research activities
- Monitoring and evaluation of LGU extension projects
- Information support services through the tri-media and electronics

Under AFMA of 1997, SUCs are not to deliver direct extension services but work with DA operated extension. SUCs play a significant role in addressing the shortage of well-trained

agricultural extension staff in the field level through trainings and non-degree programs.

Instead, extension in a university complements and supplements extension work of other government agencies especially that of the LGUs

SUCs can revitalize the Agricultural Extension curriculum through student internships, field work as well as interactions with allied disciplines like agricultural education, development communication and rural sociology.

INTERRELATIONSHIP AMONG THE FUNCTIONS OF A UNIVERSITY/COLLEGE

The integration of the three functions (instruction, research and extension) is quoted in a publication from Cornell University in Ithaca, New York (cited by Chi-Wen Chang), and it reads

“The mutual stimulation of research, teaching and extension is essential to the best progress of colleges (universities) of agriculture. Teachers need contact with research in order to keep abreast with their profession; researchers need the stimulations of students and of farm problems which they can help to solve; and extension specialists have nothing to extend unless they have research results”.

The three functions complement each other. The extension worker learn from the farmer and conveys his new awareness of farmer problems, needs and interest to the scientist. The scientist then would be able to incorporate

a greater awareness of the realities of the farmer into his research plans and priorities.

SOURCES OF INFORMATION AND TECHNOLOGY

- International Agricultural Research Centers – IRRI, CIMMYT etc.
- University Agricultural Research Centers – DTRI, IPB, BIOTECH, NCPC, FSSRI, IAS, etc.
- Research Institutes of Department of Agriculture – PhilRice, DA-BAR, EVIARC, etc.
- Private firms – Del Monte, Dole, etc.
- Banks, agribusiness firms, stock agents, agriculture magazines
- Farmers’ cooperatives/organizations
- Farmers’ experience and knowledge (indigenous knowledge)
 - ♦ knowledge that is unique to a given culture
 - ♦ passed down from generation to generation
 - ♦ dynamic, never static and are continually influenced by internal creativity and experimentation
- Informal sources like parents, neighbors, friends and the like

Philosophy of Extension

Philosophy

- a background of theory, knowledge and beliefs that explains and justifies a way of life
- an overall vision or attitude towards life and its purpose. It seeks to address the problems and needs (“the gap”) of the people in their current state (“what is”) to attain the ideal view of life (“what ought to be”).

A philosophy of extension includes the set of beliefs and principles that serves as basis for making decisions and judgments in the field of extension.

STRUCTURE OF PHILOSOPHY

Beliefs – one’s mental convictions, view of the world, or acceptance of something true or actual

Ethics – the basic principles of right action/conduct as defined by profession, society and nation; also referred to as the ideal of conduct

Value – something regarded as desirable, worthy or right. The intensity or degree of valuing something may change in time.

Philosophy of Extension Education

- **Begins where the people are, with what they have**
 - ♦ Extension should work at the level where the people are – at their level of understanding, interest and degree of readiness

- ♦ Begins identification and consideration of local condition and environment, social structure, habits, traditions, attitudes and beliefs
- ♦ New ideas must be related to what the farmers already know and that with which they are familiar

- **The classroom is where the people are – in their farm, in their homes and/or even in their barangays**

- ♦ In extension education, the formal classroom setting is done away with

- **Extension programs are based on people’s needs and decided by them**

- ♦ The farmers make effort to determine their needs, interests, problems and aspirations
- ♦ The extension workers assist the people in exploring possible solutions to their problems

- **People learn to do by doing**

- ♦ The extension worker demonstrates the activities and later on makes the clientele do the activities themselves

- **Education is carried on with groups or with individuals**

- ♦ Group method reaches more people and promote leadership and joint actions
- ♦ Individual approach – although expensive, is more effective in clarifying specific problems of individual client

- **Extension works with and through people**

- ♦ Extension workers use cooperators to teach and eventually adopt recommended practices

- **The spirit of self-help is essential in a democratic living**

- ♦ The clientele plans and works on his project while the extension worker provides technical assistance

Essential Considerations in Building Up an Effective Extension Service (Chang, 1969)

- Extension must be closely related to research and can never be separated from it
- Agricultural extension must be educational
- Extension workers must live in the rural area where they serve (live with the people)
- Extension workers must be satisfactorily trained, both technically and socially, to do the job required of them
- Extension workers must be provided with an ample supply of useful teaching materials
- Local people must be involved in extension program planning
- Extension workers must assist the farmers in carrying an extension project to a successful conclusion, and help solve problems as they arise

GUIDING PRINCIPLES OF EXTENSION

Communication and Education

- Extension agent's role is as communicator and educator

- ♦ **communicator** – transfers useful information or technology to the clientele

- ♦ **educator** – helps people acquire the necessary skills, knowledge and attitude

Works with Rural People

- for impact and sustainability, **work with**, not **work for** people
- people must participate and make decisions that will benefit them; extension agent must assist them by providing all the information needed and possible alternative solutions to clientele problems

Accountability to Clientele

- the extension agent must justify to the organization whatever action he/she takes and be accountable and responsible to the clientele on whatever advice or information given to him
- the clientele is the one to pass judgment on the success or failure of the extension programs

Two-way Process Linkage

- disseminate information and technology to and receive feedback from clientele so that their needs can be better fulfilled
- learn from the clientele the wealth of their experiences

Cooperate with Other Agencies

- extension is only one aspect of the many economic, social, cultural and political activities that hope to produce the change for the betterment of the rural masses
- it should therefore cooperate and collaborate with both GOs and NGOs to accomplish the goal

- Extension cannot be effective on its own as its activities must be interdependent on other related activities

Work with Different Target Groups

- Extension clientele is made up of various target groups with different needs, social status and cultural and economic background
- Extension therefore cannot offer a package of technology for all its clientele due to this heterogeneity
- Therefore, there must be targeting of extension – meaning, different programs and technology packages for different target groups

PURPOSE OF EXTENSION

Informative Extension

- helps people make well-considered choices among alternatives provided by extension for the individual to achieve his/her goals

• Emancipatory Extension

- an instrument for developing, ‘forming’ an individual or enhancing her/her capabilities to make decisions to learn, to manage, to communicate, to organize, etc.

Persuasive Extension

- a policy instrument to induce preventive behavior with respect to societal concerns such as environmental pollution, health hazards, vandalism, drug addiction, rape, etc. Such preventive behavior is in the interest of the society as a whole or of the future generation

Communication in Extension

COMMUNICATION

Etymology

“**Communis**” – to make common or establish commonness between two or more people

“**Communico**” – to share

- a process by which two people exchange ideas, facts, feelings or impressions so that each gains common understanding of the meaning and intent of the message
- a process by which an idea is transferred from a source to a receiver with a purpose of changing his behavior

Communication as Interaction

Interaction – the process of reciprocal role-taking, the mutual performance of emphatic behaviors

If two individuals make inferences about their own roles and take the role of the other at the same time, and if their communication behavior depends on the reciprocal taking of roles, then they are communicating by interacting with each other.

Empathy – the ability to project ourselves into other people’s personalities

Concept of Communication

Communication can be conceptualized in terms of the **S-M-C-R** model

- It is a process by which a

SOURCE sends a

MESSAGE to a

RECEIVER by means of a

CHANNEL to produce a

RESPONSE in accordance with the intention of the source

Basic Communication Process

When an extension worker communicates or talks to his clientele, he is the sender; what he says is the message; the spoken word is the channel; and the clientele being talked to is the receiver.

The reaction of the clientele to what the extension worker says is the feedback or response. In the transfer of information, it is necessary that there should be some level of past experience, some level of similarity and some level of shared meaning between the sender and receiver.

Participatory Communication

- a social process which starts with farmers and brings together both extension workers and farmers in a two-way sharing of information

- this highlights the importance of cultural identity, local knowledge and community participation

IMPORTANCE OF COMMUNICATION IN EXTENSION

- rural agricultural development is a complex process in scope and content
- rural agricultural development is a dynamic process, hence, Heracletus' philosophy, "importance of being", is at work in any development situation
- Technological inventions that are meant for development or change are oftentimes "foreign" to target beneficiaries. They must be "simplified" if not "purified"
- Target beneficiaries of any extension activity/program are equally complex possessing varied personalities or idiosyncrasies that require different approaches or strategies to effect change
- Extension benefits are oftentimes perceived to be "angels in satanic attire"

ATTRIBUTES OF COMMUNICATION AS A PROCESS

Dynamic

- Communication has an ever-changing character. It fluctuates constantly, is never fixed, and has no clear beginnings and endings.

Systemic

- Communication should be recognized as a system that consists of a group of elements that interacts with each other and the system as a whole.

Interaction through Symbols

- Symbols should arouse in one's self what it arouses in another.
- The language or symbol we select and the way in which we organize it affect how others will interpret our messages.

