

DEPARTMENT OF AGRICULTURE AND RURAL DEVELOPMENT
QUANG BINH PROVINCE

Training manual:

**PARTICIPATORY AGRICULTURAL
EXTENSION METHODOLOGY (PAEM)**



**For Commune Extension Workers
(Internal use)**

Unofficial Translation

Dong Hoi, September 2007

DEPARTMENT OF AGRICULTURE AND RURAL DEVELOPMENT
QUANG BINH PROVINCE

PARTICIPATORY AGRICULTURAL EXTENSION METHODOLOGY (PAEM)

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Training agenda (8 days)

No	Time	Content	Note	
Day 1 (9/3)	8:00 – 8:30	- Introduction on the project and objectives of the training course - Introduction of participants		
	8:30 – 9:30	- What is agro-forestry extension? - What is Participatory Agricultural Extension		
	9:30 – 10:00	Tea break		
	10:00 – 11:00	Function and tasks of Agricultural Extension		
	Lunch break			
	13:30 – 15:00	- Organization system of Agricultural Extension network - Role of Agricultural Extension		
	15:00 – 15:30	Tea break		
	15:30-17:30	- How to implement Agricultural and forestry Extension work ?		
Day 2 (10/3)	7:00 – 9:30	Adult training methodology - Characteristics of adults - Encouraging adult learning		
	9:30 – 10:00	Tea break		
	10:00 – 11:00	- Principles of adult learning		
	<i>Lunch break</i>			
	13:30 – 15:00	Role of trainer in adult facilitation and training		
	15:00 – 15:30	Tea break		
	15:30-17:30	Practice in adult training		
Day 3 (11/3)	7:00 – 9:00	Method of technique transfer to remote, isolated and mountainous areas - Characteristics of remote, isolated and mountainous farmers - Basic disciplines in technique transfer to farmers		
	9:00 - 9:30	Tea break		
	9:30 – 11:00	- New technique perception and reception of farmers - Role of extension worker in that process		
	<i>Lunch break</i>			
	13:30 – 15:00	Steps of transfer - Need identification - Seeking and selecting technical options		
	15:00 – 15:30	Tea break		
	15:30 – 17:00	- Combining methods of transfer - Practice in transfer methods by trainees		
Day 4 (12/3)	7:00 – 8:30	Application of PAEM through introduction on technique of cultivation and animal husbandry		
	8:30 – 9:30	Facilitate trainees in practice		
	9:30 – 10:00	Tea break		
	10:00 – 11:00	Facilitate trainees in practice (con't)		
	<i>Lunch break</i>			
	13:30 – 15:00	Facilitate trainees in practice (con't)		
	15:00 – 15:30	Tea break		
15:30-17:30	Facilitate trainees in practice (con't)			

Day 5 (13/3)	7:00 – 9:00	Make extension plan- Purpose and requirement of planning	
	9:00 - 9:30	Tea break	
	9:30 – 11:00	Participatory planning methodology	
	Lunch break		
	13:30 – 15:00	Participatory planning methodology (con't)	
	15:00 – 15:30	Tea break	
	15:30-17:30	Participatory planning methodology (con't)	
Day 6 (14/3)	7:00 – 9:00	Participatory planning methodology (con't)	
	9:00 – 9:30	Tea break	
	9:30 – 11:00	Participatory planning methodology (con't)	
	Lunch break		
	13:30 – 15:00	Implementation	
	15:00 – 15:30	Tea break	
	15:30 – 17:30	Monitoring, evaluating and reporting the implementation of extension plans	
Day 7 (15/3)	7:00 – 9:00	Make a detailed plan of extension activities	
	9:00 – 9:30	Tea break	
	9:30 – 11:00	Make a detailed plan of extension activities (con't)	
	Lunch break		
	13:30-15:00	Finalize extension plan	
	15:00 -15:30	Tea break	
	15:30-17:30	Finalize extension plan (con't)	
Day 8 (16/3)	7:00 – 11:00	Presentation on village extension plans by groups of trainees	
	13:00 – 14:00	Presentation on village extension plans by groups of trainees (con't)	
	14:00 - 14:30	Tea break	
	14:30 – 17:00	Wrap-up	

PART I: PARTICIPATORY AGRICULTURAL AND FORESTRY METHOD AND ORGANIZATION OF COMMUNICATION ACTIVITIES OF KNOWLEDGE TRANSFER TO FARMERS

1. Basic concepts on PAEM

1.1. What is agricultural and forestry extension?

For the lecture

Objective, requirement	Enable trainees to understand what agricultural extension is
Material	Ao and A4 papers, colour pens and overhead
Time	30 minutes
Steps	<ul style="list-style-type: none"> ➤ Trainer raises a point for discussion. ➤ Trainees discuss and take note on colour cards, then present to the class. ➤ Trainer combines all opinions, takes note on Ao papers, and shows on screen with the overhead. ➤ Trainees comment and finalize the concept on agricultural extension.

What is agricultural and forestry extension ?

- Agricultural extension is unofficial education process for farmers. This process provides farmers information and advices which help them to solve problems or difficulties facing in their life.
- Agricultural extension supports to develop production activities, increase production efficiency and continuously improve the living quality of farmers and their family.
-

Four elements in agricultural extension process:

1. *Knowledge and skill:* Agricultural extension provides technical knowledge and trains several skills to farmers.
2. *Technical Advices:* Agricultural extension provides farmers with information and technical advices to help them make decisions and actions.
3. *Organization of farmers:* Farmers need to have an organization who represents their interests and right and implements community work. Thus, extension worker should help to establish them in different groups on the basis of the same interest, the same objective, etc.
4. *Mainspring and belief:* Extension worker should come and help farmers, encourage them to participate in extension programs, make them completely believe that they can decide and act to improve their livings by themselves.

1.2. Introduction on PAEM

For the lecture

Objective, requirement	Trainees understand what PAEM is
Material	Ao papers, colour papers and pens, overhead
Time	30 minutes
Steps	<ul style="list-style-type: none">➤ Split trainees into groups for discussion (4-5 trainees/group). Note: Attention should be paid to gender and regional issues in grouping➤ Trainer makes suggestion for discussion of trainees.➤ Trainees discuss, write on colour papers and present to the class.➤ Trainer combines all opinions on Ao paper, shows on screen with overhead.➤ Trainees look through again and finalize what PAEM is

What is PAEM?

