



NATIONAL OPEN UNIVERSITY OF NIGERIA

SCHOOL OF SCIENCE AND TECHNOLOGY

COURSE CODE: AEM 458

**COURSE TITLE: EXTENSION STRATEGIES
IN
PILOT RURAL DEVELOPMENT**

AEM 458
EXTENSION STRATEGIES
IN
PILOT RURAL DEVELOPMENT

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NATIONAL OPEN UNIVERSITY OF NIGERIA

COURSE GUIDE

INTRODUCTION

Extension strategies in pilot rural development is the field-based laboratory for the students of Agricultural Extension and Rural Development, which enhanced testing of extension principles and philosophies among rural farmers; teaching of student about rural living; collection and establishment of database; and assisting in the empowerment processes of the rural dwellers.

An extension strategy in pilot rural development (AEM 458) is a one semester, 2 units 400 level course. The course consists of 5 units divided into three modules which involve basic concepts and principles of extension strategies in pilot rural development.

This Course Guide tells you what the course is about, what course materials you will be using and how you can work your way through these materials. The course suggest some guidelines for the amount of time you are likely to spend on each unit in order to complete the course successfully. It also gives you some guidance on your tutor-marked assignments.

COURSE AIMS

To develop the knowledge and understanding of basic principles and practice of extension strategy in pilot rural development

COURSE OBJECTIVES

At the end of this course candidates should be able to know and understand

- Approaches and Models For Rural Development
- Strategies For Rural Development
- Purchasing, Distribution Of Inputs And Marketing Of Commodities Of Rural People
- Training Of Beneficiary,
- Participatory Agents And Extension Staff Of Government And Non Government Organization

THE COURSE MATERIAL

The major components of the course are

- Course Guide
- Study Units

- **STUDY UNITS**
- There are 5 study units divided into three modules in this course, as follows:

Module 1 General Introduction to principles and practice of extension Strategy in pilot rural development

Unit 1 Rural Development and Concept of Pilot Projects

Unit 2 Approaches and Models for Rural Development

Module 2 Basic Strategies Involved In Pilot Project for Rural Developments

Unit 3 Strategies for Rural Development

Unit 4 Purchasing, Distribution of Inputs and Marketing of Commodities of Rural People

Module 3 Pilot Project Beneficiaries

Unit 5 Training of Beneficiary, Participation Agents and Extension Staff of Government and Non Government Organization

TEXT BOOKS

The following textbooks are recommended for further study in this course

Ekong, E.E. (2003). An introduction to Rural Sociology, Uyo, Dove Educational Publishers

Ekpere, J.A. (1991), Agricultural Extension Search Light of the Nigeria Small Farmer 1990

University Lectures, Ibadan, University of Ibadan press.

Jibowo, Gboyega (1992), Essentials of Rural Sociology. Abeokuta, Gbemi Sodipo Press Limited

Williams, S.K.T. (1985) Rural Development in Nigeria. Ife, University of Ife Press.

Williams, S.K.T. Fenley, J.M, Williams,C.E (1984)_A manual for Agricultural Extension Workers in Nigeria. Ibadan. Les Shyraden Publishers.

ASSIGNMENT FILE

In this file, you will find the details of the work you must submit to your tutor for marking. The marks you obtain from these assignments will count towards the final mark you obtain for this course. Further information on assignments will be found in the Assignment file and in this course guide in Assessment section.

There are four assignments in this course. These four assignments are stated as follows

Assignment 1 – all TMAs’ question in Module I

Assignment 2 – all TMAs’ question in Module II

Assignment 3 – all TMAs’ question in Module III

ASSESSMENT

There are two components of assessment for this course. The Tutor Marked Assignment (TMA) and the end of course examination.

Tutor Marked Assignment

The TMA is the continuous assessment component of the course. It accounts for 30% of the total score. You will be giving four TMA’s to answer this you must submit before you will be allowed to sit for the course examination. The best three would be recorded as your continuous assessment. This TMA’s would be given to you by your facilitator.

TUTOR AND TUTORIALS

There are some hours of tutorials provided in support of this course. You will be notified of the dates, times and locations of these tutorials together with the name and phone number of the tutor as soon as you are allocated a tutorial group. You should try to attend the tutorials, because this is the only chance you a tutorial group. You should try to attend the tutorials, because this is the only chance you have to meet your tutor face to face and to ask question on any area of the course and for you to get instant answer to the questions.

End of the Course Examination

This examination concludes the assessment for the course it constitute 70% of the whole course. You will be informed of the time for the examination.

COURSE OVERVIEW

The table below shows the number of weeks it should take you to complete the study units in this course.

Unit	Title	Week Activity	Assessment
1	Rural Development and Concept of Pilot Projects	} 2	Assignment 1
2	Approaches and Models for Rural Development	} 2	Assignment 2
3	Strategies for Rural Development	} 2	Assignment 3
4	Training of Beneficiary, Participation Agents and Extension Staff of Government and Non Government Organization	} 2	Assignment 4
	Total	8 weeks	

SUMMARY

AEM 458: Extension strategies in pilot rural development is the field-based laboratory for the students of Agricultural Extension and Rural Development, which enhanced testing of extension principles and philosophies among rural farmers; teaching of student about rural living; collection and establishment of database; and assisting in the empowerment processes of the rural dwellers. Wishing you success in this course and hoping that you will find it both interesting and useful.

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UNIT 2 **APPROACHES AND MODELS FOR RURAL DEVELOPMENT**

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UNIT 3 **STRATEGIES FOR RURAL DEVELOPMENT**

UNIT 4 **PURCHASING, DISTRIBUTION OF INPUTS AND MARKETING OF
COMMODITIES OF RURAL PEOPLE**

MODULE 3

UNIT 5 **TRAINING OF BENEFICIARY, PARTICIPATION AGENTS AND
EXTENSION**

STAFF OF GOVERNMENT AND NON GOVERNMENT ORGANIZATION

UNIT ONE: RURAL DEVELOPMENT AND CONCEPT OF PILOT PROJECTS

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1:0 Introduction

Rural areas are of importance to the nation as they serve as the base for the production of food and fibre. They are also the major source of capital formation for the country and provide market for domestic manufacturers. Rural areas serves as a place of refuge during crisis and most urban dwellers goes there to relax. In Nigeria over 70 percent of the population lives and derives their livelihood from the rural areas and despite their importance they have not been adequately developed as most of the rural areas lack basic social amenities such as water, electricity supply, motorable roads, health centre, schools and so on. Therefore, the need to develop rural areas in order to improve the quality of life of rural inhabitants and also to raise their standard of living cannot be over emphasised.

2:0 Objectives

By the end of this unit you should be able to;

1. Explain what is meant by rural development
2. State the steps involved in achieving the objectives of rural development
3. Enumerate the objectives of rural development
4. Define the term pilot project
5. Explain the objectives of pilot project

6. Discuss in detail a named rural pilot project

3.1 Meaning of rural development.

There is no universally acceptable definition of rural development; the term is used in different ways and in many divergent contexts. It may be centred around income criterion when it address the problem of poverty; It can be defined in a sociological concept whereby rural poor represents a reservoir of untapped talent, a target group that should be given opportunity to enjoy the benefits of development through improved education, health and nutrition.

Rural development can also be view in terms of concept, a phenomenon, a strategy and a discipline. As a concept it involves overall development of rural areas with a view to improve the quality of life of rural people. In this sense it is a multi dimensional concept and it include the development of agriculture and allied activities such as the cottage industries and craft, socio economic infrastructure, community services and facilities, and above all, human resources in the rural areas. As a phenomenon, it utilizes the interaction of various physical, technological, economic, socio cultural and institutional factors. As a strategy it is designed to improve the economic and social well being of a specific group of people the rural poor. As a discipline, it is multidisciplinary in nature representing an integration of engineering and management sciences.

Rural development therefore implies the transformation of rural community into a socially, economically, politically, educationally, orderly and materially desirable condition, with the purpose of improving the quality of life of the rural population. Rural development must be clearly designed to increase production. It recognizes that improved food supplies and nutrition together with basic services, such as health and education, not only directly improve the physical well being and quality of life of the rural poor, but can also enhance their productivities and their ability to contribute to the national economy.

3.2 Objectives of rural development

The objectives of rural development are to:

1. Improve income distribution between the rural and urban dwellers to narrow the disparities between the two parts of the society.
2. Increase food production to enhance house hold, nation and global food security.

3. Increase productivity through sensitization of the rural people to their potentials for development, and acquiring the education and training needed to translate the potentials into productive efforts.
4. Widespread literacy so as to allow rural people participates intelligently in the political, economic and social activities of their society.
5. Narrow the gap between the rural and urban areas in the provision of social amenities and infrastructures such as pipe borne water, electricity supply, motorable roads and other welfare needs.

3.3 Concept of pilot project

Pilot project on rural development is usually a socially laboratory designed to integrate agricultural research, education and extension as a viable step towards effecting a rapid and lasting impact on such communities. It is set up to enhance rural development by using the concept of regional or area planning. The rural pilot project approach is hinged on the assumption that better results can be achieved by taking a project approach in a particular location during a specific time period with large infusion of outside resources. Ample levels of facilities are provided to staff including availability of foreign advisers. Success is measured through achievement of short run changes.

Rural development activities are usually organised and implemented under the general areas of agriculture, health, women programmes in home economics and youth development. In the area of agricultural activities, farmers are encouraged through their farms to incorporate improved cropping patterns, they are also organised into groups and hold monthly planning meetings which in turn serves as an avenue for extension training of contact farmers. Health activities are facilitated by the supervisory staff from established government hospitals or non governmental agencies. Emphasis is usually laid on preventive and curative medicine noting that health is wealth and there is a strong relationship between health and productivity. The health personnel usually incorporated into their programmes immunization, environmental sanitation, maternal and child care education.