Meaning is Personally Constructed

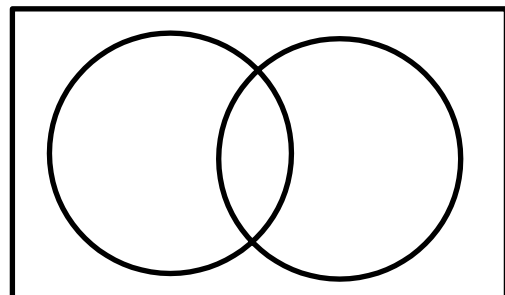
- No two people construct the same meaning even if they hear or see the same thing.

Interpretation is bounded by our experiences, thoughts, feelings, needs, expectations, self-concept, knowledge, etc.

- Each of us is unique so we interpret in unique ways.

Field of experience

- The sum total of an individual's experiences that influences his/her ability to communicate.
- Communication can take place between people only to the extent that they share a common field of experience or similar experiences.



The two overlapping circles in the figure represent the field of experience of communication participants A and B

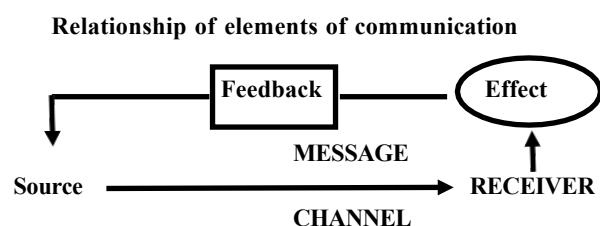
The overlap in the two circles represents the common field of experience of A and B, or their shared similar experiences.

Feedback

- The information that is sent or fed back to the source by the receiver, intentionally or unintentionally

Purpose

- Tells the source whether the receiver is paying attention to the message, understands it, is not bored, or likes the presentation. The source is informed whether he/she should revise his/her communication act.



Source

- sends message/information to receiver
- characteristics of source:
 - ♦ **Credibility** – a set of perceptions about the source held by receiver in terms of competence, trustworthiness and dynamism
 - ♦ **Homophily** – the degree to which a receiver perceives the source as similar to him in certain attributes

Message

- sign or symbol that has meaning to both sender and receiver

Channel

- the medium through which the message is sent from the source to the receiver

Effect

- the difference between what the receiver thinks, feels and does before and after exposure to a message
 - ♦ **Cognitive effect** – knowledge, awareness, thought and skills
 - ♦ **Neutralization** – shifting of an existing attitude to the neutral zone
 - ♦ **Boomerang effect** – a shift opposite to the intended direction
 - ♦ **Conservation** – maintenance of existing attitude
 - ♦ **Attitude reinforcement** or strengthening of existing attitude
 - ♦ **Shift to the opposite sign**, from (+) to (-) and vice versa

Philosophy

- the body of principles underlying a given branch of learning of major discipline, a religious system, a human activity or the like
- guides a person's actions
- a view of life – what ought to be and its components of “what is” and “how to bridge the gap” between “what is” and “what ought to be”

ELEMENTS OF THE COMMUNICATION PROCESS

Source

An extension worker should have credibility because this determines the acceptance or rejection idea by the person or group with

whom he communicates; adequate knowledge of his guidance, his message and the effective channels to use; genuine interest in the welfare of his audience; careful preparation of his message via use of language that intended receivers understand, to ensure successful reception; clear way of speaking; establishment of mental understanding between teacher and learner'; and awareness of time limit.

Characteristics of the source

• Homophily

- ♦ refers to the degree to which a receiver perceives the source as similar to him or her in certain attributes such as age, sex, language, regional background, beliefs, values, etc.
- ♦ homophily of source and receiver in certain attributes contributes to effective communication

• Credibility

- ♦ a receiver's perception of the believability of the source in a particular situation
- ♦ high or low according to the degree to which a source is considered by the receiver as believable in a given situation based on four dimensions

Dimensions of credibility

- ♦ **Character** – when a source is perceived as honest, trustworthy, friendly, reliable, pleasant, warm, etc., his or her credibility is based on the character dimension
- ♦ **Competence** – when a source is perceived as well-trained, competent, intelligent, experienced, witty, bright, etc., his or her credibility is based on the competency dimension

♦ **Composure** – when a source is perceived in terms of self-confidence, poise, dignity, level-headedness, etc., his or her credibility is based on the composure dimension

♦ **Dynamism** – when a receiver rates a source in terms of being bold, aggressive, extrovert, etc., his or her credibility is based on the dynamism dimension

Message

- The message should contain the purpose or the specific outcome desired from the message whether it can be change in behavior or change in knowledge, skills and attitude on the part of the learner.
- The treatment of the message refers to the manner the message is presented in understandable, logically organized, interesting and in conformity with acceptable standards.
- a set of symbols arranged deliberately in certain ways in order to communicate information or meaning

Message factors

- ♦ **Code** – symbols used in communicating; both sender and receiver should understand in order to communicate
- ♦ **Content** – the idea or substance selected to express the purpose of the source for communicating
- ♦ **Treatment** – the manner by which the materials are arranged in order to be meaningful to the receiver

Categories of non-verbal communication

1. Physical

- the personal type of communication
- includes facial expressions, tone of voice, sense of touch, sense of smell and body motions

2. Aesthetic

- the type of communication that takes place through creative expressions – playing instrumental music, dancing, painting and sculpturing

3. Signs

- the mechanical type of communication which includes the use of signal flags, the 21-gun salute, horns and sirens

4. Symbolic

- the type of communication that makes use of religious, status or ego-building symbols

Message meaning and understanding

- ♦ meanings are in people
- ♦ meanings are never fixed. As experience changes, meaning changes.
- ♦ No two people can have exactly the same meanings to the extent that they have the same experiences.
- ♦ Denotative or referential meaning – the relationship between a word-sign and an object or the sign-object relationship.
- ♦ Connotative meaning – meaning associated with the personal experiences of the person using the word.

Channels

- the various methods available to any communicator to reach his audience with the message; may be classified as **visual**, **spoken** or **written** or a **combination of two or three channels**; and the techniques in using these methods determine the success or failure of the communication process

Dimensions of channels

- mode of encoding or decoding so that a message can be seen heard, touched or felt, smelled, tasted
- message vehicles are in the form of:
 - ♦ interpersonal channels
 - ♦ mediated channels
 - ♦ mass media channels
 - ♦ folk media channels

Interpersonal channels

- “**Gatekeeper**” – someone who
 - controls the flow of information
 - decides what information to transmit and to whom he will transmit it
 - evaluates the content of determine its relevance and value to the potential receivers
 - has the power to delete, alter the flow, add, subtract or distort the message
- “**Opinion leader**” – a person who is
 - approached by others for advice on certain matters
 - perceived as credible, influential and authoritative in the community

Receiver

- The audience in extension education is composed of farmers, homemakers and youth.

As receivers of the message whose behaviors the extension worker expects to change, they differ in intelligence, beliefs, experience and social standing in many other ways.

- The individual differences in people may result in different interpretations of the message in kind and in extent.

Receiver characteristics

- ♦ Psychological orientation – psychological factors that are salient to a receiver's personality
 - selective exposure
 - selective perception
 - selective remembering
 - selective acceptance

Selective processes

- Selective exposure – receiver tends to expose him/herself only to information that agrees with or supports hi/her existing behavior
- Selective perception – receiver tends to “notice” or assign meaning only to messages that
 - serve some immediate purpose
 - reinforce his or her mood
 - fits his/her cognitive structure
 - are meaningful to him/her
- Selective retention – receiver tends to learn or remember only information that supports or agrees with his/her attitude, beliefs, behaviors
- Selective discussion – receiver tends to discuss only those information that might be of interest to him/her and to his/her listeners

Feedback

- information that is sent or fed back by the receiver intentionally or unintentionally to the source
- this is an important element of effective communication that makes it a two-way process. If a farmer is viewed as the receiver, then he must be given the opportunity to function as the sender with the extension worker as the receiver
- in the absence of an reaction from the farmer, it is virtually impossible to gauge the appropriateness of the message content or channel in the implementation of an information campaign
- feedback serves as corrective function by preventing communication breakdown. Feedback helps determine whether or not a message was perceived as intended. If not, adaptations, modifications can be made.