- A methodology by which participation of farmers is promoted
- Farmers are the master of agricultural extension activities
- Implementation takes place right on their field, farmers can learn best from their own experience.
- Promoting relation between farmers and agricultural extension workers for mutual learning.
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Objectives of PAEM?

- Help farmers making decision on which solution is the best for their actual condition.
- Support farmers to continuously enhance their knowledge by implementing, monitoring and evaluating activities on their field.
- Help extension workers to support farmers in implementation of extension activities suitable with local needs.
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Differences between participatory agricultural extension and non-participatory agricultural extension

Participatory Agricultural Extension	Non-participatory Agricultural Extension
<ul style="list-style-type: none"> • Extension plan is made based on current conditions of farmers • Farmers participate in opinion contribution in planning • Plans are made on the basis of real needs of farmers • Farmers make and implement the plan • 	<ul style="list-style-type: none"> • Extension plan is top-down made. • Without any opinion of farmers • The plan possibly does not meet the demand of farmers • Farmers just implement the plan •

Why Participatory Agricultural Extension is necessary?

- In order to have an appropriate solution or answer for every locality.
- So that agriculture can gradually develop in sustainable way.
- To catch up the progress of science and technology and the change of policies
- In order to encourage people to be more creative and adaptive to new knowledge so that they can make proper and appropriate decisions.
-

1.3. Function and responsibility of Agricultural extension

For the lecture

Objective, requirement	Trainees understand function and responsibility of agricultural extension
Material	Ao paper, colour paper and pen, over head
Time	60 minutes
Implementation Step	<ul style="list-style-type: none"> ➤ Group discussion ➤ Presentation of group discussion. ➤ Summary of all presentations on Ao paper or on screen of overhead projector ➤ Finalization of all presentations by trainees

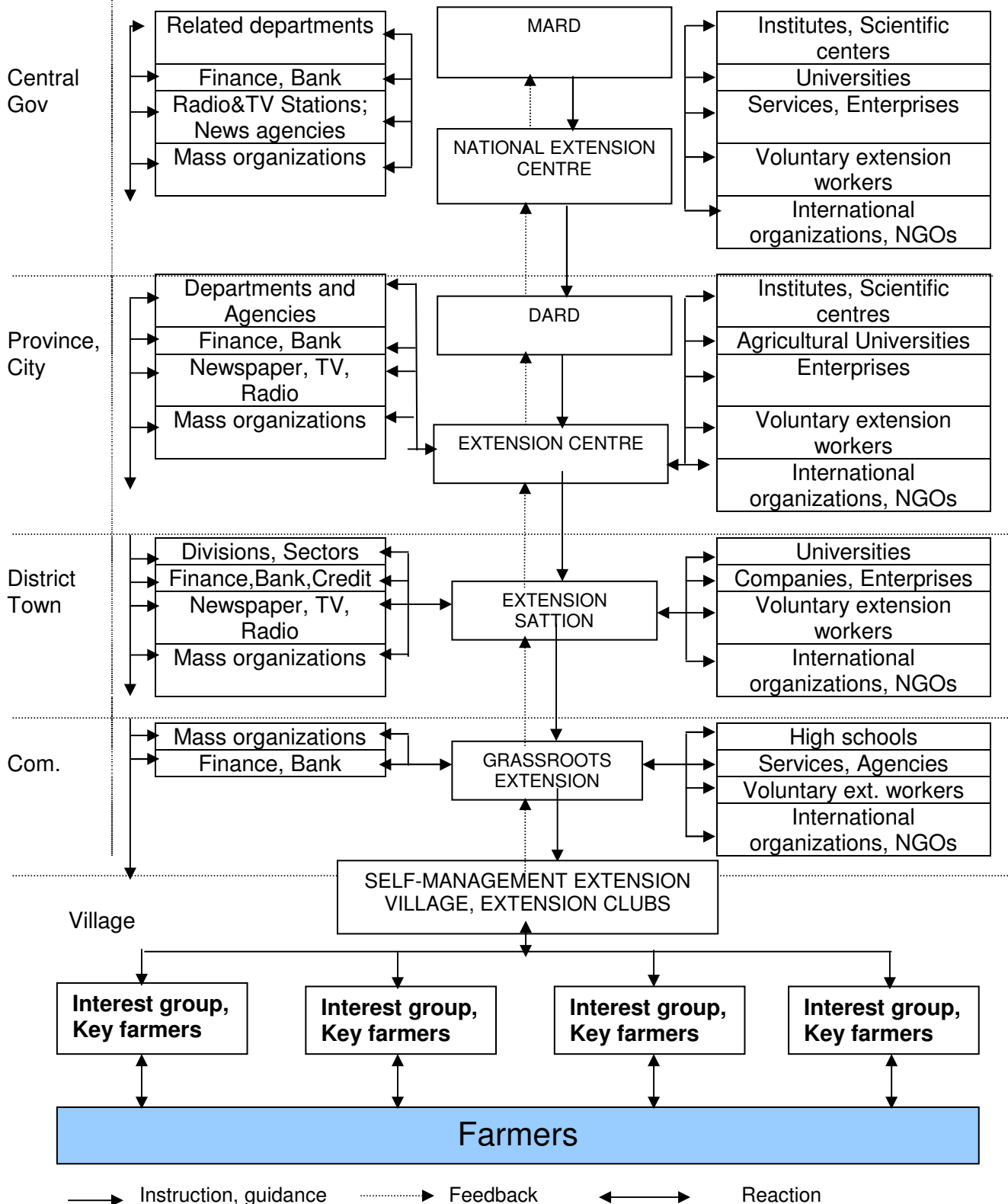
Function of agricultural extension

- A bridge between production and study
- Training, enhancing capacity, popularizing techniques to farmers.
- Support, provide supplying services of input materials, seedlings, breeds, credit, etc to farmers.
-
-

1.4. Structure of agricultural extension network

For the lecture

Objective, requirement	Trainees understand the structure of agricultural extension network
Materials	Over head
Time	30 minutes
Steps	<ul style="list-style-type: none"> ➤ Show the table of current extension system ➤ Discuss about relations in the extension system