Women activities centre upon areas of home economics and child care, processing and preservation of crops and livestock products, food preparation and home management. Follow up are carried out to check whether the acquired skills are well utilized. Recognising the importance of youth as rural adults of tomorrow, the rural development programmes usually pay attention to them by providing training for them in the areas of health and agricultural activities.

3.4 Objectives of pilot project

1. Providing the opportunity to interested researchers in such communities.
2. Establish a real life laboratory type situation in which student of agricultural extension can observe and practice communication process, extension methods, programme planning and evaluation techniques.
3. Enable researchers and students to determine the needs and problems of farm families in order to improve it
4. Providing Research-institutions and faculties the opportunity to contact farmers and get insight into real farm problems.
5. Encourage the progressive farmers to visit the university or research institutes to observe research project in progress and to develop informal contacts with the researchers.
6. Promote local initiative, self reliance, confidence and participatory involvement of rural people in planning and implementation of activities for their own development.

3.5 Steps for achieving the above objectives include:

1. Selection of a project area in accordance with some predetermined criteria.
2. Benchmark survey and situation analysis.
3. Formulation of a development programme and determination of specific activities with village representatives through a process of dialogue and reflection
4. Implementation of the programme by villager's themselves and their local organisations.

The above procedure is in line with extension principles and tenets which states that extension should start from where people are, assist people to determine their own problems, help them to find desirable solutions to their problems and to encourage them to take action. Extension should be based on the needs and interests of the people which are closely related to improving their livelihood. Extension should provide maximum opportunity for the people to work on the programmes that have been designed by them and others.

Pilot project in rural development was based on the principle of liberating education otherwise known as conscientization, which involves establishing dialogue among learners that generate analysis of social reality. An objective perception of that reality leads to higher levels of consciousness and eventually transforms limiting structures. The process also leads to attitudinal and behavioural changes. Extension

education programme considers that in a rural development process, teaching and learning should be carried out in an atmosphere of mutual trust and respect between the change agents and their clientele. The first meeting with the villages' farmers occurred in a casual manner as significant number of people starts to dialogue about the extension project. The purpose of the meeting will be highlighted and the difficulty that will be encountered in carrying out the initial investigations of the areas without their cooperation, understanding and trust will be mentioned. At the concept of the leadership, a bench mark survey to obtain agricultural, environmental, social and cultural data on the life of the area will be through dialogue with the people. The situation will be studied and the problems discussed together with a view to developing an agricultural programme based on their existent, reality and their needs. This preliminary joint meeting will be followed by a series of planning and programme review meetings on the activities of the extension staff and farmers in the village.

The Badeku Rural Development Pilot Project

The Badeku pilot rural development programme of the University of Ibadan was initiated in October 1970 by the then Department of Agricultural Economics and Extension (now two separate departments) to try innovative strategies in education and information delivery for rural development. Badeku the site of the project is about 17miles from the university in Egbeda local government area of Oyo state. It was a pilot project on rural development; the activities were funded by the Rockefeller Foundation for five year period of (1973 – 1978) and the U.I. Senate Research Grant in 1982. The objectives of the project are to:

1. Create an innovative work and research area for students and staff of the faculty.
2. Promote local initiative, self reliance, confidence and participative involvement of rural people in planning and implementation of activities for their own development.
3. Provide a basis for linkage between the rural population and several agencies working for them.
5. Establish a real life laboratory type situation in which staff and students of the faculty and university can learn, study and participate in agriculture and rural development.

The plan of action for achieving the above objectives included:

- (a) Selection of a project area in accordance with some pre- determined criteria.
- (b) Thorough benchmark survey and situation analysis.
- (c) Formulation of a development programme and determination of specific activities with village representatives through a process of dialogue and reflection.

(d) Implementation of the programme by villagers themselves, local organisations and other government agencies with the project playing a facilitator and a catalytic role.

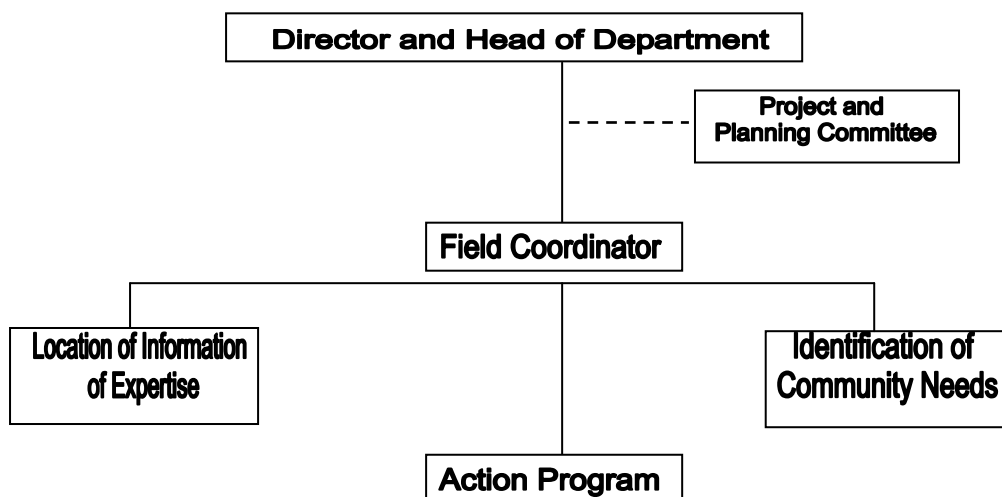
The above procedure was employed by University of Ibadan on her Badeku project and 36 villages participated actively in the project. Each village was assisted to conform and practice the dialogical process in the identification of problems and determination of solutions. Voluntary groups were democratically organised based on trust and commitment. They met regularly to re-evaluate progress and make future plans.

The Badeku project was reported to have better the lives of the farmers in the participating villages as they have increase in yields and incomes due to adoption of improved practices and access to factors of production.

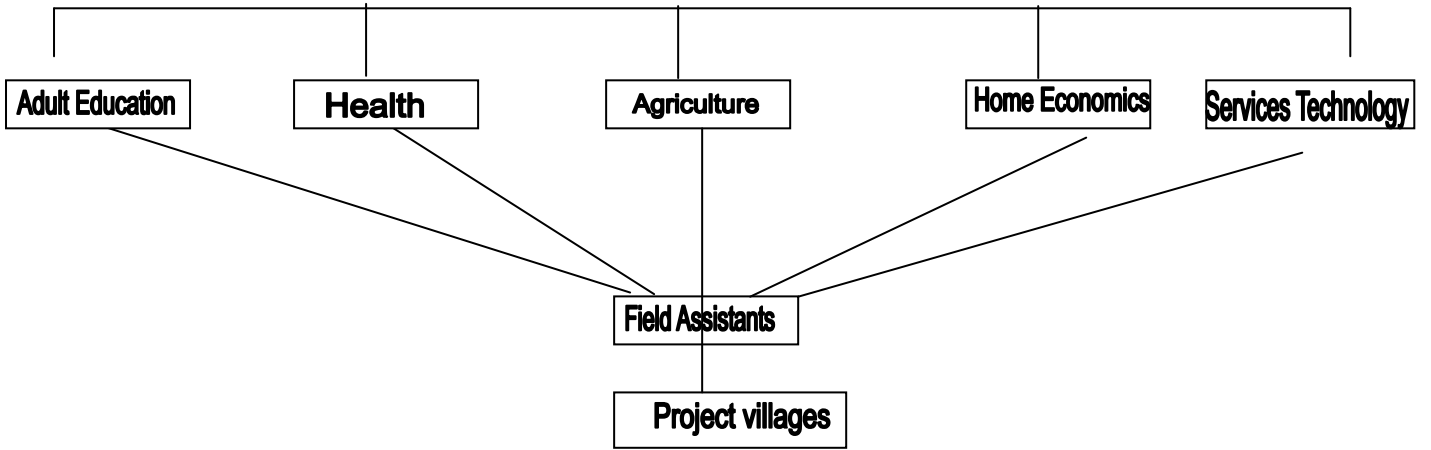
3.6 The Isoya rural development project

The project was sets up as a model for rural development in some selected villages in Ife division where University of Ife now Obafemi Awolowo University is located. This pilot project (Isoya) was directed at improving the socio- economic conditions of the people in the selected villages. Eleven (11) villages participated in the project and they were selected based on their willingness to cooperate, relative smallness of population and accessibility to university campus. Two villages withdraw before committing their resources into the project as they wanted to see tangible evidence that would benefit them. The nine villages that participated in the project are Erefe, Aroko, Iyanfoworogi, Ladin Akeredolu, Isoya, Olorunbo, Esera and Walode and the project was located about 15miles north of the university campus. At the inception of the programme only five of the village have primary schools, there were no health facilities, health officers, and farming is the major occupation of the people.

ORGANIZATIONAL STRUCTURE OF ISOYA PROJECT



Extension Services



The head of the department of agricultural extension and rural sociology of Obafemi Awolowo University is the director of the project and is responsible to the university for all its activities. He establishes liaison with the aid granting agency, assisting him is the project planning committee which comprises of all staff members of the department. The committee under his chairmanship is responsible for the planning, execution and evaluation of the project and it must approve all research activities connected with the project. The planners' have firm control over all activities going on in the villages, other interested departments in the faculty of agriculture and elsewhere in the university are co-opted to work with the planning committee as necessary.

At field level, it is head by a coordinator who directed the execution of the planned action programmes and relaying field problems to the director and the planning committee. Under the coordinator there are two posts an agricultural technician and an agricultural assistant, there is also a home economics with field assistant who is responsible for planning all programmes related to women.