LEVELS OF COMMUNICATION IN EXTENSION

- the effective or efficient technique/s or approaches through which a target audience may be vulnerable or exposed to the communication process
- may refer to the “weaknesses” or the so-called “killing points” in communication

According to Social Structure

- **Institutional/Group** – communication of any given idea is through the community
- **Individual** – “one-on-one” or “man-to-man” level
- **Combination** of the two

According to Formality

- **Formal** – communication is facilitated through established norms of action
- **Informal** – communication is made possible through unorganized and day-to-day and casual interaction between communicators
- **Combination** of the two

EXTENSION WORKER AS A COMMUNICATOR

- **Extension worker** – essentially an agent of change

Change agent – an individual who influences clients' innovation decisions in a direction deemed **desirable by a change agency**

- ♦ in decentralized diffusion system, the potential adopters may control their change agents; in some cases, certain clients serve as their own change agents
- ♦ in relatively centralized diffusion systems, the long-range goal of many agents is to create a condition in which clients can help themselves and thus work the change agent out of the job

Change Agent as Linker

- he/she facilitates the flow of innovations from a change agency to an audience or clients
- for this type of communication to be effective, the innovations must be selected to match the clients' needs and problems
- for the linkage to be effective, feedback from the client system must flow through the change agent to the change agency so that it can make appropriate adjustments on the basis of previous successes and failures

- a change agent would not be needed in the diffusion of innovation where there are no social and technical chasm between the change agency and the client system

Heterophily in technical competence
Heterophily in sub-cultural language
Heterophily in socio-economic stage
Heterophily in beliefs and attitudes

- he/she is a marginal figure with one foot in each of the two worlds
- his or her success in linking the two sub-systems often lies at the heart of the diffusion process
- he is essentially a primary actor in the process

Sequence of Change Agent's Roles

Develops need for change

- he/she is required to help his or her clients become aware of the need to alter their behavior
- he/she offers new alternatives to existing problems, dramatizes the importance of these problems – consultation is highly recommended

Establishes an information-exchange relationship

- he/she must develop rapport with his or her clients, which can be done by creating credibility in his/her competence, trustworthiness and empathy with the clients and problems
- he/she must be accepted first before the change

Diagnoses problems

- he/she must view the situation empathically from the clients' and not his perspectives to arrive at a diagnostic conclusion
- he/she must psychologically zip him or herself in to the clients' skins and see their situation through their eyes

Creates intent to change in the clients

- he/she seeks to motivate the client to be interested in the innovation
- he/she must be client-centered, not innovation-centered

Translates intent into action

- he/she seeks to influence his/her clients' behavior in accordance with recommendation based on the clients' needs

Stabilizes adoption and prevents discontinuance

- he/she may direct reinforcing messages to clients who have adopted, thus "freezing" the new behavior

Achieves a terminal relationship

- his/her main goal is to develop self-renewing behavior on the part of the client system

Factors in Change Agent Success

Change agent effort

- the extent of effort that a change agent expends in communication activities with clients
- generalization: his/her success is positively related to the extent of change agent's effort in contacting clients

Change agency versus client orientation

- a change agent's success is positively related to a client-orientation, rather than to a change-agency orientation

Compatibility with clients' need

- a change agent's success is positively related to the degree to which the diffusion program is compatible with clients' needs

Change agent empathy

- a change agent's success is positively related to empathy with clients

Homophily and change agent contact

- change agent contact is positively related to higher social status among clients
- his/her contact is positively related to greater social participation among clients
- his/her contact is positively related to higher education among clients
- his/her contact is positively related to cosmopolitanism among clients

Change agent contact with lower status clients

- underprivileged clients (less educated, lower income) need the assistance of change agents more than elite clients
- the question: why doesn't he not concentrate his efforts on them?

♦ one reason: homophilous principles. Homophily is the degree to which pairs of individual who interact similarly in attributes like beliefs, education, social status, dialect, political affiliation, age, sex, marital status, etc.

- generalization: more effective communication occurs when two

- individuals are homophilous unless they have high empathy
- ♦ less privileged clients often lack the necessary resources to adopt the innovations that are being promoted
- ♦ many change agents do not really try to contact the needy, lower status clients because of a self-fulfilling prophecy that the change agents have developed from their past experience and of the probable thought that needy clients are not responsive to change agents' efforts at diffusion
- ♦ The aforementioned stereotype in the change agents' mind serves to discourage them from initiating contacts with less privileged clients. They capitalize on the diffusion theory that presupposes that innovation would trickle down from the elite clients to the less advantages clients.

Change agent's credibility

- heterophilous sources/channels (like professional change agents) are perceived as competent, credible and homophilous channels like paraprofessionals are perceived as having safety credibility
- An ideal change agent represents a balance of competence and safety credibility. He/she must be homophilous with his or her clients in social characteristics (socio-economic status, ethnicity, etc.) but heterophilous with regard to technical competence about the innovations being diffused.

- ♦ Generalization: change agent success is positively related to credibility in the client's eyes

Opinion leader

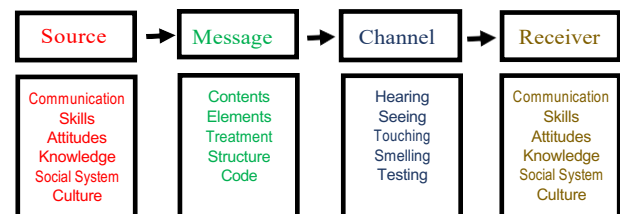
- Opinion leadership is the degree to which an individual is able to influence formally other individuals' attitudes or overt behavior in a desired way with relative frequency.
- ♦ generalization: change agent success is positively related to the extent that he works through opinion leaders

Clients' evaluation ability

- technical competence – one of the change agent's unique contributions to the diffusion process, allowing him to provide this expertise to clients in making innovation decisions
- if he takes a long range approach to change, he should seek to raise the clients' technical competence and ability to evaluate potential innovations themselves
- ♦ generalization: change agent success is positively related to increasing clients' ability to evaluate innovations

COMMUNICATION MODELS

Berlo's Model



- focuses on the individual characteristics of communication and stresses the role of the relationship between the source and the receiver as an important variable in the communication process
- the more highly developed the communication skills of the source and the

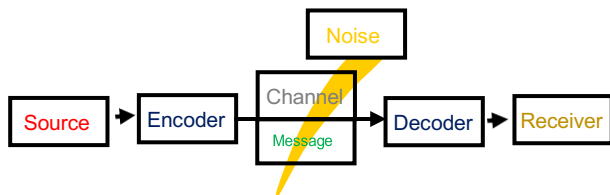
- receiver, the more effectively the message will be encoded and decoded
- represents a communication process that occurs as a SOURCE drafts messages based on one's communication skills, attitudes, knowledge and social and cultural system
- the messages are transmitted along CHANNELS that can include sight, hearing, touch, smell and taste
- a receiver interprets messages based on the individual's communication skills, attitudes, knowledge, and social and cultural system
- the limitation of the model is its **lack of feedback**

Laswell's Model



- a macroscopic theory that is concerned with media's impact on culture and society – for example: cultural studies theory
- theories of mass communication have always focused on the “cause and effects” notion, i.e., the effects of the media and the process leading to those effects, on the audience's mind
- Laswell's (1949) essential question is timeless: *“Who says what in what channel to whom with what effects?”*

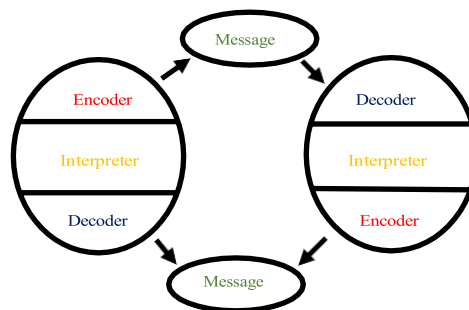
Shannon and Weaver's Model



- a general model of communication

- involves breaking down an information system into sub-systems so as to evaluate the efficiency of various communication channels and codes
- Shannon and Weaver proposed that communication must include six elements – **Source, Encoder, Channel, Message, Decoder and Receiver**
- often referred to as an “information model” of communication
- one drawback – it looks at communication as a one-way process, but remedied with the addition of the feedback loop
- **Noise** – indicates factors that disturb or otherwise influence messages as they are being transmitted

Osgood and Schramm's Model



- emphasizes the circular nature of communication
- the participants swap between the roles of source/encoder and receiver/encoder
- Wilbur Schramm stated: *“In fact, it is misleading to think of the communication process as starting somewhere and ending somewhere. It is really endless. We are little switchboard centers handling and rerouting the great endless current of information...”*

BARRIERS TO EFFECTIVE COMMUNICATION

Barriers – analogous to filters of the communication process

External Factors

- some considerations outside of the communication process but which directly or indirectly influence its operation

Socio-economic factors

- ♦ availability of financial institution which can provide credit
- ♦ land tenure arrangement
- ♦ economic motivation in farming
- ♦ market (inputs and outputs)

Labor situation

Socio-political factors

- ♦ political environment where communication in extension operates: democratic versus autocratic form
- ♦ cultural values that are inherent among Filipinos:
 - kumpadre system
 - palakasan
 - partido system

Socio-psychological factors

- ♦ the degree of access of communicators to potential sources of information on agricultural and rural development

Socio-physical factors

- ♦ the instance/existence of road/transportation network within the communication target

Internal Factors

- the quality and quantity consideration that are directly inherent in the elements of communication

Sender

- ♦ credibility
- ♦ access/availability

Message-related factors

- ♦ characteristics of the technological information that tend to influence its diffusion

Relative Advantage - the degree to which An innovation (a new idea or practice) is superior to the one it is intended to replace

Compatibility - the extent to which an innovation fits into a farmer's views about what ought to be, what he does on the farm and how he does it

Complexity - the fact that some innovations are more complicated than others. A practice will be adopted more quickly when it is seen as simple and not difficult to understand

Trialability - the degree to which an innovation can be experimented or duplicated on a small scale basis

Observability - the extent to which an innovation or its results can be observed or seen. If the results of an innovation can be easily seen, it will tend to be adopted quickly.