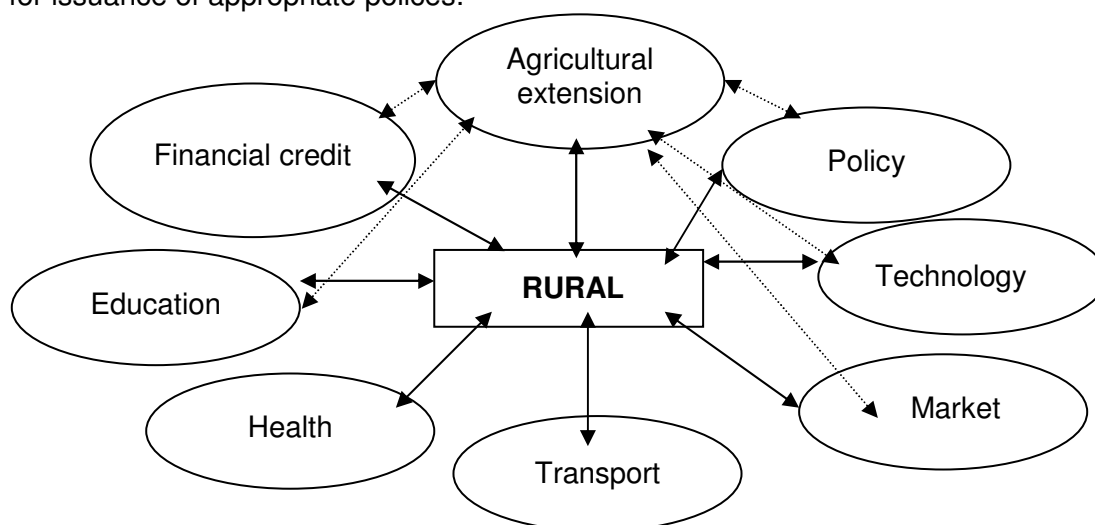
1.5. Role of agricultural extension

For the lecture

Objective, requirement	Trainees fully understand roles of agricultural extension
Materials	Ao papers, colour papers and pens, Over head
Time	60 minutes
Steps	<ul style="list-style-type: none"> ➤ Trainees discuss and contribute opinions. ➤ Trainer collects all opinions, presents on Ao paper or shows on the screen. ➤ Trainees perfect the contents

A bridge between Science and Farmers

- Progress in scientific technology will be transferred to farmers
- Experience in production is the feedback of farmers to scientists in order to perfect a production process.
- Connect service suppliers to farmers and in return.
- Implement policies and strategies on farmers, agriculture and rural.
- Encourage farmers to perceive and implement policies on agriculture.
- Directly provide information about needs and aspiration of farmers to the government for issuance of appropriate polices.



1.6. How to do agricultural extension?

For the lecture

Objective, requirement	Trainees know all the contents and the implementation of agricultural extension
Materials	Ao papers, colour papers and pens, Over head
Time	120 minutes
Implementation Steps	<ul style="list-style-type: none"> ➤ Trainer explains current implementation of agricultural extension. ➤ Trainees are splitted into groups for practice. ➤ Finish case study and present to the class. ➤ Summarize and conclude

1.6.1. Through personal contact

- Extension worker visits farmers
- Farmers visit extension unit
- Farmers visit farmers
-

Purpose of the visits ?

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1.6.2. Through contact of group of farmers

- Meeting
- Training
- Establish demonstration spot
- On-field workshop
- Study tour
- Farmers' contest
-

1.6.3. Through mass communication

- Television
- Advertising posters
- Leaflets
- Brochure,.....

Purpose of communication?

-
-
-

Methodology for personal contact

Methodology of which extension worker directly contacts individuals and farm households in order to learn, exchange and consult them about encountered problems.

➤ **Advantage:** - Meetings between extension worker with farmers are normally easy. Through these meetings, extension worker expresses his interest to farmers that creates a good relation between them.

- Thank to close contact with farmers, extension worker can provide useful advices that can better meet requirement of farmers

➤ **Disadvantage:** - Lose much time, great number of extension workers required.

- Information popularization is slow.

When is methodology for personal contact used?

- When having enough time or in the lean time of farmers.
- When the family is in harmony
-
-

These moments are good for visits: **extension worker visit farmers** or **farmers visit extension unit** or **sending a letter** or **calling by telephone**.

Methodology for mass communication

Using mass communication such as radio, television, newspaper, poster, etc to provide necessary information of agricultural extension to farmers at the same point of time.

- **Advantage:** - At the same time, this methodology can serve many farmers with necessary and important information in time.

- Low cost

- **Disadvantage:** - Can not really replace an agricultural extension worker

- Can not discuss in details about skills as well as answer questions of farmers.

When should the methodology of mass communication be used?

- Provide farmers new awareness and draw their attention to certain new technology.
- Inform about insects, diseases and method of prevention.
- Sharing experience between good farmers to other farmers in community.
-

Methodology for group working

Grouping many farmers to work on agricultural extension

Methodology for group working expresses in the forms of

- **Group meeting; Training; Demonstration**
- **On-field workshop; Study tour; Farmers' contest;...**

Advantage: - Create a good learning environment

- High spirit of community.

- This methodology helps to work with many farmers at the same time so it is very effective.

Disadvantage: - High cost, less focus on personal issues.

- Not discuss in details about skills or answer the questions raised by farmers.

-

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➤ **In order to implement the task, extension workers should select appropriate methodologies and combine these methodologies.**

Some extension grouping methodologies:

1. Establishment of demonstration sites

Purpose

- Practically improving the dominance of new technique and then convincing people to follow.

Principle

- The demonstration is at the field, garden of farmers and implemented by the farmers.
- The techniques applied for the demonstration must be simple and suitable with the capacity of the farmers in the area.
- Necessary preparations should be well done in advance.

Steps

Step 1: Preparation

- Based on annual agricultural and forestry extension plans, the extensions worker will discuss with the local people about preparation of detailed plan for demonstration development.
- Selection of involved households.
- With the detailed plan prepared, the following questions should be answered:
 1. What is demonstrated? (Demonstration topic)
 2. What if the demonstration for? What benefits does it bring about?
 3. When the demonstration is implemented?
 4. Where? Who will participate?
 5. What are necessary activities, materials and costs?