Strategy

Once the objectives were clearly stated, a programme of planned action was developed in cooperation with the people involved. The strategy was to foster closer relationship with other agencies or institutions in creating essentials and accelerators of change that were lacking such as improved planting materials, adequate supply of farm inputs, information sourcing on credit and effective communication on improved technological information.

Planned action programme

In planning the action programme, the project coordinator was saddled with the responsibilities of directing the activities by preparing operational plans, executing them summarising and reporting results. He gains the supports of other agencies and interested department by keeping them informed on the activities of the project, its achievements as well as constraints.

Action programme were initiated in areas of agriculture, intermediate technology program, home economics and cooperative studies and the following results were obtained.

1. Efficient technologies for producing maize and cowpea resulting in an increase of about 200

percent on the average yield of maize

- 2 Development of a simple low -cost dryer to improve the marketing of maize at the time when

prices are most favourable.

3. Formation of cooperative societies to handle the marketing of the maize and to channel credits
and loans for agricultural activities
4. Introduction of adult literacy programmes
5. Improvement in child nutrition, resulting in reduction of infant mortality, and the awareness among the women of the need to seek medical attention for themselves and their children.
6. Development of audio visual aids for teaching improved technological practices and for
functional literacy programmes
7. Development of formidable group capable of accepting responsibility.
8. The launching of the monthly Isoya newsletter an alternative means of carrying information to the villages and of giving the residents an opportunity to express themselves.

4.0 Conclusion.

Rural areas are very important to stability of the nation as it serves as a place where foods are being produced. There is need to develop rural areas to enhance food security and narrow down the income distribution between rural and urban dwellers. Rural projects in rural development are usually set up to integrate agricultural research, education and extension to the rural communities in order to improve their income and standard of living.

5.0 Summary

This unit examined the meaning of rural development and its objectives. It also defined the concept of pilot projects in rural development stating the objectives and steps for its achievement, using Badeku and Isoya rural development projects of University of Ibadan and Obafemi university, Ile-Ife respectively as examples.

5.0 Tutor Marked Assignments

1. Define the term rural development
2. Give 4 reasons for developing rural areas
3. What are pilot Projects in rural development?
4. State 4 objectives of pilot projects.

7.0 References and further readings

Ekong, E.E. (2003). An introduction to Rural Sociology, Uyo, Dove Educational Publishers Pp.351

– 362

Ekpere, J.A. (1991), Agricultural Extension Search Light of the Nigeria Small Farmer 1990

University Lectures, Ibadan, University of Ibadan press Pp 44 – 47.

Jibowo, Gboyega (1992), Essentials of Rural Sociology. Abeokuta, Gbemi Sodipo Press Limited

Pp. 229 -230

Singh, Kafar (1986). Rural Development Principles, Policies and Management, N D 1986 p.18

Williams, S.K.T. (1985) Rural Development in Nigeria. Ife, University of Ife Press Pp 23 – 43.

Williams, S.K.T. Fenley, J.M, Williams,C.E (1984)_A manual for Agricultural Extension Workers in Nigeria. Ibadan. Les Shyraden Publishers Pp 15 – 17.

UNIT TWO: APPROACHES AND MODELS FOR RURAL DEVELOPMENT

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1:0 Introduction

Rural areas in Nigeria and other third world countries are characterized by widespread poverty, ignorance and disease. The standard of living is very low and it is shown in form of low level of income or poverty, inadequate housing, poor health, low literacy level, high mortality rate, low life expectancy, and lack of self esteem. Rural development is thus a broad re-organization and mobilisation of the rural masses so as to enhance their capacity to cope effectively with the daily needs of their lives and to improve their standard of living on a self sustaining basis through the transformation of the socio-spatial structure of their productive activities. To achieve these rural development objectives many programme had been embarked upon by governmental and non government organisations using series of approaches and strategies.

2:0 Objectives

By the end of this unit, you should be able to:

1. State 8 problems of rural development
2. Describe the various approaches to rural development
3. Explain 4 models of rural development in Nigeria.

3:1 Problems of rural development.

1. Lack of commitment to rural development programmes by the government
2. Policy associated problems in designing and implementation to the beneficiaries.
3. Lack of systematic and coordinated implementation of programmes (resulting in duplication of efforts by governmental and non governmental agencies.)
4. Lack of community empowerment as some of the rural development projects that are top driven viewing small farmers irrational and incapable of making progress on their own initiatives.
5. High level of corruption
6. Poor statistical base for effective planning
7. Lack of proper planning, monitoring and evaluation.
8. Role conflict may arise where the change agent is expected to fulfil the desires of the sponsoring agency rather than what the community wants.
9. Inadequate understanding of the rural community in terms of its structure, communication, decision making patterns, existence of factors, norms and values by the change agent.
10. Lack of follow up as many rural development programmes went into comma, immediately after the expiration of the initial period planned for the programme.

3:2 Various approaches to rural development.

Approaches for rural development are the geographical and the subject matter scopes of rural development. Three approaches can be identified namely:

- a. The sectional approach
- b. Holistic approach
- c. Regional approach

a. Sectorial Approach.

This approach identifies the major sectors of the economy with the attempt to develop one at a time or a particular sector. The sector identified such are: agriculture, health, education and infrastructural sectors. It is the approach that tended to favour the development of agricultural sector because majority of the rural people engage in it. The weakness of the approach is that.

1. Agriculture sector had not been developed wholesomely because of the relationship with other sectors which had not been supportive
2. The remaining sectors were ignored in the development process.

b. Holistic approach

As the word implies it attempts to develop all the sectors in a given area about the same time. Agriculture, health, education, rural infrastructure sectors are developed simultaneously.

The shortcoming of this approach is as follows.

1. Inadequate funding to implement development programmes on all sector simultaneously
2. Inadequate number of specialised and technical manpower to implement the programmes.
3. Inadequate coordination of the development activities in all the sectors.
4. The approach is usually top driven.

c. Regional approach

In regional approach to rural development a society is divided or classified into development regions. Efforts were made to identify the developmental strategies most suitable for each region based on their climatic conditions. For example grains thrive well in savannah areas while tree crops are commonly grown in rainforest belt in addition to grains crop. Some areas were classified as industrial zone or residential zone.

The disadvantages of this approach is

1. It tends to forget that scientific rural development can bring facilities to areas where they do not exist before e.g. Channelling river course to where there is no water before.
2. Some geographical region may be well favoured than others in terms of development.

3:3 Models of rural development

What is a model?

A model can be defined as a theory in the form of an outline, or a representation of a plan. It can also be seen as a conception of what is common to all members of a class.

Four major models peculiar to Nigeria and other Africa countries are:

1. The rural- urban integration model
2. The intersectoral or Zonal coordination model
3. The package model
4. The community driven development model

The rural urban integration model:

Involves the development in which rural and urban areas are considered as an integral part of the same planning object. The model was based on the principle that the rural dwellers should share the better conditions of life enjoyed in urban centres in terms of hospitals, good roads, pipe borne water and electricity. The provision of these amenities is expected to prevent rural-urban migration.

The rural-urban integration model is a deliberate attempt at the involvement of rural people in the planning, execution and evaluation of development projects directly affecting them. It tends to promote the ideology of social equality and self reliance on a national scale. An example of this model is the farm settlement scheme which was to reduce the rate of unemployment, increase food production and decentralization of amenities.

Intersectional/zonal coordination approach

This approach try to foster coordination hitherto isolated in sectoral and zonal development programmes. It was based on the premise that all sectoral and zonal rural development is well conceived and that effective coordination would make them attend rural development goals.

The demerit of the approach includes:

- 1 It tends to establish a superordinate body charged with the responsibility for coordinating all rural development activities in the country
2. There is absence of popular development ideology.
3. It leads to the establishment of ideal organisation of structures.

The package approach :

The package approach has its roots from diffusion's theory of development in which innovations developed from outside are brought to the rural areas by a presumed beneficent change agent. The modernization theory takes off from the premise that rural development is derived essentially from the primitive, unproductive and resistant to change in values, institutions and technologies found in traditional societies. Modernization theorists are of the view that these primitive and traditional ways of doing things are characterised by inefficiency, low productivity and production inertia which tend to serve as hindrance to development.

The agricultural stagnation and increasing poverty in Africa are thus seen as an outcome of continue use of primitive and inefficient ways of doing things, outdated

technology, land tenure system, small scale production and unproductive social values and institutions. The third world countries can replicate the kind of agricultural production in Europe only if they adopt modern technology, better production methods, institutions and value systems.

The approach emphasizes that agricultural project should consists of the supply of a package containing an innovation and its supportive facilities to a specific project area. For example, an improve variety of maize may be supplied with the particular fertilizer recommended for its growth, the herbicides, extension services, processing and storage facilities and marketing outlets with other facilities thought to be necessary for its success. The feature of the model is as follows:

- a. It is top bottom as the projects and their supportive facilities are not decided by the users.
- b. Local participation in planning of the programme and restriction of benefits to a few who are able to participate
- c. Policy makers designs and implement development projects in isolation of the rural people which negate the principles of sustainable development.
- d. It is capital intensive most of the rural development and agricultural development projects in Nigeria utilizes this method e.g. NAFPP. (ADP) Agricultural Development Programme.(OFN)

Operations Feed the Nation (1976), (GR) Green Revolution.(RBDA) River Basin Development Authorities. The Farm Settlement Scheme (1960), The National Accelerated Food Production (NAFPP) (1972), Agricultural Development Projects ADPS (1972),The Nigeria Agricultural and Cooperative Bank (NACB) (1973),The Rural Banking Scheme (1973), Agricultural Credit Guanteed Scheme (ACGS) (1978) Directorate of rural infrastructure (DFRRI) (1986)National Directorate of Employment (NDE) (1987) Directorate of Social Mobilization (MAMSER) (1987) National Agricultural Land Development Authority (NALDDA (1988) Better Life Programme for Rural Development (BLP) (1988) Food Security and Poverty Alleviation Programme (PAP) FADAMA and others.