Channel-related factors

- ♦ the various considerations that are inherent in the different strategies, ways, approaches, techniques that influence the flow of information from the source to the receiver

Appropriateness/Compatibility of the channel to the

- purpose of the communication
 - kind and quality of the receiver
 - competence of the use
 - kind/nature of the messages which are being communicated
- ♦ timeliness of its use

Receiver-related factors

- ♦ the different considerations that are inherent in the communication receiver that tend to influence his vulnerability to change-related communication

Socio-economic characteristics

- age (not related)
- education (positive)
- literacy (positive)
- higher social status (positive)
- upward social mobility (positive)
- large-size units (positive)
- commercial (positive)
- attitude towards credit (positive)
- more specialized operation (positive)

Personality variables

- empathy (positive)
- dogmatism (negative)
- ability to deal with abstraction (positive)
- rationality (positive)
- intelligence (positive)
- attitude towards change (positive)

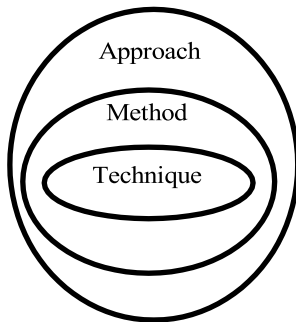
- ability to cope with uncertainty (positive)
- attitude towards education (positive)
- attitude towards science (positive)
- fatalism (negative)
- achievement motivation (positive)
- higher aspiration for education, occupation (positive)

Effects-related factors

- ♦ the possible consequences brought about by an introduced innovation
- ♦ consequences – changes that occur to an individual or a social system as a product of communication
- ♦ there are at least three classifications of consequence:
 - desirable versus undesirable consequences, depending on whether the effects of an innovation in a social system are functional or dysfunctional
 - direct versus indirect consequences, depending on whether the change to an individual or society occurs in immediate response to an innovation as a second-order result
 - anticipated (expected) versus unanticipated consequences, depending on whether the changes are recognized and intended by the members of a social system or not
- ♦ change agents usually introduce innovations into a client system that they expect will be desirable, direct and anticipated
- ♦ change agents are seldom able to predict another aspect of an innovation's consequences, its meaning, the subjective perception of the innovation by the client

Approaches in Extension

APPROACH METHOD TECHNIQUE



Definitions

- **Approach** – embraces the entire spectrum of the process. It states a point of view, a philosophy, an article of faith (Garcia, 1989). There can be several methods within an approach.
- **Method** – a procedural consisting of a series of actions arranged logically for the smooth flow of operation.
- **Technique** – a particular trick, strategy, individual artistry of the teacher/extension worker

Extension approach – an organized and coherent combination of strategies and methods, designed to make rural extension effective in a certain area

- embodies the philosophy of a system
- spells the doctrine of the system
- style of action which by and large, determines the direction and nature or style of the various aspects of the system (e.g. structure,

leadership, program, methods, resources and linkages)

Strategies are approaches and method chosen or developed to reach a particular set of goal; used to define the operational design by means of which the national government or other sponsoring organizations implement its policies.

APPROACHES IN EXTENSION

1. General Agricultural Extension Approach
2. Commodity Specialized Approach
3. Project Approach
4. Farming Systems Development Approach
5. Training and Visit System Approach
6. The Cost-sharing Approach
7. Agricultural Extension Participatory Approach
8. Educational Institution Approach

General Agricultural Extension Approach (GAE)

General nature

- Transfer of technology (TOT)

Basic assumption

- Technology and information are available but are not being used by farmers. If these could be communicated to them, farm practices would be improved.

Purpose

- to help farmers increase their production

Program planning

- controlled by the government
- changes in priority, from time to time, are made on a national basis with some freedom for local adaptation

Implementation

- carried out by a large field staff assigned throughout the country
- demonstration plots are major technique

Advantages

- interpret national government policies and procedures to the local people
- covers the whole nation
- relatively rapid communication from the department level to the rural people

Disadvantages

- lacks two-way flow of communication
- fails to adjust extension messages to different localities
- field staff not accountable to rural people
- expensive and inefficient

Measure of success

- increase in national production of the commodities being emphasized in the national program

Commodity Specialized Approach**General nature**

- highly specialized

- focuses on one export crop or one aspect of farming

Basic assumption

- the way to increase productivity and production of a particular commodity is to concentrate on that one grouping extension with such other functions as research, input supply, output marketing, credit and sometimes price control, will make the whole system productive.

Purpose

- increase production of a particular commodity
- sometimes to increase utilization of a particular agricultural input

Program planning

- controlled by the community organization

Implementation

- carried out by a large field staff assigned throughout the country
- demonstration plots are major technique

Advantages

- technology tends to “fit” the production problems and so extension messages tend to be appropriate because of coordination with research and marketing people
- messages tend to be delivered in a timely manner
- focus on a narrow range of technical concerns
- higher salary incentives
- closer management and supervision
- fewer farmers per extension worker
- easier to monitor and evaluate
- relatively more cost-effective

Disadvantages

- interests of farmers may have less priority than those of the commodity organization
- does not provide advisory service to other aspects of farming
- commodity organization may be promoting its commodity even in situation where it is no longer in the national interest to be increasing production of that particular commodity

Measure of success

- increase in yield, and total production of the crops being emphasized

The Farming Systems Development Approach (PSDA)

General nature

- interdisciplinary approach i.e. involves several disciplines

Basic assumption

- technology that fits the needs particularly the needs of small farmers, is not available and needs to be generated locally

Purpose

- to provide extension persons, and through their farm people, with research results tailored to meet the needs and interests of local farming systems conditions

Program planning

- evolve slowly during the process for different climatic farm ecosystem types since program takes into account a holistic approach to the plants, animals and the people in each particular location

- control of program shared jointly by local farm men and women, extension people and agricultural researches

Implementation

- through partnership of research and extension personnel with the local people, taking a systems approach to the farm
- requires research personnel to go to the farm, listen to farmers and in collaboration with them and the extension personnel, understand the farm as a system

Advantages

- local control of program planning increases relevance of program content and methods to needs and interests of clientele
- higher adoption rates
- effective communication between local people and extension personnel
- lower cost to central government and local people

Disadvantages

- some degree of difficulty in working in a multi-disciplinary team
- no quick results in development of appropriate technology

Measure of success

- extent to which farm people adopt technologies developed in the program and continue to use them over time

The Training and Visit Approach (T & V)

General nature

- highly disciplined and patterned with fixed schedules for training of extension workers,

SMSs, and visits by extension workers to partners

Basic assumption

- extension personnel poorly trained, not up-to-date and tend not to visit farmers, but stay in offices
- management and supervision are not adequate
- two-way communication between research and extension units and between extension staff and farmers can be achieved

Purpose

- to induce farmers to increase production of specified crops

Program planning

- centralized
- what to teach and when to teach it is decided upon by professionals and is delivered down to farmers
- program planning follows cropping pattern of priority crops

Implementation

- fortnightly training of village extension workers (VEW) by SMSs
- fortnightly visits by village extension workers to small groups of farmers or to individual “contact” farmers

Advantages

- pressure on governments to organize a large number of small agricultural units into one integrated system
- brings discipline to the system village extension workers become more up-to-date with information

- closer technical observation

Disadvantages

- high long-term costs to governments due to expanding size of VEWs
- lack of actual two-way communication
- technology relevant to farmers not integrated
- lack of flexibility to change programs as needs and interests of farmers change staff tires of vigorous, patterned activities without appropriate rewards

Measure of success

- increase in yield, and total production of the crops being emphasized

The Cost-Sharing Approach (CSA)

Basic assumption

- any non-formal education program is more likely to achieve its goals if those who benefit from it share some part of the cost
- program would more likely serve interest of the client if costs are shared between “outside” sponsors and “inside” target groups
- commitment of learners to participate if they pay some part of the costs

Purpose

- to make funding of agricultural extension affordable and sustainable both at central and local levels

Program planning

- shared by various levels paying the cost but must be responsive to local interest in order to maintain cooperative financial arrangements

Advantages

- some measure of local control of program planning increases relevance of program content and methods to needs of client
- higher adoption rates
- effective communication between local people and extension worker
- lower cost to central government and local people
- local people tend to have strong voice in program planning

Disadvantages

- more difficult for central government to control either program or personnel

Measure of success

- farm people's willingness and ability to provide some share of the cost, individually or through their local government units

The Agricultural Extension Participatory Approach (AEPA)

General nature

- puts responsibility of determining agricultural extension programs in the hands of farmers making them partners with GOs and NGOs

Basic assumption

- that farming people have much wisdom regarding food production from their land
- there is an IKS different from the scientific knowledge system but there is much to be gained from the interaction of the two
- needed is participation of farmers, research and related services
- there is a reinforcing effect in group learning and group action

- extension efficiency is gained by focusing on important points based on expressed needs of farmers

Purpose

- to increase production of farming people
- to increase consumption and enhance the quality of life of rural people

Program planning

- controlled locally, often by farmers' association

Implementation

- features many meetings and discussions of farmers' problems
- exploring situations with extension officers

Advantages

- relevance or fit of the program
- mutually supportive relationships which develop among participants
- lesser cost
- stimulates increased awareness, confidence and activity among farm people

Disadvantages

- lack of control of program from central government
- difficulty of managing, reporting and accounting
- pressure people might bring on central units
- people's influence on personnel management like transfer, selection, promotion, etc.

