

# EXTENSION

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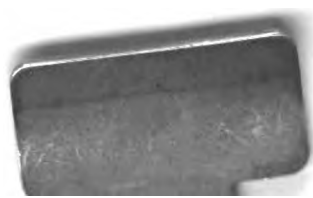
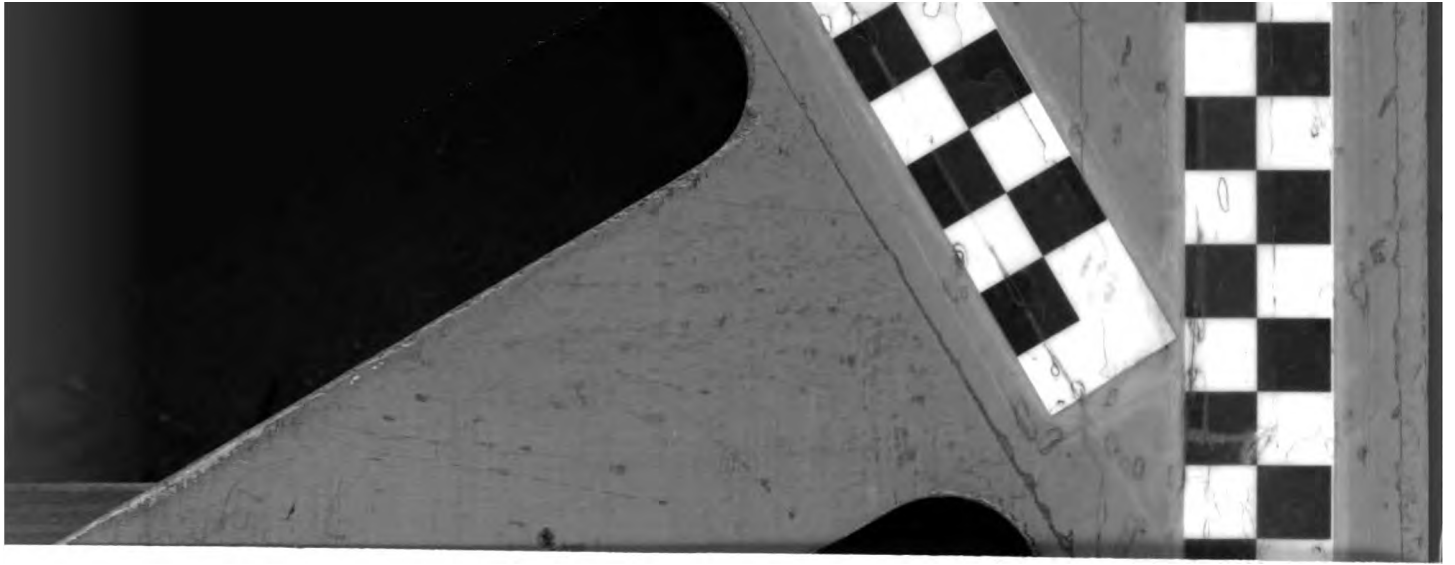
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BASIC TRAINING FOR EXTENSIONISTS AND AGRICULTURAL LEADERS

by

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Extensionist



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## BASIC TRAINING FOR EXTENSIONISTS AND AGRICULTURAL LEADERS

Joseph Di Franco

It is quite evident that the success of extension work in many countries of the world is limited due to lack of sufficiently trained individuals. The number of qualified persons (1) is below the number needed to do an effective job; (2) limits the total effectiveness of the efforts of those assigned to do extension. This is true at all levels: field workers, supervisors, regional and national administrators.

In all developing nations there is a great gap between the amount of trained talent needed to support development efforts and the number of trained nationals available. There are many activities being employed to diminish this gap but so far most of them fall short. In-service training courses, international short courses and conferences, bi-lateral exchange schemes and special foreign tours are some of the ways training is being provided. Another procedure used is the importation of experts from international organizations and from developed countries. Gradually, some of the national educational institutions are improving and expanding their offerings, to turn out better qualified individuals and more trained talent.