*NOTE: .e.g Sustainable Livelihood Approach,
Development of the Mechanization Sector,
Participatory & Negotiated Territorial Development,
Spatial Approach to rural development.*

Community Driven Development (CDD)

This approach is currently new and fast gaining ground in Africa. It is targeted towards poverty reduction.

The main focus of the approach centres on prosperity through local communities. The goal is to move political administrative and fiscal power from top to the bottom. It aims to build on social capital by harnessing community participation and also to improve socio-capital by strengthening incentives for participatory development.

The five key elements of CDD are.

1. Empowering communities
2. Empowering local governments
3. Realigning the centre
4. Improving accountability and
5. Building capacity.

Each country may have to fashion its own process of CDD,

Three stages are important and they are

- a. Decentralization initiation
- b. Scaling up consolidation and
- c. Sequence that involves agenda.

Initiation deals with harmonization and strengthening of all on-going efforts in community participation. All existing uncoordinated efforts donor driven funds are to be pulled together to create investment fund. The aim is to get resources and authority to spend social fund to as many communities and as quickly as possible. Priority is also given to empowering communities over targeted scheme to reach the socially excluded.

In scaling up stage, efforts are made to make local government assume full responsibility for frontlines services delivery. This is achieved by strengthening their capacity and accountability mechanism. This stage is built around the principle of transferring responsibilities in stages from a social fund to local governments, and local government which performs well advances faster along the path of additional resources and responsibilities.

Consolidation is a stage for functioning political, administrative and fiscal arrangements and for further upgrading of local skills. In this stage decentralization becomes fully operational where local government are already functioning well donors try to switch their strategy from direct funding of communities to providing budget support to the central government for onward disbursement to local communities through various local governments.

4:0 Conclusion

Rural development is essential for the development of every nation. It integrates the communities into the life of the nation and enables them to contribute fully to the national progress. There are several approaches and models to rural development and what is suitable for one country may not be suited for another. It is therefore necessary for each country to develop or make use of the approaches or models that is suitable for her own development

5:0 Summary

You have learnt in previous unit, the objectives of rural development and now you have been taken through the problems of rural development which includes inadequate understanding of the rural community in terms of its structure, communication, decision making patterns existence of factions, norms and values. Also various approaches to rural developments have been looked at such as sectorial holistic and regional approach. Sectorial deals with the development of one sector at a time. Holistic deals with development of all sectors simultaneously while regional deals with the development based on classification into what is suited for a particular place or region. All have their own characteristics. Attempt was also made at explaining the four models of rural development peculiar to Nigeria which are the rural urban integration, intersectoral, package approach and community driven development models.

6:0 Tutor- marked assignments.

1. Enumerate the problems of rural development.
2. Explain the three approaches to rural development, together with their advantages and disadvantages
3. Explain models of rural development commonly used in Nigeria,

7:0 References for further readings.

Adams, M.E. (1984) *Agricultural Extension in Developing Countries*. U.K .Longman Pp 52 -62.

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UNIT THREE: STRATEGIES FOR CO-ORDINATING SCIENTISTS' OFFICIAL AGENCIES, LOCAL PEOPLE, PURCHASE IN RURAL DEVELOPMENT

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1:0 Introduction

Co ordination is a crucial act in managing the whole process of development and it must be properly handled so as to achieve the goals and objectives of any developmental process set into motion. Co-ordination can be seen in various ways; it can be a process, an act, a technique or a condition. Co-ordination as a process: it is the unification of workers contributions, materials and other resources towards achieving the set goals.

Co-ordination as a technique brought together a number conflicting issues and leading them towards a common end. Co-ordination as an act: it is an ability to do that which is required in co-ordinating. As a condition, it permeates the entire administrative process making sure that all units of the organisation are harmonised towards a single goal.

Thus, co-ordination involves synchronising and unifying of action of group of people. It also deals with harmonisation of the activities of the stakeholders towards the achievement of the stated goals of the pilot projects.

Objectives of Pilot Projects

The overarching intent of the agricultural pilots program is to foster a sustainable and robust agricultural economy in a way that protects and preserves the quality of land and natural resources for future generations. Pilots may range from simple to complex, draw upon tried and true methods, or leverage combinations of farming techniques, incentive programs, new technologies, or collaborative planning processes in unique ways.

Objectives of co-ordination in pilot projects

- 1 For Project harmonization
- 2 For proper use of all resources
- 3 For correct flow of useful information
- 4 For easy evaluation

How to select Pilot Village

The pilot villages are selected based on the following criteria:

Proximity to resources

The geographical location of the village

Because of the contiguity of the village

Based on the project focus

Based on the baseline information about the village

Based on the prevalent issues in the village.

By accurate information on the social status of the village in terms of their norms, belief and customs.

The choice must be unique in the sense that not all villages have the same challenges and the selection must be done in such a way that the project will be sustainable and void of prejudice

The pilot project should be done in accordance to the baseline information be the commencement of the project to avoid duplicating efforts towards just one direction.

The methodology and the goal must be clear and different from any previous project.

Unit 2

2.1 The key factors in the rural areas/ villages for pilot projects are:

The oba/ village head (traditional rulers)

The village chieftains

The Youth leader

The opinion leader

The women leader

The key informants in the village

2.2 The target audience can be identified through the use of some participatory tools to elicit useful information for the development personnel

Through the use of In-depth Interview

Focus group discussion

Through baseline survey information process

2.3

All the resources meant for the pilot project must be properly co-ordinated in order to achieve maximum impact among the target audience. The staff, equipment and activities must be harmonized in a systematic and logical arrangement in order to achieve the stated goals of the project.

This can be achieved by giving due responsibilities to different stakeholders with a commensurate authority and resources to work with. This will build confidence in all participants and encourages sustainability of the project.

The activities should be well arranged logically in line with the social characteristics of the target audience. The project should be simplified at all levels such that each participant knows what is expected of him/ her so as to achieve the stated objectives of the programme/ project.

The four attributes of a pilot project must be fully explored. They are:

Project duration

Project importance

Project size

Project sponsors/ support

Project

Duration.

If you select a project that is too short, skeptics will claim that Scrum works only on short projects. At the same time, if you select a project that is too long, you risk not being able to claim success until the project is over. Many traditionally managed projects claim to be on track 9 months in to a 12-month schedule, yet in the end are over budget and late, so a Scrum project proclaiming the same may not be very convincing.

Size.

Select a project that can be started with one team whose members are all collocated, if at all possible. Start with one team, even if the pilot project will grow to include more teams. Try to select a pilot project that will not grow to more than five or so teams, even if such projects will be common in your organization. Not only is coordinating work among that many Scrum teams more than you want to bite off initially, but you also probably wouldn't have time to grow from one team to more than five.

Importance.

It can be tempting to select a low-importance, low-risk project. If things go badly, not much will be lost. And people may not even notice a failure on a low-importance project. Don't give in to this temptation. Instead, pick an important project. An unimportant project will not get the necessary attention from the rest of the local people.

Business

sponsor

engagement.

An engaged business sponsor can help the team if it needs to push against entrenched

business processes, departments, or individuals. Similarly, there is no one more useful in promoting the success of the project afterward than a sponsor who got what was expected. One sponsor commenting to another that a recent project tried Scrum and delivered more than past projects did will do wonders in getting other sponsors to ask their teams to also try the new approach.

And **Finally:** **People.**

I'm not forgetting the importance of the people involved to the success of a pilot. The people involved are, of course, the most important factor in the success of any project.

The infrastructure required to possess for pilot projects differs because of the different focus of each pilot project. All pilot projects are not developed to achieve the same goal, thus, each pilot project will need its own infrastructure to work with.

The needs of the local people can be known as we allow them to participate fully in all the stages of the project. Through pre-pilot survey in the locality of the pilot project, the needs of the local people will be discovered.

Most of the local infrastructure that are available in the village will also be discovered. Maintenance of the facilities and equipment for pilot project must be firstly, placed on the hand of the target audience, in other words they are responsible for the maintenance any project carried out in their village. The traditional leaders also are custodian of any pilot project in their territory.

The project executors should put in place some maintenance principles which must be simple for the local people to understand and perform.

Example of Pilot project in Mali:

In 2006 a pilot project in the rural village of Tienfala in Mali, funded by SightSavers International, provided water and sanitation (WATSAN) facilities for people who are blind. In 2007 a study on needs and barriers that people with disabilities in rural Mali face has been conducted including an evaluation of the Tienfala pilot project. WaterAid Mali (WAM) are now planning to include people with disabilities in their work in the country.

Statistics from 1999 (Diawara 2005) estimate that disabled people make up 10-19% of the population in Mali. However, national regulations do not systematically take them into account and Disabled Peoples' Organisations lack political influence and resources.

People with disabilities have also been given little consideration in the provision of WATSAN facilities.

Low cost adaptation for an increased accessibility

The pilot project in Tienfala provided a new well for blind users in a garden compound. The old large open well had a low wall that made collecting water dangerous for users. The new well is surrounded by gravel to aid orientation, and includes a high wall for safety and support. The wall includes a lower section with a ramped access that would be suitable for wheelchair users and children.