Measure of success

- continuity of local extension organizations and the benefits to the community

- extent of participation of key stakeholders in program planning and implementation

EXTENSION TEACHING METHODS (ETM)

ETM According to Form

- **Written form**

- ♦ Bulletins
- ♦ Circular letters
- ♦ Leaflets
- ♦ News articles
- ♦ Personal letters

- **Spoken**

- ♦ Employed during meetings
- ♦ Farm and home visit
- ♦ Office calls
- ♦ Radio calls

- **Visual or objects**

- ♦ Exhibits
- ♦ Motion pictures
- ♦ Posters
- ♦ Result demonstration
- ♦ Slides
- ♦ Television

- **Spoken and visual object**

- ♦ Demonstration
- ♦ Meeting involving motion pictures
- ♦ Slides
- ♦ Visual aids

ETM According to Number of Clientele

- **Individual approach**

- ♦ This approach proceeds from a mutual discussion that is basically interpersonal.

Several modes are:

- participatory model where the extension agent and the farmer resolve a problem together
- counseling model which uses the non-directive technique of having empathy and compassion with the farmer
- diagnosis: prescription model where the problem of the farmer is analyzed by the extension agent and the solution is prescribed

- **Farm and home visit**

- an extension teaching method in which the extension worker goes to the farm and home and meets the farmer, homemakers and youth
- Generally, farm and home visits are for providing and getting information and also an opportunity to arouse interest in farm, home or community improvements not yet recognized by the individual as desirable.
- If the visit is primarily for the purpose of obtaining information, that information can be interpreted and used more effectively because of the extension worker's first-hand knowledge of the circumstances involved.

- **Office calls**

- a teaching method wherein farm people go to extension office for information or assistance.
- involves direct personal contact between the extension worker and the individual desiring information or assistance

- the fact that the farmer or homemaker calls on the extension worker, there is recognition of the problem to be solved and a strong desire to solve it
- the climate of readiness is even more favorable to learning and action than in the case of the visit to the farm and/or home

▪ **Letters and correspondence**

- do not seem very important in disseminating agricultural information
- the main value lies in answering inquiries about new kinds of seed of different crops, new publication and control of pests and diseases of crops

• **Group approach**

▪ **Lecture** – a verbal presentation by a single speaker to a group of listeners

- used extensively by extension technicians and subject matter specialists to present technical information or develop background and appreciation of and to integrate ideas
- for most part a one-way communication from speaker to audience
- frequently, questions at the end of the lecture establish some interaction between the speaker and the audience
- should not be confused with method demonstration

▪ **Discussion following a lecture**

- often called lecture forum
- anyone in the audience who desires more information may ask the speaker some questions

- if somebody wants to add to the speaker's statement, he may present his remarks in the form of questions

▪ **Demonstration**

Method demonstration – short-time demonstration given by an extension worker or trained leader for the purpose of reaching skills to a group or to show a better way to carry out a practice

- shows how something is done step-by-step, e.g. how to use a tool, a new planting technique to prevent soil erosion or how to cook a newly introduced viand or delicacy
- not concerned in proving the worth of a practice but “how to do something”
- an effective method because during the process, all best teaching means – seeing, hearing, discussing and doing are employed

Result demonstration – long-time demonstration carried out under the supervision of an extension worker in the farm or in the home of a reliable cooperator

- the main purpose is to prove that the new practice is superior to the one currently being used and is practicable under local conditions
- helps to establish confidence in scientific farming methods as opposed to traditional methods, by teaching farmers why they should adopt a new practice
- proves the advantages of an improved farming or homemaking practice
- shows the advantages of applying scientific methods to everyday situations

- dramatizes and arouses interest by showing old and new practices side by side

- convinces people as they see for themselves which is the better practice

- **Educational tour/Field trip** – a group travels to another location to observe agricultural practices, projects or demonstrations not available locally

- A destination may be an agricultural experimental station, a farm or a community organization such as a successful farmers' marketing cooperative, etc.

- **Field day** – a day or days in which an area containing successful farming or other practices is open for people to visit

- Usually held on farms, experimental stations or government centers to demonstrate successful farming techniques or to see field tests, machinery demonstrations, athletic contests, or other events

- an activity designed to influence a large number of people gathered in one place at one time

- may consist of an activity or a combination of activities where the teaching and learning situation are made public to a large audience

- an effective tool in creating awareness and interest in new or improved agricultural and homemaking practices

- ♦ **Meeting** – an organized and purposive assembly of a constituted group of farmers, homemakers and youth for the purpose of deliberating, planning, deciding on or

executing specific business of the constituted group

- held to introduce and discuss new ideas or practices, to obtain the opinions of a community and, if possible, gain their support on local problems and extension programs

- **Group discussion**

- commonly used as part of a seminar-workshop

- the audience is divided into a group of about 15 and are given a specific period within which to discuss a topic

Brainstorming – an activity to which a deliberate attempt is made to think and speak out freely and creatively all possible approaches and solution to a given problem

Open forum – clarifications, questions, objection to ideas

Phillip 66 – 6-person, 6-minute discussion

- **Informal group discussion** – farmers/neighbors can get together in a certain place and time to get acquainted with each other, to exchange farming information and ideas and to share common problems in order to help each other and the community

- discussion groups lead to direct interaction possible between an extension agent and the farmers and among the farmers themselves

- these make it possible for the extension agent to adapt his information more closely to the farmers' needs and knowledge level when using the mass media approach

▪ **Panel discussion** – a moderated meeting in which a limited number of experts or specialists (2-8) give short presentations on the same subject

- An informal discussion of a topic participated in by a group of 2-8 speakers for the benefit of listeners

- ideally, each panelist represents a different field of discipline

- a leader presides, introduces the speaker, and encourages the less talkative to shoot his questions

▪ **Symposium** – a short series of lectures usually, by 2 to 5 speakers, each with a different viewpoint

- a modification of the lecture, but differs in that there is more than one speaker and more than one point of view

- the subject is not necessarily controversial

- unless speakers are approximately equal in ability, one speaker may dominate the meeting

▪ **Role playing** – a dramatization in which an open-ended scenario is described and participants are assigned roles to act out the situation or the problem

- the scenario used to set up a role playing exercise may be simple but it must be based on the local reality

- the dramatization shows emotional reaction of participants assuming an identity other than their own

- real or hypothetical problems in interrelation and other areas are presented

▪ **Extension classes**

- short courses consisting of selected subject matter courses in agriculture and family living, programmed into specific number of learning sessions for farmers, homemakers and youth

▪ **Seminar-workshop**

- extensively used in the training of extension personnel and local leaders who participate in development programs

- the training consists of actual work; participants are to perform certain directed activities

▪ **The film forum**

- a discussion before and after the viewing of an educational film is similar to the lecture forum, except that the film takes over the question and answer function of the lecturer in the film forum

▪ **Program planning meetings**

- extension workers participate in several meetings concerned with program planning

- may involve a committee of voluntary leaders, the entire membership of an organized group, or those in attendance at publicly advertised neighborhood or community meeting

▪ **Educational tours**

- a group of farmers, homemakers and other interested group are taken to a central research station, agricultural institution or to successful farm or projects, to observe and acquaint the farmers/homemakers of the modern

technologies used in such institution or farm

- **Camps**

- a group method with special functions, thus, has a firm place specially for 4-H Club
- emphasizes cooperation, stimulates interest in all group activities and offers special opportunities for training in health, conservation, group actions, arts and crafts, safety and many other subjects