In extension the very nature of the job calls for special training and skills. The basic training required for extensionists is being recognized more and more as basic for other development

CHAPTER I

The first part of the history of the United States of America is the story of the discovery of the continent by Christopher Columbus in 1492. He sailed from Spain in search of a westward route to the Indies, and after a long and perilous voyage, he landed on the island of San Salvador in the Bahamas. This discovery opened up a new world of opportunity for the European powers, and led to the colonization of North America by the English, French, and Spanish. The early years of settlement were marked by hardship and struggle, as the pioneers sought to establish a life in a remote and often hostile environment. Despite these challenges, the settlers gradually built a society based on the principles of self-reliance and individualism. The growth of the colonies was rapid, and by the mid-eighteenth century, they had become a major power in their own right. The American Revolution, which began in 1775, was a direct result of the growing tensions between the colonies and the British government. The revolution led to the establishment of the United States as an independent nation, and the adoption of the Constitution in 1787. The early years of the new nation were marked by a period of rapid expansion and growth, as the United States sought to establish its identity as a new and powerful world power. The American Revolution was a defining moment in the history of the United States, and it paved the way for the development of a unique American identity. The United States has since become a global superpower, and its influence is felt throughout the world. The history of the United States is a story of resilience and achievement, and it continues to inspire and inform the world today.

efforts, i.e. land reform programs, agricultural credit schemes, salesmen for agricultural products concerns (fertilizer, insecticides, agricultural implements), agricultural marketing organizations and cooperatives of all kinds. In a developing nation all of these programs and supporting organizations are growing at the same rate as the extension services. They compete for the limited supply of available agriculturally trained talent. The total demand for trained talent continues greater than the supply.

Since this is evident, it would seem logical that we explore further the basic units of training that are essential for extension. And if this is desirable for the other needs, we should attempt to broaden and expand these basic units for all agricultural graduates. Not only should we train individuals for extension staff, but accept the fact that once trained many will be lured away by government, industry, commerce and service organizations. To meet the countries' needs we must find ways to train many more individuals. We should not concern ourselves with which specific job he will handle but train him so that he qualifies to support all development programs.

The basic training for extension personnel should include:

1. Fundamental training in agricultural technology.
2. Fundamental training in social science.

The first part of the paper discusses the importance of the... (text continues)

The second part of the paper discusses the importance of the... (text continues)

The third part of the paper discusses the importance of the... (text continues)





In almost all agricultural faculties in the past the social sciences area has not been given much attention. The emphasis has been on the training of agricultural technology. Only in recent years has there grown an awareness and interest in the social sciences.

In the social sciences agricultural institutions need individuals who have a basic understanding of the following areas:

1. Fundamentals of education
2. Fundamentals of rural sociology
3. Educational psychology
4. Cultural anthropology
5. Agricultural economics

These include:

1. Education

Methods  
Communication  
Philosophy  
Learning process

2. Rural Sociology

Group patterns  
Group and individual relationships  
Leaderships

The committee has been studying the various aspects of the problem and has reached the conclusion that the most effective way of dealing with it is to...

Respectfully,  
Chairman

The committee has also been studying the various aspects of the problem and has reached the conclusion that the most effective way of dealing with it is to...

Very truly yours,  
Secretary

Enclosed for the members of the committee are the following reports...

Very truly yours,  
Chairman

Very truly yours,  
Secretary

Very truly yours,  
Chairman

Very truly yours,  
Secretary

Very truly yours,  
Chairman

3. Educational Psychology

The physical structure of man (the senses)  
Differences in individuals, age  
Likes and dislikes  
Personality

4. Cultural Anthropology

Cultural differences  
Habits, customs  
Religion, governments  
Movements of people

5. Agricultural Economics

Labor and capital  
Markets, cooperatives  
Agricultural administration  
Statistics

These are the units that should be given specific attention. They must be included in training agricultural leaders; those individuals who must plan, execute, evaluate and train others for national institutional programs and organizations. In this group is included political leaders, social leaders, agricultural institutional administrators, agricultural teachers and university professors. Not only is it necessary to train enough of these individuals as leaders for development, but to create a national atmosphere that results in (1) better understanding of what the total development effort is and how to do the job, and (2) a better relationship and understanding between the organizations and institutions assigned to do the development jobs, in a nation. Not until the political leaders understand the need to provide support

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be clearly documented and supported by appropriate evidence. This includes receipts, invoices, and other relevant documents that can be used to verify the accuracy of the records.