When evaluation and a pilot project bring lessons

However, the pulley in use was difficult for the blind users. With a better quality pulley users would not have the same problem. Raised concrete seats affixed to domed slabs were installed free of charge for blind users. The seats provide comfort, support and hygiene; where in the past users would touch to feel for the latrine hole. The seat is easy to locate and keep clean. However, the evaluation showed that accessibility issues can remain, in stand-alone provision, with problems such as slippery and steep surfaces. Furthermore, there is great room for experimenting with other cheaper building materials. Audio tools for hygiene promotion were developed to allow WAM to include people who are blind. The project gave both the financial benefit of improved access to water for garden plot crops, and the social benefits of a sense of increased integration and self-esteem for the users. Where in the case for sanitation people's self-dignity has improved, in not needing to rely on other family members for assistance.

Participation of persons with disabilities in the process of research

In meeting with wheelchair users and people using supports such as crutches in a second rural location, a number of key aspects of barriers to WATSAN access were identified. Disabled people were involved in the research team, aiding the process of consultation. A number of ideas and suggestions from the users were discussed and tried out in practice for sanitation where possible. It was found that transport of water is a key issue for disabled people, preventing the collection of water in many cases.

It appeared that access to and use of water and sanitation facilities could be improved by small changes in design, or through the provision of adaptations for individuals. For example, raised wooden seats for use over the latrine and for bathing, were produced, which could be made at low cost and did not interfere with other users. A support bar was also produced.

Discussion produced a large number of ideas that can now be used and tested as WAM continue to include disability in their country-wide work.

Example of Pilot Project in Thailand.

Problem overview:

Integrating all stakeholders: The Agricultural Technology Transfer Centers (TTCs) brings together the government, both national and local, and the local people to meet and discuss so that problems can be shared and new ideas can be generated for a more sustainable plan for local agriculturing.

Training and educational initiatives: The Ministry of Agriculture and Cooperatives (MAOC), Thailand, is trying to strengthen the capacity of farming and other local communities in Thailand, to enable these communities to manage themselves and manage their local environment through 'sustainable' agricultural plan making.

Background:

Since the green revolution began in 1960, the agriculture sector of Thailand has developed in response to market forces. Monoculture crops, chemical fertilizers, and pesticides were promoted to increase production and maximize farmers' incomes and to generate foreign exchange for the country. The natural resources in Thailand were exploited and depleted by commercialized agricultural and economic development, both

intentionally and unintentionally. Problems of forestland encroachment, water shortages, water pollution, drought, flooding, soil erosion, soil degradation, and natural disasters are among the problems derived from such development. The government has placed a high priority in addressing these policies to solve the problems. The Process of decentralization and community participation in natural resources management and planning are means being used to reduce the natural resources exploitation in the country.

The Agricultural Technology Transfer Centers (TTC) project was formulated to develop one stop service centers for farmers and communities in the areas of agricultural development, agricultural production, market development, and natural resources management.

Following the direction set in the Framework for Agricultural Development Planning under the Ninth National Economic and Social Development Plan, TTCs are to be established to accelerate farmer education, facilitate technology transfer and technological development, develop agricultural labor skills, and to continuously enhance the learning process for all farmers, with efficient and proper procedures, thus increasing their earnings and professional capacities. As well as farmers, agricultural organizations and the communities must increase their roles and be participatory in agricultural development at all levels as one-stop-service. The cabinet had a resolution on the TTC project proposed by the Ministry of Agriculture and Cooperatives (MOAC) on 30 November 2000. Through the TTC program, the government's decentralization of power to localities is ensured according to Section 78 of the 1997 Constitution; promotion of public participation in the preservation, maintenance, and balanced utilization of natural resources and biodiversity as of Section 79 of the Constitution; and, supporting of the assembling of farmers with a view to laying down agricultural

plans and protecting their mutual interests as appeared on Section 84 of the constitution.

Objectives:

The process of agricultural development will be modified to allow local administration organizations, farmers, cooperatives, farmers groups, and farmer institutions to participate in sustainable agricultural development, thus ensuring an integrated response to community needs. The MOAC will support agricultural technology transfer services related to crops, livestock, fisheries, and information.

The operations of the line agencies of the MOAC will be modified to support integrated agricultural development and to function as a one-stop-service center.

The capacity of communities will be strengthened in planning and self-support functions related to the value added processing of agricultural products and to ensure sustainable management of natural resources. Basic data and information systems will be developed at the community level. Rural communities will be encouraged to utilize budgets made available to local administrative organizations for agricultural development, to promote rural savings, and to support community-based funds for establishing agribusiness.

Project Implementation:

Project implementation will be undertaken following three participatory steps, namely:

1. Preparing communities and government officials;
2. Preparing a community database; and,

3. Community agricultural development planning.

By encouraging agricultural and community leaders and local development organizations to participate in the analysis of problems, assess the capacity of the community, collaborate to formulate a plan for agricultural development and technology transfer in response to community needs. Officials from MOAC will provide support during the planning process. Three plans will be formulated, namely : 1) agricultural development and technology transfer plan for the sub-district (tambon); 2) natural resources and community environmental management plan that can promote sustainable development and utilization of resource; and, 3) agricultural investment plan to support the agricultural business development.

Upon completion of this planning phase, implementation will take place as follows:

4. Establishment of community-based Agricultural TTCs
5. Development of community-based Agricultural TTCs

Implementation Plan:

The project will be implemented in two phases:

Phase 1: During the four-year period 2001-2004, model Agricultural Technology Transfer Centers will be constructed as prototypes for learning lessons and for the replication of results. The centers will conform to plans for the decentralization of power to local governments. Eighty-two centers will be constructed during year 1, in 82 sub-districts (tambon) throughout the country and the network will expand to 800 tambon by the year 2004.

Phase 2: During the six-year period 2005-2010, expand the number of TTC to all 7,200 tambon. Expansion of the centers will

conform to the second phase of decentralization of power to local governments, according to section 30(2) of the Plan and Procedures for Decentralizing Authority Act. During this period, the role of the centers will be modified as appropriate and legal, financial, and fiscal authority transferred to local organizations, according to the objectives of plan for decentralization.

Administration of the Project and Concerned Agencies:

Agencies of MOAC that will participate in the project are following: Office of the Permanent Secretary, Department of Agricultural Extension, Department of Agriculture, Department of Livestock Development, Department of Fisheries, Land Development Department, Cooperatives Promotion Department, Office of Agricultural Economics

Expected Results:

- Farmers and rural communities will benefit from being able to implement their own community agricultural development plans.
- Agricultural communities will be empowered to participate in the sustainable management of local natural resources
- The development of agricultural occupations will have a positive impact on household incomes and the quality of life of farmers will be improved.
- MOAC will be able to provide services and transfer technology to farmers more efficiently.

Example of Pilot Project in Bangladesh

ADB Host Project Overview

The Second Small-Scale Water Resources Development Sector Project (SSSWRDSP) was selected as the host project for the legal empowerment pilot initiative in Bangladesh. The SSSWRDSP's overall goal is to support the Government of Bangladesh's poverty reduction efforts by increasing sustainable agriculture and fishery production. The SSSWRDSP aims to develop sustainable, stakeholder-driven, small-scale management systems for water resources, with special attention paid to vulnerable communities. To further this objective, the SSSWRDSP undertakes the following activities: (i) mobilizing beneficiary participation; (ii) developing community-based infrastructure (flood management, drainage improvement, water conservation, and command area development); (iii) developing support programs for water resources; (iv) implementing monitoring and quality control systems and procedures; and (v) institutional strengthening of the small-scale water resources sector. The SSSWRDSP operates in 61 out of Bangladesh's 64 districts.

Objectives of the Legal Empowerment Interventions

The Asia Foundation's project team and ADB counterparts identified the SSSWRDSP as a suitable host project in which a legal empowerment pilot component could be integrated because of its special focus on vulnerable communities, including women and disadvantaged groups. These groups are expected to participate in establishing sustainable, stakeholder-driven water resource management systems. However, this has presented a challenge, given that these groups have limited capacity to understand their rights and to access institutional mechanisms. The limitations are attributed mainly to violence against women and disadvantaged groups, as well as their lack of participation in organizations

focused on sustainable infrastructure management. Legal empowerment could potentially enhance SSSWRDSP's effectiveness in reaching targeted beneficiaries by addressing relevant constraints, including limitations on women's rights, low stakeholder participation, and weak governance mechanisms.

Local Partnerships

Ain O Shalish Kendra (ASK) was the principal implementing partner for the legal empowerment pilot project. Since 1986, ASK has been a key service provider and human rights activist in Bangladesh. It provides free legal aid to the disenfranchised and takes on classaction cases in defense of human rights. ASK advocates a nonpartisan approach to human rights. Its programs seek to promote community activism, access to justice,

accountability, and good governance. Although a number of development partners provide financial support for ASK's programs, ASK is working toward independent program sustainability through a variety of strategies, including training programs, publication sales, and the provision of expert services. The thematic program priorities of ASK are to (i) promote community activism for gender, social justice, and human rights; (ii) increase access to justice; (iii) ensure accountability and good governance; (iv) monitor the human rights situation; and (v) ensure effective program management. The stakeholder organization selected as the main beneficiary of the legal empowerment pilot interventions was the Water Management Cooperative Association (WMCA). The WMCA is responsible for managing the water infrastructure constructed by the host project.

Members are appointed when the SSSWRDSP establishes a presence in a community and receive

some degree of training from the host project. After some time, formal elections are held, and an elected committee is established for a fixed term of service. The WMCA serves as a link between the SSSWRDSP and the broader community of beneficiaries, and is intended to serve as a focal point for community inputs in project implementation.

