



Course Book

Agricultural Extension Learning & Rural Development

Diploma. in Agriculture Extension
Second Year Students

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Lecturer Dr. Anwar A. Ibrahim

E. Mail- research.extension2017@gmail.com

Mobile-0750-4460572

Introduction

Extension is an essential pillar for research and development. However, unfortunately, a somewhat unhealthy perception of extension prevails in many developing countries, caused by a weak extension lobby, faulty initial organizational set-up, an inherent lack of trust in extension by most of the research organizations, and traditionally poor career development conditions in the profession of extension. Agricultural research agendas remain largely academic unless extension workers provide input in terms of the identified and as-yet unsolved field problems of the farmers. Research focuses on the technical aspects for generating useful technologies, while extension focuses on the acceptance and adoption of those technologies by users. Applied research institutions need strong extension services to work in a field problems-oriented mode, and the extension services need the backstopping of strong applied agricultural research institutions to effectively serve the farming communities. Countries like the United States of America, Canada, Australia and Denmark, which have very advanced agriculture, have always enjoyed strong extension services, first public, and now public and/or private.

The overall effectiveness of an extension service is dependent upon the knowledge and communication skills of each individual member of the field staff. Extension works much more just the ability to communicate. However, if front-line staff cannot communicate effectively with their clientele, they will never be successful. This course has been prepared to be used in the pre-service and in-service education of extension staff,

community development workers, and others who work and serve in rural communities.

This course is designed to inter relate extension and education theory, knowledge, and practice, so participants can improve their effectiveness as extension worker, subject matter specialist and facilitators. Some of the principles taught here are extension-oriented and aimed at educating farmers, but much of the materials also apply to classroom instruction. This course will be benefit to those going a variety of agriculture careers in rural development, agric-business and extension. The lessons included will teach student how to develop their own communication and educational skills for personal as well as professional success.

The course is organized in 25 units with segments per unit of approximately two hour each. Certain topics will motivate more interest and discussion than others, so the units should serve as a guide, depending on student needs.

Suggested activities may include such things as group discussions, presentations, writing exercise, peer evaluations, extemporaneous speeches, role playing and field studies.

Course objectives

1. Students will understand the basic principles of interpersonal, group, and mass communication.
2. Students will understand the interrelationship between communication education and how quality education is inseparable from effective communication.

3. Students will develop communication and education knowledge and skills that they can immediately apply to other courses, their jobs, and private lives.
4. Students will understand how communication and educational principles and techniques apply to rural development, knowledge systems, technology transfer or share, and socio-economic change.
5. Students will gain some understanding of communication and education strategies that will enhance success in extension, rural development, agri-business, and other career paths.
6. Students will share global developments necessitating reforms in extension, ensure effective operational linkages between extension training and research and other key relevant institutions through Integrated Farmer Field Schools (IFFS) approach.

Forms of Teaching;

The course is comprised of both lecture and practical (*learning by doing*) components; students share is required in each. During the lectures, the concepts and supporting observations will be presented, in conjunction with assigned readings from the text. The practical component will give the student opportunity to explore concepts about extension teaching methods and tools to ask, attempt to answer some of your own questions about the topics. Lecture will be able to use different methods/techniques.

1. Lecture: a lecture is mostly on oral presentation, but may be supplemented with visual aids or handouts.

2. Panel: carrying on a dialogue related to an issue or topic, with several students sitting in the front of class room. Students have an opportunity to discuss and interact with each other's ideas and views.

3. Field trips to the research center in Ainkawa, Farmer Field, Villages, Grdarasha station, Extension and Training Office in Erbil, and Extension Centers in order to know what is the current situation of Extension, Training and Research process in Kurdistan? as well as what should be?

4. Discussion groups: Students may given a specific topic to discuss or develop a list of problems, issues, priorities, questions, etc. ; then, report back to the main group.

5. Question-and-answer: This method has particular use in obtaining input during a formal, top-down programme.

A good opportunity for cooperative learning, allows them to work in teams.

Grading

Students are required to conduct two writing tests in each theoretical and practical lectures, each exam will be on 100 degree then it will be divided into:

Time	%
Mid-term 1 Exam	20
Mid-term 2 Exam	20
Classroom participation and Attendance	10
Final Exam	50
Total	100

Course Material:

1. A.W van den Ban and H.S Hawkins (2000): *Agriculture Extension*, Black well, UK.
2. Burton E. Swanson (1993): *Agriculture Extension A reference Manual*, FAO, Rome, Italy.
3. Burton E. Swanson and Riikka Rajalahti (2010): *Strengthening Agricultural Extension and Advisory systems*,The World Bank.
4. Frederike Praasterink (2005): *Facilitator's FFS Manual* FAO, Rome, Italy.
5. Harry A. Carey (1999): *Communication in Extension a teaching and learning guide*, FAO,Rome, Italy.
6. P.Oakely and C.Garforth (1992): *Guide to Extension Training*, FAO,Rome, Italy.
7. M. Kalim Qamar (2005): *Modernizing National Agriculture Extension Systems, A practical Guide for Policy-Makers of Developing Countries*,FAO,Rome,Italy.