The second part of the document outlines the various methods used to collect and analyze data. It describes the process of gathering information from different sources and how this data is then processed and analyzed to identify trends and patterns. This section also discusses the importance of using reliable and valid data sources to ensure the accuracy of the findings.

The third part of the document focuses on the interpretation of the results. It explains how the data is analyzed and how the findings are used to draw conclusions and make recommendations. This section also discusses the importance of communicating the results clearly and effectively to the relevant stakeholders.

The fourth part of the document discusses the challenges and limitations of the research. It identifies the various factors that can affect the accuracy and reliability of the data and the results. This includes issues such as data quality, sample size, and the potential for bias. The document also discusses the importance of acknowledging these limitations and taking steps to minimize their impact.

The fifth part of the document provides a summary of the key findings and conclusions. It highlights the most important results and discusses their implications for practice and policy. This section also includes recommendations for further research and for the implementation of the findings.

The final part of the document is a conclusion that summarizes the overall findings and provides a final statement on the importance of the research. It emphasizes the need for continued research and the importance of using the findings to improve practice and policy.

to the agricultural institutions and rural families, can development take place. Not until there is a common basis of understanding between the universities, the research stations, the government, private enterprises and agricultural workers at all levels, can there be progress.

Every effort must be made to train as large an agricultural "army" of trained talent as possible. The universities are the logical place to start. They must adjust their curricula to meet the challenge of modern day agriculture. Unless they act promptly they are not fulfilling their responsibilities: to provide the trained talent and leadership necessary to best utilize the human and natural resources available in promoting the interests of its people and the nation.

Agricultural technology is important, but it is only a part of the total picture. Of equal importance is how to put this knowledge to work. This calls for trained agricultural leaders who know modern agriculture, their country environment, their people, their relationships and how to plan, execute, administer and involve the total resources of materials and people to get the job done. The sooner trained talent in sufficient numbers can be provided, the sooner can progress be obtained. In fact, until this is done, very few real benefits can be expected in extension organizations, or any other development program or development institutions.

the first thing that I noticed when I got on the boat was the smell  
of the sea. It was a strange smell, like a mix of salt and  
something else. I didn't know what it was, but it felt familiar.  
I had been on a boat before, but this was different. This was  
like being in a new world. The water was blue, but it had a  
greenish tint to it. The sky was a pale blue, and the clouds  
were white. It was a beautiful scene, and I felt like I had  
found a new home.

As the boat moved forward, I saw a small island in the distance.  
It was a small, rocky island with a few palm trees. I had never  
seen anything like it before. It was so beautiful, and I wanted  
to go there. I asked the captain if I could go, and he said yes.  
I was so happy. I had found a new home. The island was small,  
but it was perfect. There were a few houses, and the people  
were friendly. They welcomed me with open arms. I had found  
what I needed. I had found a place where I could start a new  
life. I had found a home.

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PREVIOUS PUBLICATIONS

1. Extension Philosophy
2. Evaluation in Extension
3. Subject matter specialists in Extension: roles, problems, and adjustments
4. Extension organization: for administration and for program development
5. Elements that contributed to the success of the United States Cooperative Extension Service.
6. Local leaders in Extension
7. A collection of principles and guides
8. Pre-requisites to progress in agriculture: Land, Labor, Capital and Knowledge
9. Coordination - the key to successful extension education service
10. The U.S. Cooperative Extension Service.
11. Program building: part of the process of extension
12. Differences between Extension Education and Community Development
13. Agrarian Reform and Extension Education
14. The nature of extension - to change people
15. Teaching vs. Learning
16. Steps in organizing rural youth in Extension
17. Some factors that do not contribute to efficient or effective extension work in Latin America
18. Adults responsibility to youth
19. Importance of using rural people as leaders in rural development
20. A job to be done

THE HISTORY OF THE

Faint, illegible text covering the majority of the page, appearing to be a historical or philosophical treatise.



21. The essence of extension education
22. Leadership vs. Administration
23. Facts are the best antidote for rumor
24. Social Science - a necessary ingredient in rural development
25. Extension Methods
26. Extension is not a panacea

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