Legal Empowerment Activities

The pilot project was implemented in the Mymensingh District, with a particular focus on three SSSWRDSP sites. Baseline data collection and project activities were conducted in two local project sites that take their name from the local water system: Veki Beel, Sadar and Govia Beel, Iswargonj. A third project site served as a control area in which baseline and follow-up data collections were taken, but no program activities were implemented. A baseline survey undertaken at the beginning of the project found that there was insufficient knowledge among the WMCA members regarding their general rights as citizens and their rights and responsibilities as WMCA members. This was a key constraint to the pilot project. To address this, the pilot project ran training, legal awareness forums, and issue-based drama presentations. The pilot project also conducted follow-up visits and coordinated meetings.

Training

The training programs focused on human rights, gender, family law, combating violence against women, mediation, and the operation of village courts. The village court is a legal dispute resolution forum run by a chairperson and members of the *union parishad*, the lowest tier of elected local government in Bangladesh.

The main objectives of the training sessions were to (i) provide basic information, (ii) enhance the participants' capacity to disseminate information to other members of the WMCA, (iii) promote a gender-sensitive approach to implementing the WMCA's activities, and (iv) integrate the training materials into the WMCA's core activities. The training ran for 4 days, and 25 participants attended each session, with equal numbers of men and women attending. The training program primarily targeted managing committee members and other senior members of the WMCA. It was expected that participants would share their experience with the broader membership of the WMCA and the community at large with follow-up interaction. Training was also provided on WMCA rules, regulations, leadership, and management. Refresher training sessions provided more in-depth information on all topics and were held for those managing committee members who exhibited leadership qualities. At the end of the pilot project, a train-the-trainers program was organized to sustain the project activities in the project intervention areas. Twenty-five participants (12 from Govia and 13 from Veki Beel) were handpicked for the 4-day train the- trainers session.

Legal Awareness Forum

Mere training is insufficient to ensure that people fully appreciate and accept their legal rights and therefore enforce them. For this reason, the project team created legal awareness forums to generate more in-depth skills development. The forums focused on increasing participants' awareness about the procedures and available resources for accessing justice. Twelve legal awareness forums were conducted in the project intervention areas—each WMCA area had six forums. A member from the relevant district court bar association was invited to attend each forum and act as a resource person. In a typical session, members of the WMCA and broader community discussed their respective problems.

The lawyer provided free advice and explained the procedure for accessing justice. Information was also provided on local NGOs offering legal aid clinics as well as the Government of Bangladesh-supported Legal Aid Fund, which has been underutilized—probably because people do not properly understand its function.

Follow-Up Visits

One month after the training sessions were completed, project staff conducted follow-up visits in both of the WMCA locations targeted. The project organizer or trainer met with and interviewed workshop participants to gauge how much information they had retained and what initiatives they had undertaken. These sessions also provided ongoing support to training participants.

Coordination Meetings

Two coordination meetings were held in the working areas. The meetings were attended by local elites, local government representatives, general members of the WMCAs, managing committee members, local NGO representatives, and representatives from the Local Government Engineering Department. The meetings were designed to educate participants about the WMCA and its activities, and develop cooperative relationships between the WMCA and other participants.

Other examples of Pilot Projects

The following are examples of potential pilot projects which incorporate several of the themes or categories. These are simply provided as samples to illustrate how tools, resources and ideas may be combined to create innovative and promising pilot projects.

- **Uniform certification process.**

A streamlined certification process jointly created through collaborative efforts could help agricultural producers make better use of federal programs. Developing a uniform certification process based on farm plans or other standardized criteria could result in streamlined qualification for programs offered through the various agencies. For example, Oregon considers Food Alliance certification as qualification for the highest tier of the Conservation Security Program (CSP).

- **Farm plans.**

Farm plans are central to qualifying for many federal environmental programs, and conservation districts have been successful in promoting and developing farm plans, and providing technical assistance. Although these plans are typically not monitored or used in a regulatory context, they are generally intended to promote environmental stewardship and reducing regulatory and other risks to farmers. Pilot opportunities could include monitoring environmental and financial outcomes, using farm plans as a

regulatory model, using them as a standardized means of qualifying for all environmental programs, and possibly using them to certify farms for a statewide label that endorses sustainable farming practices. Other pilot opportunities could monitor newly developed applications in land use planning for efficacy, or integrate them as part of a comprehensive business plan or financing proposal.

- **Combined farm and financial plans.**

Combining farm plans with comprehensive financial planning could reduce risk or uncertainty for farmers. For example, sound business and succession plans could help farmers reduce the risk of obtaining loans for operating expenses, capital improvements, or expanding into new markets. They could also help with planning for retirement or transitioning away from farming. Combining comprehensive financial planning with farm plans could improve the overall financial vitality of the farm community by reducing regulatory risk and capitalizing on federal programs as a source of funding. A pilot project opportunity could be to explore how farm and business plans could be combined to meet regulatory requirements and obtain financing.

- **Comprehensive toolbox of programs.**

Because so many programs are offered through a variety of sources, a pilot project could improve knowledge of and access to programs by developing a comprehensive database or “toolbox” of federal, state, and local incentive and technical assistance programs. This could be a single-source database such as the Idaho OnePlan (www.oneplan.org), which provides information and software to help growers develop a single conservation farm plan that can be pre-endorsed by the various agencies, thereby streamlining and simplifying the application process that farmers face. Idaho OnePlan is a multi-agency project that combines government regulations and best management practices for agriculture into a single plan—integrating federal, state, and local regulations for a variety of conservation practices.

- **Ombudsman/advocate.**

Individuals have made a significant difference in improving environmental consciousness among agricultural producers, particularly in riparian areas. People such as Dorie Belisle in Whatcom County and others across the state have helped to disseminate environmentally friendly practices. These individual efforts have accounted

for untold miles of tree planting and fencing in riparian areas and have helped build a community of shared accountability. A pilot program could employ knowledgeable and motivated individuals to educate others about available programs to help implement sustainable practices, and to promote collaborative efforts among community members.

- **One-stop agricultural economic development office.**

Keeping agricultural lands in production can be challenging amid an array of subsidy programs and local planning and zoning regulations. A pilot project could create a single county office that coordinates the efforts of all local FSA/NRCS/USDA offices and county planning departments to promote local agricultural economic development. This resource could help farmers navigate challenges to profitability in a way that complies with regulations and fosters positive environmental outcomes.

- **Certification, labeling, and marketing.**

A means for differentiating agricultural products in the marketplace such as the Food Alliance or Blue Angel eco-label used in Germany (which is coordinated with government certification for standardization), might also offer ways to link quality and freshness with environmental stewardship in the marketplace. A pilot project could work to develop an approach for linking growing practices with recognition in the marketplace, contracts with retailers that leverage this differentiation, or other ideas which can connect environmental sustainability with market premiums, new market access or secure contracts. A pilot could also link certification with import qualifications of foreign food safety authorities and could even pre-qualify farms for federal programs (e.g., in Oregon, Food Alliance certification qualifies farms for the Conservation Security Program).

- **Government or institutional purchasing programs.**

A pilot project could explore ways to implement a program that certifies farms and cooperatives as environmentally sustainable or promoting stewardship, and thereby qualifies them for direct purchasing programs for state and local institutions such as schools or prisons. This approach could benefit farmers and the agricultural economy as well as provide healthy, wholesome, locally grown food for citizens of our state. A pilot project could expand the criteria of existing Food Policy Councils to codify an environmental stewardship dimension, such as that used by the Food Policy Council in Vancouver, Canada.

- **Integrated PDR/TDR system.**

Using a combination of Purchase of Development Rights (PDR), Transfer of Development Rights (TDR), and other market-based tools, a pilot project could promote conservation of agricultural land and protection of environmentally sensitive land. Developers, farmers, and environmentalists could collaborate on a project design that meets their diverse goals and is appropriate to the market forces of the area.

- **Financial and tax incentives for maintaining open space and agricultural land.**

Public support for local agriculture and aversion to sprawl could indicate that broader adoption of open space taxation, local bond issues, or other financing techniques might be of interest in some local areas. A pilot project could test the feasibility and impact by developing, with appropriate consultation and safeguards, a proposal that could test this approach.

Integrated Isoya and Ede North Rural Development Project

As a major rural development strategy, the Department of Agricultural Extension and Rural Sociology runs an outreach programme for the Faculty of Agriculture – the Rural Development Project – in two ecological zones: a rain forest station in the Ife-East and Ife-Central (formerly *Oranmiyan* LGA) Local Government Areas, and a derived savanna station in Egbedore (formerly *Ede*) Local Government Area. This project is the field-based laboratory for the Department of Agricultural Extension and Rural Sociology, which enhanced testing of extension principles and philosophies among rural farmers; teaching of student about rural living; collection and establishment of database; and assisting in the empowerment processes of the rural dwellers. Historically, when the then (University of Ife) now Obafemi Awolowo University moved to its present permanent site in Ile-Ife in 1968, it was recognized that the Department of Agricultural Extension and Rural Sociology, in cooperation with other Departments in the Faculty of Agriculture, could play an important role in helping to improve agricultural production in the then Ife Division and thus raising the level of living of rural habitants.

In 1969, nine villages were selected for their contiguity and accessibility to the University. These are *Erefe*, *Aroko*, *Iyanfoworogi*, *Ladin*, *Akeredolu*, *Isoya*, *Olorombo*, *Esera* and *Walode*. These villages are situated in the rain forest belt of southern Nigeria. There are two marked seasons (a dry season from November to March with an average

rainfall of 5” and a rainy season between April and October with rainfall ranging between 40”– 60”). The majority of the population is dependent wholly or partly on the land for its livelihood. Cocoa is the major cash crop and the area, with highly suitable soils and rainfall. It therefore, has been scheduled as one of the major cocoa redevelopment areas. The villages are also individually characterized by varying proportion of adult males who are full time farmers, part-time farmers, artisans and traders. The following are some of the objectives of the project, which have helped the Department to make appreciable impacts on members of the public:

- (1) Developing a model for approaching rural development in the selected villages that could be applied later and on wider scale.
 - (2) Field-testing and demonstrating innovations.
 - (3) Serving as a research centre for testing and applying methods of community development and extension.
 - (4) Assisting the inhabitants of the area to improve their level of living.
- In 1982, the Isoya Integrated Rural Development Project was replicated at another Ecological zone (derived Savanna).