- **Achievement days and rallies**

- held for the purpose of giving public recognition to worthwhile accomplishments
- may be an all-day or a five-day affair frequently held with members exhibiting their project work, giving demonstration, announcement or winners of awards, delegates chosen for bigger events and outstanding local leaders honored

- **Mass methods**

- ♦ channels in communication that can expose large number of people to the same information at the same time
- ♦ include media that convey information by sound (radio, audio etc.), moving pictures (television, film, video) and print (posters, newspapers and leaflets)
- ♦ Via use of publications that are circulated as in
 - bulletins
 - pamphlets
 - circulars
 - leaflets
 - new stories

- ♦ Others such as

- posters
- exhibits

- ♦ mass media serves to create awareness of innovations and stimulation of interest

Mass Media

- **Advantages**

- reach a large number of people rapidly
- create awareness and spread information
- lead to changes in weakly held attitudes
- low cost per individual reached
- high accuracy of message communicated

- **Limitations**

- high probability of selected screening
- low clarity of content
- one way flow of message
- low speed of feedback
- low accuracy of feedback

Radio

- one of the fastest and most powerful means of mass communication that can reach all cultural levels
- radio plays an important role in
 - a. promoting changes in attitude that lead to adoption of new farm practices
 - b. increasing awareness and appreciation for agricultural information
 - c. promoting rural people's awareness about important rural-urban differences

- d. serving as a source of family living patterns and helping solve some problems in family relations
- e. stimulating new wants/desires for the acquisition of certain advertised products
- radio program helps create awareness and interest in innovations
- gives timely information to the public
- informs the public about extension activities
- stimulate people to seek advice of the extension officers
- the most important mass medium for farmers in less industrialized countries
- **advantages:**
 1. reaches many people more quickly in all parts of the country without delay
 2. extremely useful in reaching the countryside where some people are not fully literate
 3. enhances the effectiveness of other extension teaching methods such as demonstrations or meetings
- **drawback:**
 - ◇ not all provinces have radio stations

Television

- ◇ the extensionist can give “how-to-do-it” method of demonstration, which is not always possible on radio
- ◇ an effective media specially in face to face approach of the masses, as it can reach both urban and rural people

Print/Publications

- ◇ bulletins, pamphlets, leaflets and other reading materials supplement other extension methods and techniques
- ◇ distributed to interested parties who may call or write for them
- ◇ printed materials furnish ready answers to queries
- ◇ well organized at relatively low cost

Exhibits

- ◇ tell a story much quicker than any communication tool
- ◇ in a few seconds, can convey a message than other media such as demonstration, lecture, movie and radio would do in a longer time
- ◇ used to gain support for extension programs
- ◇ are carefully designed and constructed so they can be dismantled and transported for reassembly and display at various other centers
- ◇ posters, photograph enlargements, models, drawing and other devices are used to emphasize the principal object of extension work

Educational campaigns

- ◇ the coordinated use of different extension methods for the purpose of forecasting the attention of the public in a particular widespread problem and its solution e.g. black bug problem
- ◇ resorted to whenever the problem with which it is connected is

important to the majority and the solution of which requires the massive involvement of the people

Audio-visual Aids

◇ assume considerable importance in extension work

◇ people learn through all their senses – the more senses used, the more the learning is increased. With audio-visual aids, people use sight and hearing to learn.

◇ **Types of visual:**

1. **presentation visuals** – used to reinforce or clarify a speaker's message. They include samples and specimen, models, photographs, blackboards, flannel graphs, flipcharts and flashcards.

2. display visuals

2.1 **posters** – used to announce extension activities or to publicize campaign objectives

»a good poster tells what, where and when

»the “what” is the subject matter and must be placed in an important place in the poster

»a poster's job is to get attention, to stimulate interest and not to tell the whole story

2.2 **wall charts** – provide explanatory support to the main teaching activity. They contain graphically certain process, like the life cycle of

2.3 pests and pest control techniques

2.4 **bulletin board** – carry posters, wall charts, bulletins, handouts and announcement of extension activities, agricultural information and news

2.5 **extension literature** – classified both under print/publication and as visual aids

»**bulletins** – contain complete summary of the information available on a particular subject e.g. certain specialized poultry, livestock or crops

»**leaflets** – provide practical advice on farming or homemaking problems and practices

»**handouts** – used to aid recall of the message

2.6 **projected visuals** – include color slides, lantern slides, filmstrips, overhead projector and cinema films

2.7 **tape recorders** – store sound for reuse

2.8 **music, plays and puppets** – folk songs, dances and drama are a great fascination for people

»socio-drama is a tool that may be used either in the classroom, in a meeting, or out in the open in a barangay

»role play teaches the very important skills of putting yourself in the other fellow's shoes to understand how he will react in a particular situation, and enables one to see and appreciate his point of view

»puppets are dolls that can be made to move about and appear to speak

2.9 **mobile units** – have the following facilities: public address system, slides and projectors, a tape play back desk, record player and stock of extension literature

2.10 **story board** – useful in planning certain types of visual aids like films, filmstrips, sets of slide, flashcards and flip books

Media Combination and Use of Audio-visual Aids

- combinations of mass media and group discussion bring about substantial changes in behavior
- the use of many types of **audio-visual aids (video tapes, sound slides)** increases extension effectiveness
- messages presented through different aids must be synchronized carefully so that the target audience is not overloaded with information
- audio-visual materials must be pre-tested before general use

Use of Folk Media

- the consultative and participative approach to extension planning, budgeting, implementation, monitoring and evaluation have brought about the interest and increased use of folk media as an extension methodology
- folk media are participated in by the grassroots
- effective in arousing motivation to change
- communication messages are easily understood in the local language
- there is freedom in conveying sentiments on current problems and issues to concerned sectors or individuals by the scriptwriters, thus eliciting appropriate actions or resolutions
- folk and modern media complement each other and evidenced in its use by the Barangay Integrated Development Approach for Nutrition Improvement (BIDANI) program in the Philippines

ELECTRONIC MEDIA

- media that requires the use of electricity or electric power

Categories of Electronic Media

- still projection media – slides, filmstrips, overhead transparencies, opaque materials
- audio media – cassette and reel tapes, disc recorders, radio, telephone, cellular phones
- audio plus visual media – sound slide tapes, sound filmstrips, voice and text cell phones
- motion picture – 16 mm films, 8 mm films, super 8 mm films, 35 mm films
- television – aerial and cable TV

- internet – needs the following: computer system, fax modem, telephone system and ISP server

Internet

- a global network of computers, the computers linked via a telecommunication system such as the telephone system and the communication satellite
- internet users need a personal computer (PC), a laptop computer, tablet or smart cell phone, a fax modem and an ISP server in the area
- used in sending e-mails, connecting to other computer databases, sending data or computer files to other computers, surfing the worldwide web (www), watching real-time videos, chatting with friends, reading the day's news headlines, accessing many other information and advertising oneself in the net by creating a web page

The World Wide Web

- ♦ contains web pages or information that are made available via the internet using hypertext links
- ♦ information may contain text, pictures, sound and video
- ♦ a browser is used to view these information on the web
- ♦ to find information, an address or uniform resource locator (URL) is used. The links are followed, and a search engine or subject directory is used.

Browser

- ♦ a software that is connected to the internet to see information via the Web e.g. Netscape, Navigator/Communicator and the Internet Explorer

Web site

- ♦ contains web pages like paper pages of a book
- ♦ has a home page like the cover + mini table of contents of a book

Search engine

- ♦ a special site on the web
- ♦ it is where keywords are typed to search for web sites
- ♦ examples are yahoo, google, etc.

Intranet

- ♦ a private internet or network of computers (e.g. in offices) where staff can communicate with any other staff using the instant messaging software, conduct conferences or joint chat

Extranet

- ♦ several related intranets connected with each other (supplier organizations, clients, etc.)

Local Area Network (LAN)

- ♦ a network of computers in a small area (e.g. college or university) where units are wired and connected

Wide Area Network (WAN)

- ♦ a network of LANs or intranets that facilitate communication among the interconnected LANs or intranets

Community Organizing

COMMUNITY

- an organization of families and individuals settled in a fairly compact and contiguous geographical area, with significant element of common life as shown by its elements:

- ♦ **Manners** – a way of doing something

- ♦ **Customs** – the social convention carried on by tradition

- ♦ **Tradition** – handing down of customs, beliefs and others from generation to generation

- ♦ **Mode of speech** – the language of a certain people or group

- also refers to people and the pattern of social relationship which may be characterized by:

- ♦ **a common system of values**

- **value** – hints at what ought to be or at those that relate to the ultimate ends, goals or purposes of social action

- ♦ **normatively defined relation**

- **norms** – accepted ways of behaving that govern group life in all societies and at all times.
- “rules” or standards of behavior shared by members of a social group and ideal patterns of behavior that most members of society consider to be correct and proper in particular situations

- ♦ **Interdependence**

- “needing and depending upon each other”. The prefix “inter” refers to that which exists “between and among” discrete entities.