Step 2: Implementation of the demonstration

- The extension workers have to be present in the field to support and supervise the implementation of trained Step s.
- Regular visits should be done by the extension workers to following up the implementation for needed facilitation. .
- If the demonstration is well implemented, a at-field workshop can be conducted.
- Preliminary evaluation, data collection of the demonstration should be done to prepare for a evaluation workshop for dissemination.

Step 3: Evaluation and replication of the demonstration

- When the harvesting time is nearly coming, it is needed to discuss with local authorities about organization of an evaluation of the demonstration based on which it will be replicated.
 1. Agreement upon date for the evaluation
 2. Agreement upon participants involving in the evaluation
- A report of the demonstration implementation process and obtained results should be prepared; specific persons should be assigned for writing the report.
- Evaluation of the demonstration is organized; and planning for replication of the dissemination in the coming time developed.

2. At-field workshop

Purposes:

- To introduce and discuss about the innovations or results obtained of the demonstration.
- To convene other farmers in application of the innovations.

Principles:

- The workshop is to be organized right at the place of the demonstration.
- The demonstration implementation process is to be introduced and reported by the farmer who has implementing the demonstration.
- Extension worker only plays the role of facilitator.

Steps:

Step 1: Preparation

- The extension worker is responsible for discuss with the commune and district Extension Station about the development of a detailed plan based on results of the demonstration.
- Specific discussion is done with the farmer household about: content, information, ways of conduction, materials and costs.
- Based on the detailed plan developed, the following questions must be answered:
 - Purpose, which household participating, with how many persons?
 - What the at-field workshop about? Where/at which household?
 - When is it conducted?
 - What are the costs related, materials and facilitator for the workshop?
 - What is the agenda of the workshop?
- The workshop agenda should be informed to the participated one week in advance.

Step 2: Implementation

- All participants and the selected household owner gather at the field of the demonstration plot
- Extension worker introduces the purpose, content and agenda of the workshop.
- The household owner introduces the steps of developing the demonstration and results achieved.

The participants directly observe the demonstration and give questions and comments.

- Necessary time is set for the participants to discuss important points with the household owner.
- Conclusion and final agreement of important points.

Step 3: Evaluation

- Evaluation can be conducted right at the demonstration plot.
 - How many households would like to apply the demonstration?
 - What problems do they have in the application?
 - What external supports are needed?
- Plan for replication of the demonstration.
- The extension workers write a report of the at-field workshop on evaluation of the demonstration and send to CPC and district Extension Station.

3. Organization of study tour

Purposes

- Enable farmers to compare their own production practices with others’.
- Exchange of related experiences.
- Convincing farmers to apply innovations which have not applied in the locality.

Principles

- Select the study tour place which have similar farming conditions.
- Necessary steps should be done to prepare for the study tour.
- All participants are well explained and get a full understanding that the study tour is for study, learning and getting experiences not sightseeing.

Steps

Step 1: Preparation

- Agreement about the study tour plan is made with the commune and village
- Prepare an agenda for the study tour; What? Where? , When? , How many?....
- One person is assigned for going to the study tour place in advance for preparation.
- Agenda of the study tour is informed to the participants 1 week in advance.

Step 2: Implementation

- All participants gather at the departure place: Confirm the agenda, including how to go there, customs and traditions of the people in the arrival place.
- Meeting the household owner of the demonstration to be visited.
- Listening to the presentation of his/her experiences in production practices by the household owner.
- Visit to the study tour place/field of the demonstration together with the household owner.
- Discussion with the participants for lessons learnt and thanks to the households.

Step 3: Evaluation and reporting

- Results achieved from the study tour
- The acquirement of the participants and application, extension of innovative practices.
- Contributions for lessons learnt from the study tour.

4. Conduction of Trainings for farmers

Purposes

- To provide the necessary knowledge about a specific production topic for farmers

Principles

- Training topic is defined and confirmed.
- The topic to be trained must be requested for application by many farmers.
- Participants must be the interested and volunteer farmers.
- Facilitator must fully understand the training topic.

Steps

Step 1: Preparation

- Discussion with the commune and village where farmers would like to participate the training.

- The training agenda must answer the following questions:
 - What is the topic of the training?
 - Why the training is necessary?
 - Who will participate and how many?
 - What are specific contents to be trained?
 - Who is the trainer? Facilitator?
 - Where is the training organized?
 - When is the training is conducted and in how many days?
 - Necessary materials, visual aids? Who prepares?
 - Budget/how much?
- Preparation of the training material.
- Agenda of the training is informed to all participants 1 week in advance.
- Preparation of training venue, logistics: tables, chairs

Step 2: Conducting the training

- Opening; Introduction of participants, the purpose, content and agenda of the training.
- Delivery of the training contents according to the agenda, discussion should be combined in between and then practices right away during the training time...
- Trainees are requested to practice right in the field to well remember what have been trained.
- Handouts delivered by the trainer, and conclusion of the training.

Step 3: Evaluation

- Contributions about the training by trainees.
- Conclusion and lessons learnt by the trainer

Exercise for some extension situations (*specific situations area provided for trainees at the end of training day, and trainees are required to prepare a presentation on the situations in the next day*)

1. You are offered to talk to a group of farmers. How do you prepare for the talk?
You can select the audience and presentation topic.
2. You are required to select a topic to prepare an agricultural extension news bulletin to be broadcasted on your village loud speaker system. Example: How to better protect cows, buffaloes in the coming cold weather spell?
3. You are responsible for following up/monitoring the guidance for productions activities in the village. The rice field of one farmer has been affected with a disease, he/she asks you how to prevent and control this disease but you don't the reason of the disease. How do you solve this problem?
4. You are conducting a training for farmers; One of the trainees asks you about one issue related to the training content but you have not found a right answer yet. How do you behave?

2. Training method for adults

For the training

Objective, requirement	Trainees obtain a good understanding of the method and skills in providing trainings for adults
Materials	A0 paper, A4 paper, felt pens, overhead projector
Time	150 minutes
Steps	<ul style="list-style-type: none">➤ Trainer gives an introduction for trainees to discuss and write down the results on A4 paper.➤ Comments and contributions by trainees then conclusion by trainer

2.1. Characteristics of adult trainees:

- *Could you compare the difference between the adult and pupils in learning?*

+ Characteristics of adult trainees (farmers)

- More than young-aged, trainees in one training are not under the same age
- Have different interests/hobbies
- With experiences in different aspects
- With different level of awareness (low, high).
- With high self-respect
- Different behaviors (sitting gestures, moving, standing, smoking in the training time...)
- Prefer visual aids-based training than study
- Would like to apply new things in practice
- Have different motivations in learning
- Are affected by the emotional factor

How to encourage adult trainees to obtain good learning?