Proposed Course Programme

Week No.	Subject
1st	Hierarchy of Human Needs,Sustainable development,the central focus of agriculture development, farmer essential components and linkage.
2nd	The concept of extension,origins of agricultural extension.
3th	Principles of extension,objectives of extension.
4th	Diffusion,adoption process,stages of adoption process.
5th	Adopter catagories,factors affecting the rate of adoption.
6th	Extension teaching methods,selecting a teaching methods.
7th	Individual methods(farm and home visits,office calls,letters, and field flag).
8th	Group methods,advantages of group methods,important issues in group methods.
9th	Type of group extension methods (field day field trip, lecture, seminar, panel, workshop, barain-storming, discussion group and field demonstration).
10th	Mass media for extension teaching(radio, newspaper, magazine, television, exhibits and printed materials)
11th	Communication in extension, the four basic element of communication process.
12th	Extension campaigns, when to use a campaign.
13th	The farmer field school,what is a farmer field school?farmer field school abit of history,philosophy of farmer field schools.
14th	Principles of farmer field schools, characteristics of the farmer

	field school approach.
15th	Concept of Development, Growth ,diffrences between Growth and development, Sustainable Development.
16th	Rural and Urban Concepts, Chracters of rural community
17th	Social change, Concept, Princples, Challenges
18th	Leadership, Type of Leadership,Local leadership,characters of leadership,Identifying and selecting Local ledership.
19th	Training of Local Leaders,Methods of leadership Training,Role and Function of Local leaders.
20th	Extension programme Building process,a plan of work,principle of Extension programe Building.
21th	Programe planning Phase ,
22th	Evaluation of Extension and Development programe,Impotance of Evaluation. Stages of evaluation.
23th	Community development programme,concept of community development,Principle of community Development.
24th	Stages of community Development, Preparatory, Planning ,Execution, and Evaluation.
25th	Case study of Rural community Development.

Writing Exam

Sample of Question & Answer Key

Q-1. List the adopter categories with respect to earliness or lateness in adoption?

A-1. Adopter categories: Innovators 2,5%, Early Adopter 13,5%, early Majority 34%, Late Majority 34% and Late adopter or Laggards 16%.

Q-2. What are the factors affecting the rate of adoption ?

A-2. a. Social and Cultural Factors, b. Personal Factors, c. Economic Factors, d. New idea Factors.

Q-3. Define two forms of Agricultural Extension?

A-3. Extension is an informal education process (change knowledge, skill and attitude) directed toward rural population or Extension is a process of working with rural people in order to improve their livelihoods.

Define one form of Sustainable Development?

Sustainable development is a process of change in which the exploitation of resource, the direction of investment, the orientation of technological and institutional change are all in harmony and enhance both current and future potential to meet human needs and aspirations.

Q-4. The objectives of agricultural extension are :

A-4. Objectives of extension organization;

- Transferring New Agriculture Technology.
- Increasing Farm Income to Improve Rural Livelihoods.
- Empowering Farmers by Building Social Capital within Rural Communities.
- Sustainable Natural Resource Management.
 - Water use Management.
 - Soil and Land Use Management.
 - Integrated Pest management.

Q-5. The most principles of agricultural extension are:

A-5. Principles of extension;

- Extension works with people, not for them.

- Extension is accountable to all stakeholders.
- Extension is a two-way contact.
- Extension cooperate with other rural development organizations.
- Extension works with different target groups.

Q-6. Name three agriculture extension teaching methods?

A-6. Extension teaching methods;

- Individual methods.
- Group methods.
- Mass media.

Q-7. What are the points should be considered, before choosing a teaching method?

A-7. The following points should be considered;

- No single teaching method is better than another.
- Use a number of teaching methods to carry out the programme.
- Methods will overlap.
- Use visual aids and written material when possible.

Q-8. List the characteristics of an innovator and a late adopter?

A-8. An innovator; he/she reads more, is better educated, attends more meetings, travel more, has more contacts, is wealthy enough to be able to take risks.

Late adopter; Less education, read less, attends fewer meetings, travel less, has few contacts, and less wealth.

Q-9. List the four basic elements of the communications process?

A-9. Sender, message, channel, receiver.

Q-10. What are the five steps or stages of the adoption process ?

A-10. Steps of adoption;

- Awareness.
- Interest.
- Evaluation.
- Trial.
- Adoption or rejection.

Q-11. What kind of problems or difficulties, do you feel during your field visits regarding agricultural extension in Kurdistan?

A-11. The answer is open.

Q-12. Suggest some recommendations, do you feel during your field visits regarding agricultural extension process in Kurdistan?

A-12. The answer is open.