The following villages were selected in the zone: *Aro, Ojo, Ikotun* and *Ile Aro* with the headquarters at *Awo* in *Egbedore* Local Government area of Osun State. Some of the action programmes at this new location are: (a) Arable crops and (b.) Livestock programme (West African Dwarf Goat Management Programme). In both locations the Department have successfully introduced the innovations, which are widely adopted by farmers in the outreach programme. This project has been evaluated to assess the total number of innovations released and the number adopted, and to determine the rate of adoption.

Integrated Isoya and Ede North Rural Development Project

As a major rural development strategy, the Department of Agricultural Extension and Rural Sociology runs an outreach programme for the Faculty of Agriculture – the Rural Development Project – in two ecological zones: a rain forest station in the Ife-East and Ife-Central (formerly *Oranmiyan* LGA) Local Government Areas, and a derived savanna station in *Egbedore* (formerly *Ede*) Local Government Area. This project is the field-based laboratory for the Department of Agricultural Extension and Rural Sociology, which

enhanced testing of extension principles and philosophies among rural farmers; teaching of student about rural living; collection and establishment of database; and assisting in the empowerment processes of the rural dwellers. Historically, when the then (University of Ife) now Obafemi Awolowo University moved to its present permanent site in Ile-Ife in 1968, it was recognized that the Department of Agricultural Extension and Rural Sociology, in cooperation with other Departments in the Faculty of Agriculture, could play an important role in helping to improve agricultural production in the then Ife Division and thus raising the level of living of rural habitants. In 1969, nine villages were selected for their contiguity and accessibility to the University. These are *Erefe, Aroko, Iyanfoworogi, Ladin, Akeredolu, Isoya, Olorombo, Esera* and *Walode*. These villages are situated in the rain forest belt of southern Nigeria. There are two marked seasons (a dry season from November to March with an average rainfall of 5" and a rainy season between April and October with rainfall ranging between 40"– 60"). The majority of the population is dependent wholly or partly on the land for its livelihood. Cocoa is the major cash crop and the area, with highly suitable soils and rainfall. It therefore, has been scheduled as one of the major cocoa redevelopment areas. The villages are also individually characterized by varying proportion of adult males who are full time farmers, part-time farmers, artisans and traders. The following are some of the objectives of the project, which have helped the Department to make appreciable impacts on members of the public:

- (1) Developing a model for approaching rural development in the selected villages that could be applied later and on wider scale.
- (2) Field-testing and demonstrating innovations.
- (3) Serving as a research centre for testing and applying methods of community development and extension.
- (4) Assisting the inhabitants of the area to improve their level of living.

In 1982, the Isoya Integrated Rural Development Project was replicated at another Ecological zone (derived Savanna). The following villages were selected in the zone: *Aro, Ojo, Ikotun* and *Ile Aro* with the headquarters at *Awo* in *Egbedore* Local Government area of Osun State. Some of the action programmes at this new location are: (a) Arable crops and (b.) Livestock programme (West African Dwarf Goat Management Programme). In both locations the Department has successfully introduced the innovations, which are widely adopted by farmers in the outreach programme. This project has been evaluated to assess the total number of innovations released and the number adopted, and to determine the rate of adoption.

Meaning of strategy in rural development

Rural development strategy refers a systematic, comprehensive and reliable tool aimed at bringing about desirable rural transformation. A strategy for rural development is expected to produce results, hence it has been tested and found effective under certain circumstances and can be replicated under similar circumstances in another setting. Strategy is a campaign plan indicating what are the main lines of action to be adopted in pursuit of a given set of objectives. Development means a process of self determination and can only be what the people themselves consider it to be. The people whose development is at stake must decide what the specific content, objectives and means of attaining it should be. Development must also be democratic because it is under this condition that people can freely express themselves. Rural development in a contemporary context of deliberate policy action is essentially a transition of a rural society from an existing state to a desired state. Therefore the strategies employed in bringing the development of rural areas into reality are strategy of rural development.

Agricultural extension strategy

Agricultural extension strategy was based on the premise that the cheapest materials in the rural areas are land and these resources can be developed through effective agriculture extension services. The strategy aims at increasing agricultural productivity and welfare of rural farmers. It helps farmers to increase their production by persuading them to adopt improved technical practices. Agric extension develops skills, knowledge and attitudes in farmers and their families. Takes the problems of the farmers to the research for solution and the solutions back to the farmers. It utilizes various methods in teaching the farmers such as demonstration farm visits, group meeting and mass method through audio visual and printed materials.

Since farm families are closely linked together, agricultural extension incorporates programmes on home economics and in youth development using individual, group and mass methods. There is a little difference between agricultural extension and community development both of them are educational programme and aims at developing people. Agricultural extension concentrated only on agricultural development but indirectly concerned with rural problems such as health, nutrition and cooperatives. It encourages related agencies to extend their services in rural areas while community development agencies endeavour to provide some of these services to the rural areas. The training received by the agents enables them to perform their different roles.

Agricultural extension as a strategy to rural development helps to improving the farmer's productivity and changing the outlook of farmers towards their problems while its shortcoming as a strategy lies in its ineffectiveness in promoting agricultural development. The main reasons for this are.

1. Low ratio of extension agents to farmers who are to teach the farmers improved farm practices.
2. Inadequate credit facilities to purchase farm inputs
3. Inadequate use of local leaders to assist extension agents in teaching farmers
4. Inadequate motivation of extension on workers
5. Inadequate funding of extension services by the government

Community development strategy

Community development is a social process by which people become more competent to control local aspects of economic and social change. It can be define as a conscious and deliberate effort aimed at helping communities recognize their needs and to assume increasing responsibilities for solving their problems thereby increasing their capacities to participate fully in the life of the nation. Community development emphasizes self help by citizens and also initiates a people directed process that is based upon their own perception of their needs. It involves local people in planning and the actions necessary to satisfy their needs, encourages the development of community as an integral whole and it provides technical and other services in ways which encourages initiatives. It therefore uses the principles of initiative felt needs, self help and citizen participation to achieve its objectives. The concept of community development assumes that.

- a. The local community has been overshadowed by a larger society as a result of long isolation, colonial domination and the consequent decline in community spirit.
- b. The local people are poor owing to an under development of both the available resources in their environment and their own individual potentials
- c. People everywhere want better conditions of living and a richer economy and can develop the capacity to improve these things by themselves.
- d. Many problems facing rural populations can be solved at the community level with local community resources and with outside intervention limited to education and technical aid.

- e. Participation of people in decision on major changes taking place in their communities is desirable
- f. Local people do not see their problems in isolated package but as a whole hence community development is multipurpose in nature.

As a result of community development been perceived as a process by different organization and institutions six approaches have been developed namely:

1. community approach
2. the information self help approach
3. the special purpose problem solving approach
4. the demonstration approach
5. the experimental approach
6. The power conflict approach.

The community approach utilizes holistic approach to community problems and it involves broad based participation, democratic procedures and indigenous leadership. The special purpose problem solving approach focuses on a particular problem of the community and try to solve it e.g. water electricity and so on that is in common interest of the community populace. The informational self help approach was of the view that the right kind of information applied by knowledgeable participants at strategic points in the life of a community can make a difference to the quality of living. The experimental approach involves the application of a quasi-experimental design to community development activities. This approach test and verify how a concept of particular community development effort can be transformed into theory that can be used by other communities. The demonstration approach involves the display of methods that work or that other procedures will probably results into failure and lastly the power conflict approach which indicates that the action of social interveners and controllers of power is very important in community development for examples if a group is advocating for poverty eradication in a community and power to effect such change is given to another group, they may be frustrated in achieving the change of reducing poverty in that community.

In Nigeria, the approaches to community development can be classified into two:

- a. government community development and
- b. local people's community development approach

Government community development approach is a multi purpose approach which attempt at developing rural areas by coordinating the extension services of the various

executive ministries by integrating the people organize self help and cooperative actions with the specialized services of the government and other voluntary agencies. Here community development has been seen as an umbrella organization within which many varieties of local level programmes could be found. Governmental community development approach can further be divided into three namely:

1. Extension,
2. Project and
3. Service

The extension approach focuses on the teaching of local people on the improved methods and techniques of either farming or health care or reading and writing (agriculture, health and adult education). The project approach is based on the initiative of the people. It involves the provision of social amenities like postal agency dispensaries, town halls and the likes on the needs of the community. Here the benefiting community is expected to pay for part of the project.

Local people's community development approach makes use of the principles of self help. This is a case where people themselves through discussion, stimulation through demonstration and internal enlightened leadership, identify their needs and mobilize their own resources to meet such needs. Examples include building of a town hall, new road, market stalls, community bank, police station, palace, maternity, dispensary and schools. We therefore have many community development associations and community based organizations (CDAS and) (BOS) seeing to the welfare development of their community and associations.

Steps in community development

Community development process usually follows the following procedures,

- a. Informed survey, fact finding and identification of community concerns.
- b. Identification of a small group of leaders or interest groups who can serve as the initiating sets.
- c. Identification of immediate community problems
- d. Sharing of the problems identified with community leaders for legitimation
- e. Diffusion of problems and definition of needs
- f. Security citizen's commitment to act and identification of needed resources.
- g. Approach of available internal resources and invitation of external aid where necessary
- h. Formulation of detailed plan

- i. Implementation of the action and evaluating
- j. Identification of problems arising, finding solution to it and planning for the continuation of the process.