- Create an open and flexible learning environment
- Create learning motivations
- Encourage the participation
- Create and maintain the interests of trainees
- Create a healthy competition
- Recognition and appreciation towards trainees' ideas and contributions are required
- Create the interest from the trainer

2.2. Principles in learning of adult trainees:

- Learning is a process happening during their life.
- The process of knowledge transfer to adults is to enable them to actively participate in the learning process, not passively receiving information.
- The learning of adults through practices is more effective.
- Examples provided in trainings must be practical and suitable with the trainees.
- Adults often relate the training contents with something they have known.
- An open atmosphere in training is needed.
- Boringness should be avoided.
- Should not give low assessment/evaluation towards trainees leading the in-cooperation.
- Facilitators should play the role of initiative taker or organizer.

2.3. Role of trainer in facilitation and training for adult trainees

With the philosophy “trainee-centered approach and trainer is assistant and facilitator”

2.3.1. What does the adult awareness depend on?

- Knowledge
- Concerns
- Belief
- Experience
- Prejudices
- Interests

2.3.2. Information exchange depends on the relation between senders and receivers:

- Age
- Power
- Level of education
- Position
- Experience
- Language

2.3.3. Information standards

- Clear
- Exact
- Sufficient
- Timely

2.3.4. Irrespective manifestations/expressions should be avoided:

- Such as:
- Showing superior attitude with the person that you are communicating with.
 - Consider what you say is certainly correct
 - Showing that you are not listening to others.

* Presentation skills

1. Factors of a good presenter
 - Attract the attention of audience
 - with brief, understandable, concise information
 - Effectively answering questions.
2. Presentation methods:
 - One point after the other: 1,2,3,a,b,c...
 - Contrary/comparative presentation
 - Problems – reasons/causes – solutions presentation
 - Concepts – study results presentation
3. Opening of a presentation:
 - Overview
 - Starting with a question
 - Starting with a situation
 - W.....

* Communication skills:

- + Gestures: + Voice
- + Eye contact

* Dos in questioning and answering:

- Set aside appropriate time and know how to listen
- Looking at/eye contact to the audience when answering
- Repeat the question
- Try to shorten long questions in a polite way and suggest the questioner to go to the point.

- Avoid arguments and not conservative
- Not answer not related questions but put them to answer at another time.

** Exercise for practice*

You are required to deliver a training (optional topic) for a farmers' union (attention should given to gestures, behaviors, moving, voice ...

3. Technical innovations transfer method for farmers in remote areas

For the lecture

Objective, requirement	Trainees obtain a good understanding of characteristics, basic principles for technical innovations to remote areas
Materials	A0 paper, A4 paper, and felt pens, overhead projector
Time	120 minutes
Steps	<ul style="list-style-type: none"> ➤ Trainees discuss and write down the agreed points in color cards, then present for plenary discussion ➤ Contributions by other trainees ➤ Conclusion by trainer on A0 paper, presentation using overhead projector

3.1. chareacteristics of farmers in remote areas

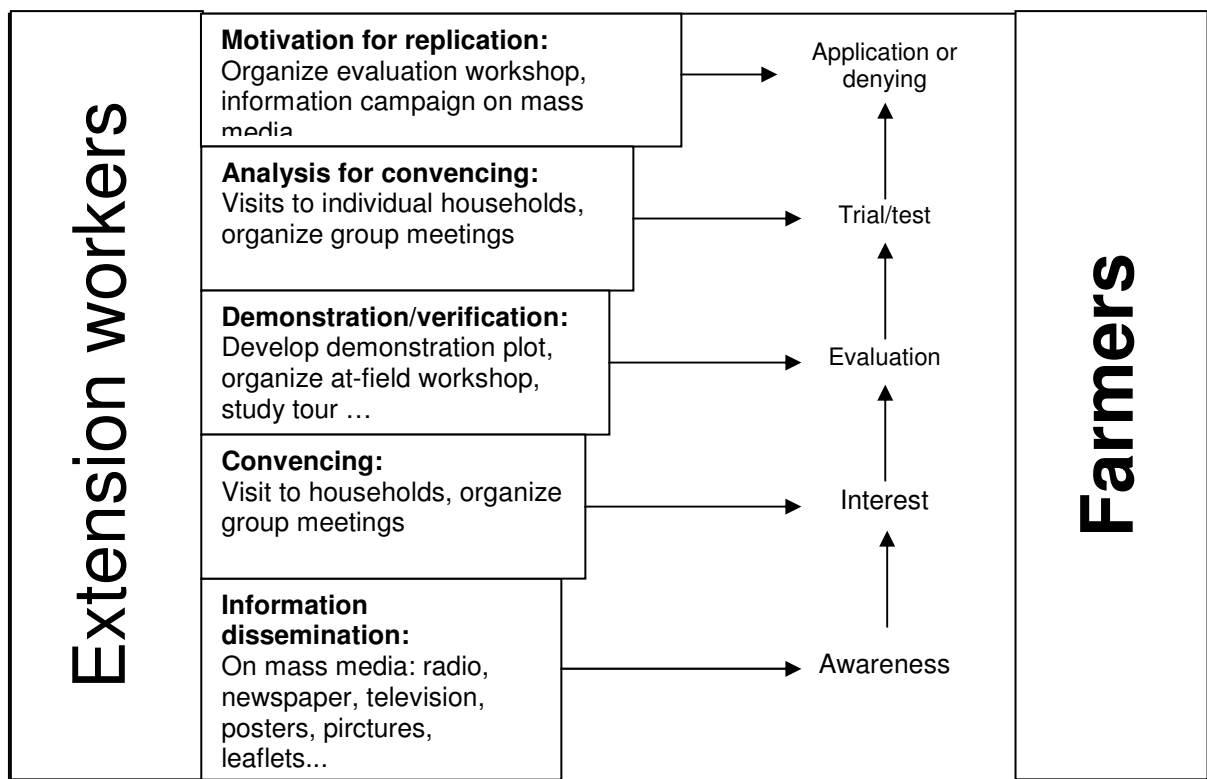
- Experienced in the production and earning a living
- Rich indigenous experiences: Weather, climate, crops, animals,...
- Many people are illiterate, thereby their approach to information is very difficult.
- Underdeveloped customs
- High sense of being conservative, sketical with innovations, hesitating for changes, not self confident.
- Dogmatic and image mentality, not used to astract concepts
- Roads in difficult conditions and thereby limited approach to information
- Poor infrastruture, many places have not accecces to electricity and communication through radio and television is impossible.
- High sense of expectation attitude, waiting for the government support.
-
-