- ♦ **Recognition of belongings**

- everybody wants to feel liked and accepted by others
- people get their greatest joys through association with others who make them feel that they have unity

- ♦ **System of stratification**

- the way in which a large group of people living together is divided into classes
- makes people differ from each other by the place that they occupy in a historically determined system of social production, by their relation to the means of production, by their role in the social organization of labor and consequently by the dimensions of the share of social wealth of which they dispose and the mode of acquiring it

- ♦ **Locality**

- the area occupied by closely-knit members of a community
- varies according to the term of reference used

COMMUNITY ORGANIZING

- a development strategy for building people’s capabilities towards self-determination and self-reliance

- a method and process of educating, organizing and mobilizing people that leads to their own development

- ♦ **method** – it follows some basic steps. However, situations tend to be fluid. The correctness of strategy depends on sound community diagnosis.

- ♦ since it is a **process**, the particular stage or entry point a community organizer utilizes depends upon his or her reading of the local condition

- it is a continuous process of:

- ♦ educating people to understand their critical consciousness or their existing conditions

- ♦ organizing people to work collectively and efficiently on their problems

- ♦ mobilizing people to develop their capability and readiness to respond and take action on their immediate needs towards solving their long-term problems

Three Major Components of Community Organizing

1. Training and Education
2. Organization building
3. Mobilization

Tasks and Functions of a Community Organizer

- **As a facilitator**

- ♦ enhances individual and group strengths and minimize weaknesses and conflicts
 - ♦ heightens group unity
 - ♦ assists individuals and groups to respond to common interests

- **As a trainer**

- ♦ assesses training needs

- ♦ plans and conducts educational program

- ♦ assists leaders in training others

- ♦ engages in praxis (action-reflection-action) through continuous dialogue with people

- **As an advocate**

- ♦ analyzes and articulates critical issues

- ♦ assists others to reflect upon other issues

- ♦ evokes and provokes meaningful discussions and actions

- **As a researcher**

- ♦ conducts social analysis

- ♦ engages in participatory technology development

- ♦ simplifies and enriches appropriate research concepts and skills

- ♦ engages in social integration to understand social phenomena from the eyes of the people

- **As a planner**

- ♦ conducts analysis of area resources and potentials

- ♦ assists local groups in planning for their common goal

- ♦ systematizes group actions

- **As a catalyst**

- ♦ initiates debates and actions regarding critical problems

- ♦ monitors and nurtures growth of individuals and groups

COMMUNITY ORGANIZATION

- the process of bringing about and maintaining adjustment between social welfare needs and resources in a geographical area of special field of service (Durham, 1958)
- process by which a community identifies its needs and objectives, orders/ranks or objectives, develops the confidence and will to work at these needs and objectives, takes action in respect to them and in so doing, extends and develops cooperative and collaborative attitudes and practices in the community (Ross, 1955 and 1976)
- a systematic, planned and liberating change process of transforming a complacent, deprived and malfunctioning community into an organized, conscious, empowered, self-reliant, just human entity and institution (PESP)

VALUES, GOALS AND PRINCIPLE

Values of Community Organization

- Human rights
- Social justice
- Social responsibility

Goals of Community Organizing

People's empowerment

- community organization aims at achieving effective power for the people
- people learn to overcome powerlessness and develop their capacity to maximize control over their situation and start to place the future in their own hands

Building relatively permanent structures and people's organization

- community organization seeks to create a conducive environment for the development of human creativity and solidarity through equitable distribution of power and resources

Improved quality of life/standard of living

Popular democracy

National social transformation

Principles of Community Organizing

- People's participation
- Self-determination
- Experiential learning
- Self-reliance

Organizing approaches

- **Issue-based approach** – organizing approach that revolves around issues or problems that:
 - ♦ are felt by a significant number of people in the community
 - ♦ require people to negotiate from a position of strength usually outside the community for issue resolution
 - ♦ have a high probability of being resolved if collectively acted upon
- **Socio-economic project-based approach** – organizing approach that centers on the introduction of socio-economic projects such as health care, IGP, enterprise development, MPC formation, etc.
- **Church/Faith-based approach** – organizing approach used by organizers with the structures of a church or within components of church-based programs

SOME APPROACHES TO RURAL CHANGE

The Concentrated Approach

- the change agent does not cover the whole area at once but limits his operation on a limited area or project
- the change agent works closely with a limited number of individuals known as **cooperators**, with the hope that the new information or ideas would later on radiate to the other farmers in the community
- the approach is suited to areas newly covered by a technician or change agent

The Team Approach

- technicians with different fields of specialization work together as a team in developing an area
- the technicians come from one agency and works as a team in developing a particular area or community
- the team may be composed of a livestock technician, crop technician, farm management technician and a home management technician
- team members can reinforce each other's activities in meeting the client's varied field problems
- this approach works well in areas far from agricultural experiment station or agricultural college

The Cooperative Approach

- different agencies are involved
- every agency has its own specialized functions as stated in the program

- written agreements are needed so that the specific responsibilities of each participating agency are spelled out

The Institutional Approach

- the aim is to organize farmers into associations so that they can eventually manage their own program or activities
- examples are **farmers' associations**, **samahang nayan** and **cooperatives**, etc. The organized groups are used as instrument for rural development activities.

Utilizing Local Leaders

- formal and informal leaders are indispensable in rural development work
- leaders assist in carrying out development programs in the locality and serve as the link between the people and the extension service
- proper selection and the need for training and development should be instituted before the local leaders are put into action

The Adoption Process

Innovation – an idea or practice or technology perceived as new by a person

Adoption – the process by which a person is exposed to, evaluates and accepts/practices or rejects a particular innovation. It is the decision to make full use of the technology as the best option possible.

DIFFUSION PROCESS

- the spreading of information from a source to its intended or unintended receivers or users and the stages through which adoption passes
- a process by which an innovation is communicated through certain channels over time among the members of a social system

Stages in the Adoption Process

1. Awareness

- ♦ a stage when a person knows that an idea exists but lacks details and information about it

2. Interest

- ♦ a stage when a person seeks more factual information as to what it is, how it works and what its advantages are

3. Evaluation

- ♦ when an individual shows marked interest in the idea as it applies to his farming operation and family

4. Trial

- ♦ a stage whereby an individual has weighed the advantages and risks involved and

whether he can try it on a small scale, the individual actually applies the new idea on a small scale in order to determine its utility in his own situation

5. Adoption

- ♦ the final stage of the diffusion process, described as full or large scale and continuous use of the idea

Note:

- ♦ the farmer can also reject the innovation based on his or her observation and assessment
- ♦ the five stages may not always occur in specified order, the trial stage may be skipped and evaluation stage may occur throughout the whole process
- ♦ adoption may not always be the end process but more information may be needed to confirm, reinforce or switch decision

Stages in the Adoption Process (further explanation)

Awareness

- the individual becomes aware or exposed to the new idea
- he knows the new idea exists, but he lacks details and information about it
- Example: the farmer may know only the name, but he may not know what the idea or product is, what it will do or how it will work

Interest

- the individual wants more information about the idea or product
- he wants to know what it is, how it works and what its potentialities are
- he may say to himself that this might help him increase his income, or help him control insects of diseases, or improve farming or home life in some other way

Evaluation

- the individual makes an assessment of the new idea
- the individual makes mental application of the new idea to his present and anticipated future situation and decides whether or not to try it
- the farmer applies the information obtained in the previous stages to his own situation
- he considers the advantages and disadvantages of using the innovation

Trial

- farmer tests the innovation on a small scale basis if he decides that the idea is going to be beneficial for him
- apparently, individuals need to test a new idea even though they have thought about it for a long time and have gathered information about it

Adoption

- characterized by large scale, continued use of the idea, and most of all, by satisfaction with the idea in preference to the old method

Innovation-Decision Process Theory

Knowledge

- stage when the individual learns of the existence of the innovation and gains some understanding of its function
- the individual is exposed to the innovation's existence and gains some understanding of how it functions

Persuasion

- the individual forms a favorable or unfavorable opinion of the innovation

Decision

- the individual engages in activities that lead to a choice between adoption and rejection of the innovation

Implementation

- the individual puts an innovation into use

Confirmation

- individual seeks further reinforcement of his decision or reverses his decision if he found conflicting messages about the innovation

Individual Innovativeness Theory

- states that individuals who are risk takers or otherwise innovative will adopt an innovation earlier in the continuum of adoption or diffusion

♦ **Innovativeness** – the degree to which an individual is relatively earlier in adopting new ideas than the other members of the system. It is the best single indicator of modernization.