3.2. Basic principles in transfer of technical innovations to farmers in remote areas.

- Technical innovations to be transferred must be based on the local demands.
- Technical innovations must be simple and suitable with the production knowledge, customs and farming conditions of the local people – less investment but more effectiveness.
- Not work for but work with farmers.
-
-
-

3.3. Awareness and approach to technical innovations of farmers in remote areas and role of extension workers in the process

The process of acquisition of new techniques of farmers is described in the below chart:



Acquirement of new techniques of farmers in remote areas can be grouped as follows:

- Group of pioneer farmers: are open-headed, trust in new techniques, with higher education level and key staff.
- Early-application farmers: learning oriented, dynamic
- Group of other (remaining) farmers:

3.4. Steps in transfer of technical innovations for farmers in remote areas

For the lecture

Objective, requirement	Trainees obtain a good understand of the steps in transfer of technical innovations for farmers in remote areas
Materials	A0 paper, A4 paper, felt pens, overhead projector
Time	30 minutes
Steps	<ul style="list-style-type: none"> ➤ Hints provided by the trainer ➤ Discussion, writing of agreed points on color cards and presentation. ➤ Contributions from the other trainees ➤ Conclusion of major points, writing A0 paper and presentation with overhead projector

Step 1: Identification of farmers' needs

- What problems that farmers need to solve?
- What are difficulties and potentials of farmers in solving these problems?
- Participation and commitments of farmers in solving the problems?

Step 2: Seeking and selection of appropriate techniques

- Seek new techniques from farms, colleges/universities, scientific institutes or organizations which can provide extension services
- ... and even from farmers who are good at economic activities in the local and other areas.

Step 3: Transfer (combination) of methods

- Visits to households and convene them
- Organize study tours for farmers...
- Conduct at-field trainings of farmers
- Work with farmers in development of the demonstration

Step 4: Evaluation and replication

- Organize at-field workshop, evaluation workshop
- Information campaigns on mass media

**** Exercise:** Trainees play the role of extension workers to conduct steps in transfer of technical innovations for farmers in remote areas.

(This exercise will be combined for practice in Part II: Application of PAEM, introduction of cropping and animal husbandry techniques)

PART 2: APPLICATION OF THE PAEM BY INTRODUCTION OF AGRICULTURAL TECHNIQUES

For the lecture

Objective, requirement	Trainees obtain a good understanding about PAEM with skills and method in conduction of a technical training for farmers
Materials	A0 paper, hard papers and felt markers, string
Time	120 minutes
Steps	<ul style="list-style-type: none"> - Trainer is role player – example - Trainees discuss and reflect thier requirements to the trainer - Trainees make contributions and agreement - Trainees plactice as trainer for a specific technical training, plerinary discussion and condibutions and then the trainer makes conclusion

1. Method for conduction of a technical training on cultivation and Animal husbandry

To well conduct a technical training on cultivation and animal husbandry based on PAEM, the following steps should be takend:

Step 1: Preparation

Based on the detailed extension plan of the village which has been appriased and approved by the commune/village, the extension worker shound prepares:

- Prepare training material for the training topic
- Place, microphone and loud speaker system, visual aids ... (the training should be held in a ventilated and air open place)
- Time/tentative agenda for the training; Invitations should be informed to the trainees 2 or 3 days in advance.

Step 2: Conduction of the training

- Welcome, prepare the list of present trainees
- Opening session, introduction
- Introduction of why the training is needed, the importance of the training?
- Open questions should be put to trainees to select major and prioritized specific contents of the training (A short period of time should be given to trainees to think/brainstorm all problems in their production).
- Specific contents according to the priorities are provided by the trainer, using visual aids such as pictures, drawings, objects or materials for practice. After each part, questions should be give to trainees about what problems/issues have not yet mentioned and discussed.
- Conclusion of the major points to be remembered in the production (by the trainer).

Step 3: Conclusion

- Questions to trainees of what have been introduced so that a reminding list is prepared. Aggregation of the opinions is made and additional contributions by the trainer.
- Plenary discussion for need assessment for the next training.
- Closing the training

2. Practices by trainees

Exercise: All trainees is reponsible for practice of conducting of a training on a spefcific topic based on the topics list in the handouts for agirucltural and animal husbandry techniques .

PART 3: PREPARATION AND ORGANIZATION OF THE IMPLEMENTATION OF AGRICULTURAL EXTENSION PLAN

1. Purpose, requirements of the agricultural extension planning

For the lecture

Objective, requirement	Trainees obtain a good understanding of the objectives, requirements and significance of the agricultural extension planning
Materials	A0 paper, color cards, felt pens, transparency and overhead projector
Time	90 minutes
Steps	<ul style="list-style-type: none"> ➤ Grouping for discussion ➤ Presentation of the discussion results ➤ Plenary discussion for contributions ➤ Finalization of the results

Objective

- Difficulties and problems in the production are assessed, solutions, measures and steps identified to overcome the problems
- Participation of the villagers is mobilized
- Management and operation is strengthened
- External resources are made used of and combined
-

Requirements

- The requirements of the village agricultural and forestry extension are identified.
- Objectives and specific activities for the village agricultural and forestry extension are identified and agreed.
- Roles and responsibilities of the villagers and extension workers in assisting the participants in agricultural and forestry extension activities are clarified.
-

The participatory village agricultural and forestry extension planning process is a approach that enables the available internal potentials of the villagers and at the same time put them in an active position of seeking solutions including seeking external supports to assist their development. It is an approach different from so far top-down planning which creates not passive attitudes, expectations on external supports.

Village agricultural and forestry extension planning is to work out the basis and decisions for implementation of agricultural and forestry extension in the village.

**THROUGH THE PLANNING,
DECISIONS ARE MADE**

- **What are needed to implement?**
- **When?**
- **Who will participate?**
- **And how ?**

2. Participatory village agricultural and forestry extension planning method

For the lecture

Objective, requirement	Trainees have a good understanding of the participatory village agricultural and forestry extension planning method
Materials	A0 paper, A4 paper, felt pens, transparency paper, overhead projector, and string.
Time	160 minutes
Steps	<ul style="list-style-type: none"> ➤ Discussion in groups ➤ Group discussion and presentation of the discussion results of the group representative ➤ Plenary discussion for contributions and final agreement

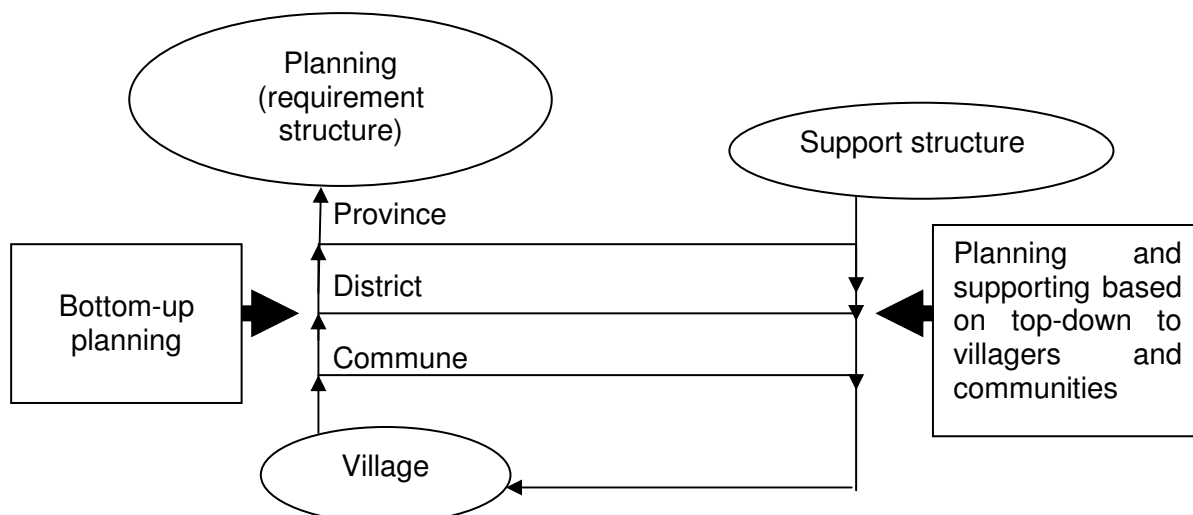
- **Why the participatory method is applied on village agricultural and forestry extension planning?**

The participatory planning is an effective approach in motivation, encouragement to villagers for their participation and thereby attaching their responsibilities during the planning process.

* Village agricultural and forestry extension plan which is developed based on the participation of villagers enable to identify specific and urgent demands of the villagers which are based on supports by the related organizations are provided in a appropriate and effective manner.

*

**LINK BETWEEN PARTICIPATORY PLANNING WITH
SUPPORT FROM ORGANIZATIONS**



Example:

Support demonstration?
For whom?

What is supported?
How?

➤ ***Who will participate in the village agricultural and forestry extension planning?***

1. Village head
2. Village extension workers
3. All villagers in the village.

Principles “The people know, the people discuss, the people implement and the people check”; “Work with the people not for the people”.

Planning enables us to:

- Better control the works, activities that we have developed
- Better cooperate with higher-level agencies and development projects
- Minimize the risks of which the plan is not implemented.
- Steps in village agricultural and forestry extension planning

Step 1: Preparation

1. Collect data related to the planning
2. Prepare a village meeting
3. Organize the village meeting.

Step 2: Assessment of the village situation:

The village situation is what are happening to the village, related to village agricultural and forestry planning; necessary information and data to be collected include:

- Land (area and quality of different land categories)
- Population (no. of households, no. of people, people at labour age classified by gender, and educational level/capacity ...).
- Production (crops, productivity of different crops, species of animals, customs and knowledge/skills in cropping, animal husbandry...).
- Weather, climate, pests and diseases of crops and animals in the year...
- Rural infrastructure (roads, irrigation systems, electricity...) markets for different products (village, commune and district markets, products sold and bought at the markets)
- Livelihoods of the villagers (rich and poor gaps, criteria of wealth ranking for households...)
- Organizations in the village (their functions, role and impacts towards the villagers?..).....
- ?

+ Identification of activities: Based on the evaluated results of the agricultural production status of the village, specific activities related to extension are defined.

- + Description of activities
- + Identification of the objectives
- + Development of solutions/measures to be taken.

The participants are divided into groups for discussion; materials/tools used are Ao paper, felt pens, charts, sketches, compass, seasoning calendar...

The groups discuss and write down the results on Ao paper for every member in the group further discussion and contributions.

Based on the purpose and content, activities related for agricultural production are selected out for assessments.

Example: Current situation of the agricultural production in Village A

Activities	Status	Objective	Solutions
Rice cultivation	- Old variety degraded - Lack of techniques	- High-yield variety is used - Rice cultivation techniques to be improved	- Suitable new variety/ies to be selected for replacement - Technical trainings to be conducted
Maize cultivation
Pig raising
.....
.....			

Step 3: Prioritization:

The objectives can be defined as two types:

- Long term objectives (e.g for 3 - 5 years)
- Short term objectives (e.g for 1 year)

Method: Ranking method is applied, then the objectives with highest ranking downwards if selected for developing specific plan and organization for the implementation.

Step 4: Development of a specific plan for prioritized activities:

Example: Agricultural Extension Plan of Village A in 200...

Activities	Involved households	Moderator	Place	Time	Technical and financial supports
Trainings - Technical trainings: + Pig raising + ...					
Development of the Demonstration					

+ Cultivation - Rice + Animal husbandry - chicken “Tha vuon” + Forestry - Bamboo shoot					
At-field study tour/workshop + Study tour to hybrid rice variety cultivation demonstration					
..... .					
..... ..					

After all, the working group will report the results in the village meeting for discussion and feedbacks and based on that an official plan is made to submit to the higher level authority.