♦ **Modernization** – the process by which individuals change from a traditional way

of life to a more complex, technologically advanced and rapidly changing style of life

TYPES OF ADOPTER

1. Innovators
2. Early adopters
3. Early majority
4. Late majority
5. Laggards

Innovators **(Venturesome)**

- the first people in a locality to adopt an innovation or new idea
- have larger farms, higher net worth, more educated and informed
- highly respected and have prestige
- take calculated risks
- experiment

Early Adopters **(Respectable)**

- follow the innovators
- usually younger than average, have higher education than those slower to adopt
- participate actively in community organizations and programs
- more informed, read papers and magazines

Early Majority **(Deliberate)**

- slightly above average in age, education and farming experience
- not elected leaders but are active in the community

- most likely informal leaders and have limited resources than innovators and early adopters
- adopt new ideas after they are convinced of its value as seen from early adopters

Late Majority **(Skeptical)**

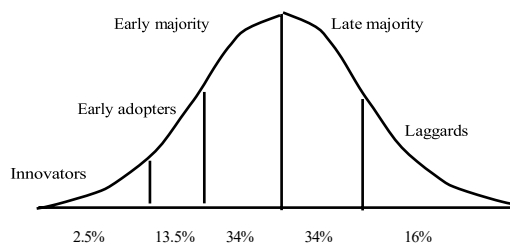
- make up a large block of farmers in the community
- have less education and older than the early majority
- less active in associations and organizations
- skeptical about new information and ideas
- hesitant to discard old knowledge and techniques learned
- adopt a practice only when it is adopted by majority by the community

Laggards **(Traditional)**

- last people to adopt an innovation
- suspicious of innovations, innovators, and change agent
- very conservative
- usually the older, least educated and wealthy
- not risk takers
- usually believe in superstitions and indigenous knowledge
- decision to adopt depends on their past experiences

ADOPTION RATE

Rate of adoption – the relative speed with which an innovation is adopted by member of a social system, measured as the number of receivers who adopt a new idea in a specified time period



The distribution of adopters according to the rate of adoption

Innovations diffused over time resemble an s-shaped curve

- rate of adoption theorizes that diffusion takes place over time with innovations going through a slow, gradual growth period, followed by dramatic and rapid growth, and then a gradual stabilization and finally, a decline

STRATEGIES TO EFFECT ADOPTION

1. Extension Worker Intervention
2. Progressive Farmer Strategy
3. Mass Marketing
4. Follower-farmer Strategy
5. Selective Farmer-to-Farmer

Extension Worker Intervention

- extension workers are valuable agents for quick diffusion and adoption of innovations
- as “carriers of information”, they must possess important traits such as credibility because of good understanding of farmers and their problems, nature of technology, extension methods, research results, etc.

Progressive Farmer Strategy

- extension agents are usually in direct contact with progressive farmers from whom innovations diffuse

- use of progressive farmers has its attraction to extension workers if they are working under the pressure of targets (e.g. fertilizers to be distributed, areas to be planted with new varieties, etc.

Mass Marketing

- uses advertising to reach each member of the target market directly
- involves huge communication systems to give information regarding product availability to consumers
- feedbacks data to producers re: consumers' wants
- can create broad public awareness of critical issues
- can be used to introduce new product (e.g. new brand of chemical fertilizer), the modification of existing ones (e.g. organic composting), restricted consumption of inputs (e.g. use of herbicides), and promotion of changes in existing institutions
- requires careful design and delivery of products to properly identified and analyzed homogeneous target markets

Follower-Farmer

- emerged from the T & V system introduced in many third world countries largely through the encouragement and support of World Bank
- contact farmers are identified from among groups of families or households in one village
- extension worker works with contact farmers
- revolves around an intensive visit of extension workers to contact farmers
- during visits, extension worker transfers information to contact farmers who in turn

pass on the information to the farm households that they are in charge of

Selective Farmer-to-Farmer

- knowledge or information acquired by a farmer is transferred to another farmer through information discussion in fields and villages
- conversation can also happen during leisure time and on social and religious occasions
- relatives, friends and others listen to and participate in the discussions

Explanations for Rejection/ Adoption of Technology

INDIVIDUAL-BLAME Hypothesis – I am poor, I have low educational attainment, traditional, fatalistic

SYSTEM-BLAME Hypothesis – leadership is traditional, power relationship is exploitative, etc.

PRO-INNOVATION Bias – the innovation is okay, it is the farmer's fault

FRAMEWORK FOR SUSTAINABLE DEVELOPMENT

1. Economically viable
2. Ecologically sound
3. Socially just and humane
4. Culturally acceptable/appropriate
5. Grounded in holistic science
6. Resilient and low risk
7. Biodiversity-oriented
8. Productive
9. Participatory

Sustainable Agriculture

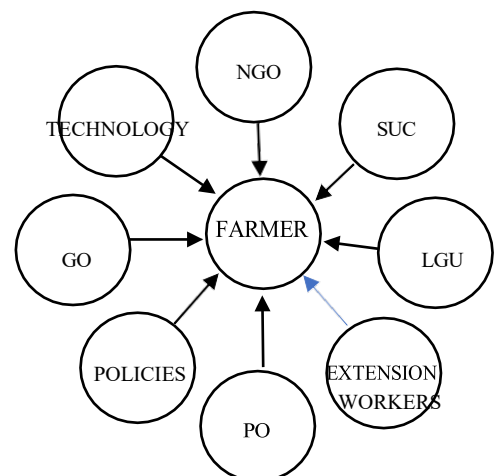
- maintaining or prolonging the productive capacity of the natural resource base to meet human needs
- conservation of the natural resource base and the orientation of technological and institutional change that ensures the attainment of a continued satisfaction of human needs for present and future generations

Components of Agriculture Development

1. Governance
2. Research
3. Extension/Education
4. Marketing
5. Production
6. Supply

AGRICULTURAL KNOWLEDGE SYSTEM (AKS)

- a system of beliefs, cognitions, models, theories, concepts and other products of the mind



The different systems within an agricultural system

Pluralistic Extension Policy

- ♦ a practice allowing several organizations to provide extension work to the different farmers of the country
- ♦ extension work was done By DA industry bureaus, DA commodity agencies, SUCs, NGOs and private companies

AKS as Technology/Knowledge System

4 Components

- **Technology generation**
 - ♦ consists of planning, administration and implementation of research activities that develop, assess, adapt and test improved agricultural technology for farmers and other users
- **Technology transfer**
 - ♦ further evaluates and adapts research outputs for users and then widely disseminates the knowledge and inputs to different target adopters
- **Technology utilization**
 - ♦ encompasses the users of the agricultural technology, user awareness, adaptation and adoption of the technology
- **Agricultural policy**
 - ♦ relates to the government development goals and strategies, market and price policies and the levels of resources investment in the system

FACTORS THAT INFLUENCE TECHNOLOGY AND INFORMATION FLOW IN AGRICULTURAL TECHNOLOGY SYSTEM

Macro Factors

Agroecological

- differences in temperature, rainfall, soil type, evapotranspiration, etc., are reflected in the diversity of farming conditions and production systems

Political-Economic

- the percentage of resource-poor smallholder farmers influences the type of technology to be transferred
- high turnover of top managers undermines management experience and continuity in leadership

Socio-cultural

- language differences and illiteracy can impede the communication of improved technology
- the division of labor between sexes can differ along cultural lines and influences the nature of farming systems in different regions

Policy

- policy-making bodies of the government set development goals and objectives such as achieving food security or surplus agricultural production to stimulate economic growth, or providing health care or education for rural development
- government sets policies on consumer and producer commodity prices, subsidies for inputs, credit availability, import substitution,

export earnings, food self-sufficiency, and natural resource management

Infrastructure

- farmers in areas that cannot be reached by road or transport vehicles are difficult to reach with improved technology, and they will have problems transporting inputs and farm produce
- farmers' access to mass media such as publications, radio or television may be limited, thus reducing options for communicating messages

Institutional

Research

- includes lack of financial resources, acute shortages of well-trained scientists, lack of farmer feedback to ensure relevance of research results, lack of access to external sources of knowledge, inadequate research facilities and equipment, low staff morale, and inadequate operating budgets, staff incentives and remuneration

Education and training

- content of the curricula of universities and training institutes, number and qualification of their graduates are limiting or enabling in any country

Input supply

- availability of new plant and animal varieties with higher yields or resistance to pests and diseases
- availability of agrochemicals and other inputs at the farm level
- access to information like recommendations for fertilizer types and amounts suited to local soil conditions, animal feed mixtures and

practices and the control of animal pests and diseases

Credit

- facilitates farmer's ability to purchase inputs such as improved variety/breed and fertilizer
- understanding of government and bank policies, availability of credit, and the institutional relationship involved in credit delivery

Farmer organizations and other NGOs

- agreement should be reached with the private sector, both nonprofit and commercial organizations, so that duplication of effort is minimized and conflicting messages to farmers are avoided
- farmer organizations offer an effective channel for extension contact with large number of farmers
- feedback on farmer needs, production problems and the results of adoption from such groups will be an increasingly important consideration

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