Step 5: Appraisal:

The village agricultural extension plan, including the contributions from the villagers, will be finalized by the working group and sent to the Extension Station and ACO for consideration and approval. Any suggested modifications will be discussed with and explained to the village before taking in.

3. Implementation of Agricultural extension plan

After the agricultural extension plan was approved and passed by all villagers, tasks of village extension worker are to motivate villagers to implement this plan.

When implementing the operational plan, extension worker and village management unit should consider following issues:

- Which conditions and resources are required to implement those activities?
- Which criteria can ensure the success?
- How to coordinate specific activities?

4. Monitoring, evaluation and reporting of the implementation of agricultural extension plan.

**** Why monitoring is needed?***

Monitoring will provide us following information:

- What is implemented and by whom?
- Who are involved in implementation?
- Is there any problem encountered during implementation?
- Result of those activities?

Usually, village extension worker will directly monitor the implementation process. Participation of one representative of the village is also possible.

*** Which tool is used for monitoring?**

- Record is the most important tool of extension worker and village management unit.
- Record keeping should be done timely, honestly and accurately.
- Extension worker will be responsible for record keeping and manage the record.
- If possible, documentary photographs should be taken for later evaluation.

*** Evaluation of implementation.**

- Evaluation means comparing which we had intended to do with which we truly achieved.
- Evaluation helps us to know whether the plan was well implemented.
- Will achievements be exactly what we were expected.

Through evaluation, we can affirm that:

- Are activities in the plan suitable with village situation?
- Were activities implemented well?
- Did they bring about changes expected by villagers?

*** Reporting**

Extension worker will make a report on implementation of the agricultural extension plan in monthly, quarterly and annual basis and then submit to higher levels. Format of these reports is provided by agricultural extension units at higher levels.

Content of report

Report made by commune extension worker will include following contents:

Time and general situation

- Start and finish time
- People involved (percentage of male and female) and methods of implementation.
- Working condition (office building)
- Facilities
- Participation of agricultural extension units at different localities.

Implementation

- Description of current implementation of extension program
- Compare activities in the plan with activities which are implemented in terms of time, quantity, quality, resources, etc
- Analyze advantages and disadvantages faced during implementation.
- Necessary supports received from local authority, upper-level extension units, farmers, etc.

Appendix

Appendix 1:

Assessment of village status

No	Item	Description of difficulties, disadvantages	Description of advantages, potentials	General orientation
1	Land			
	Population, employment, educational level			
	Situation of production activities: - Rice, Maize, Pig, Cattle, etc.			
	Weather and climate characteristics			
	Rural infrastructure			
	Living condition			
	Organizations relating to extension activities			

Appendix 2:

Needs on technology transfer in agricultural and forest extension

Technique Mode	Forestry nursery and plantation	Cereal plantation	Animal husbandry and Vet	Fish and other specialties
Organize into class					
On-field workshop					
Provide materials					
Study tour					
Total number of hhs					

Appendix 3: Training needs of villages

Trainee	Needs on knowledge	Needs on skills	Quality requirement
1. Staff of village management unit 2. Group of interest farmers 3. Group of women 4. Group of poor farmers 5. Group of elderly farmers			

Appendix 4.

Report on achievements of village (commune) agricultural and forest extension activities

No	Monitoring criteria	Unit	Plan	Implemented	% compared to the plan	Reason	Solution
1	2	3	4	5	6	7	8
1	Training - Technical training: + Lean meat pig raising + ...	Class					
2	Demonstration spot + Cropping - Rice + Livestock - Chicken in garden + Forestry - Bamboo shoot	Spot Head Area					
3	Study tour, on-field workshop: + Visit models, demonstration spots						
4	Grassroots extension organizations: + Extension club + Interest group + Saving & credit group + Village self management unit						

Reported by

Appendix 5:

Information of trainees

Name:.....
 Age..... Sex..... Marital status.....
 Contact add:..... Tel:.....
 Educational level:Qualification:
 Graduating year..... College..... Specialized in.....

Training courses participated:

No	Title of course	Time	Organized by

Positions taken: (Time, title of position, place)

- 1.....
- 2.....
- 3.....
- 4.....

Please answer following questions

Do you feel self confident enough when speaking before a crowd?
Can you organize a village meeting by yourself?
Are you capable to facilitate a group of people?
Do you like communication or not?
Can you make a report on what you are doing?
Before implementing, do you make the plan?
Do you feel self confident enough to conduct a training course in agricultural extension by yourself?
If the project supports a very small budget for your plan, do you think how much it should be and for which contents?

- 1.....
- 2.....
- 3.....

Other comments

Signature

Appendix 6:

Evaluation form of training course

Congratulation for successfully participating in the PAEM TOT conducted in Tuyen Hoa and Minh Hoa districts.

This training course was conducted with training materials prepared as required by the SMNR-CV and especially proposed by the trainees.

To evaluate and improve the quality of the training course, your comments and remarks by sticking into blanks are requested.

Content	Good	Medium	Very good
1. Do the main contents of the course meet all requirements and objectives set forth?			
2. How were these contents presented?			
3. How about the quality of training materials?			
4. Training methods and communication skills of the trainer?			
5. Attitude of the trainers to trainees and lectures?			
6. Attitude of trainees?			
7. Time of the course as compared to the agenda?			
8. Does the course meet your expectation?			
9. Is the course useful for your work ?			

+ General remarks on the training course-----

+ Which content is the most useful for you?

Please write your name here

Appendix 7:

Agenda of training course on pig raising technique

Activity	Description	Time	Responsible	Participant	Place	Budget
Training needs assessment	Whom? Which needs? How many people? How to identify correctly training needs of farm households?	When?	Who's responsible for evaluation	Who participate in evaluation	Where?	How much? From where? Which is contribution of villagers?
Preparation Steps of training	Training agenda passed by village and commune authorities? Contents of materials? Made by whom? Training tools or aids needed?	When?	Who's responsible?	Who participate?	Where?	How much? From where? Which is contribution of villagers?
Carrying out of training	How to be implemented?	How many days? When?	Who's trainer? Who's assistant?	Who participate?	Where?	How much for trainer? How much for others?
Evaluation and report	Criteria?	When?	Who?	Who?		

Appendix 8:

List of trainees of the PAEM ToT

District

No	Name	Organization	Day							
			1	2	3	4	5	6	7	8
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
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22										

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