The problems with using community development strategy are: (1) it is not easy for one person to be effectively trained in all sectors or rural development; hence community development agent may be ineffective and (2) There is often no formal coordination between the agencies working at the local hence the change agent has no power to enforce cooperation by other development agencies.

3:4 Integrated rural development

This strategy was based on the premise that a combination of factors not only the right technology and education but also access to physical inputs and attractive markets will get agricultural moving. Integrated rural development is multipurpose in nature because it entails inter-connectivity of programme on education, health, agriculture, nutrition, cooperatives and the like and no one is treated in isolation but together. The strategy contends that the key to improving the productivity of small scale farmers and the promotion of more effective government support is a package of reinforcing activities. These activities include the provision of farm credit, extension agricultural inputs, reliable marketing facilities, assured agricultural product prices, rural public works and stronger village institution. It becomes popular in the 70s because of the realisation that rapid economic growth does not guarantee availability or equitable access to social services and amenities.

The strategy apart from increasing agricultural production, it addresses the basic needs of the population. Helps in modernisation of agriculture and also improve the quality of life through formation of farmer's cooperative society. Increase in agricultural productivity is dependent on rapid technological change and since agricultural technology is location specific, it cannot just be transferred from area where it is developed to another area without being adapted to local ecological conditions. Research and extension that will make this adaptation possible are required. It helps in the mobilisation of human and materials resources for the creation of a healthy national economy whose benefit will be shared by all the rural people.

Various development sectors are considered together rather than in isolation and the relationship can be seen. The strategy helps in motivation of rural people to participate actively in decision making process concerning their progress and their developmental activities. The directorate for food, road and rural infrastructure (DFRRI), Agricultural

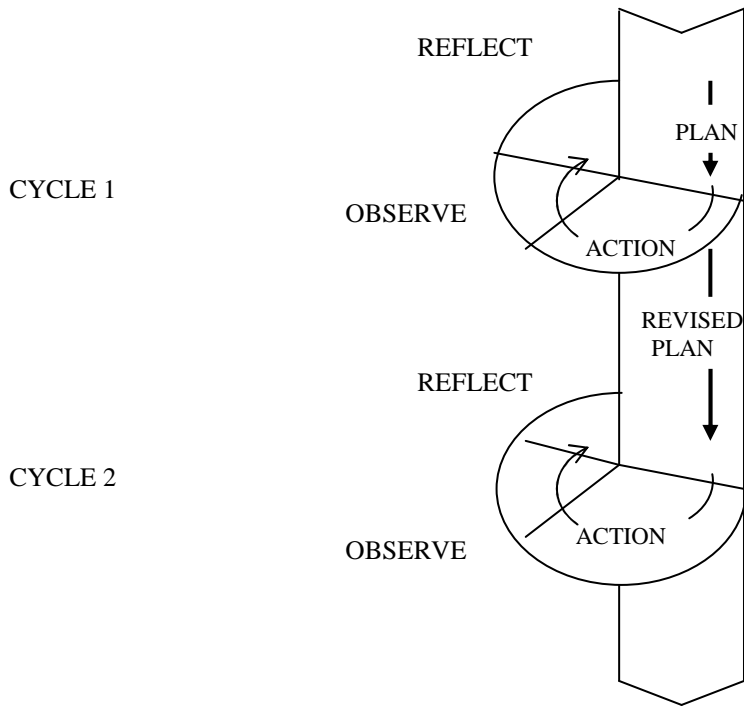
development project (ADP) University research farm such as Nsukka, Ibadan and Ife make use of this strategy.

Integrated rural development combines active participation of the people concerned with the establishment of an efficient institution and of administrative facilities supplying effective communication at all levels. It should be headed by a coordinator and the administration of this strategy is important. An integrated rural development council, with a top level administrator as a chairman. The council members will be made up of top administrators from every ministry or organization involved in such rural development project. The functions of the committee are: to facilitate communication, to clarify the whole concept of integrated rural development and to help obtain additional funding. Corresponding rural development coordination councils should be set up at the state, zones and local governments, local leaders should have the opportunity to serve in the committee. Rural development is capital intensive and requires heavy process and public expenditure and accountability is therefore product management is required.

3.5 Participatory action research

Participatory action research has many of its roots in psychology. It build on the action research and group dynamics models developed by psychologist Kurt Lewin in the early to mid 1900s, as well as on the study of oral culture by such scholars as Millian parry. It revolved around three sets of relationship between these groups and communities, and relationships between people and their physical environment. It utilizes a systematic cyclical method of planning, taking action, observing and evaluating including self evaluation and critical reflecting prior to planning the next cycle. Action research is a collaborative method to test new ideas and implanting actions for change. It involves direct participation in a dynamic research process, while monitoring and evaluating the effects of the researchers' actions with the aim of improving practice. At its core, participatory action research is a way to increasing understanding of how a change in ones action or practices can benefit the community.

THE PARTICIPATORY ACTION RESEARCH PROCESS

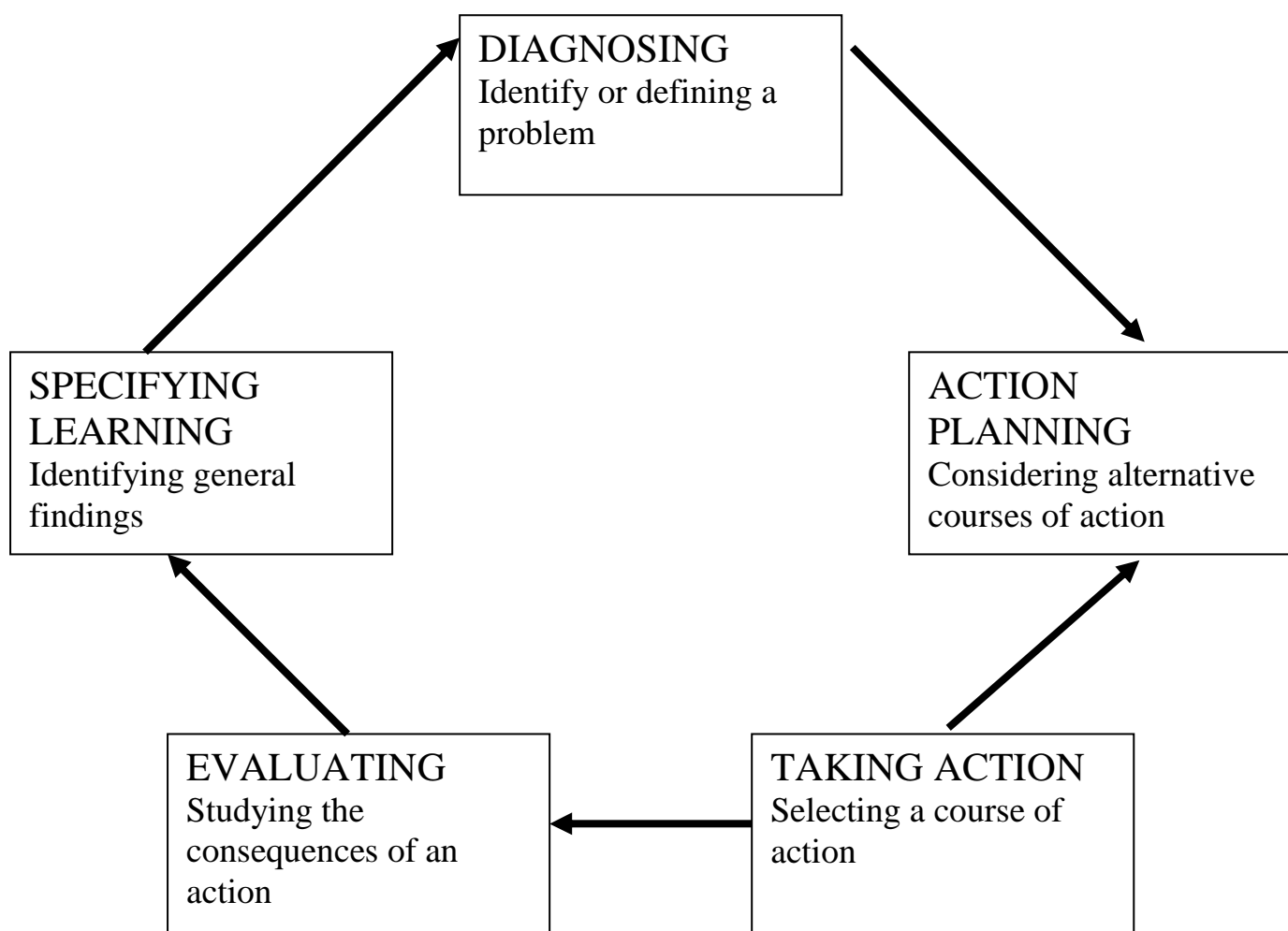


The participatory action research has four steps namely plan, act, observe and reflect. It proceeds through repeated cycles in which researchers and the community start with the identification of major issues, concerns and problems initiate research, originate action, learn about this action and proceed to a new research and action cycle.

There are five phases to be conducted within each research cycle. Initially the problem is identified and data is collected for a more detailed diagnosis. Collective suggestions of several possible solutions from which a single plan of action emerges and is implemented.

Data on the result of the intervention are collected and analysed. The findings are interpreted in light of how successful the action has been. The problem is reassessed and the process begins.

Essentially participatory action research is a research which involves all relevant parties to actively examining together current action (which they considered as problematic) in order to change and improve it. They do this by critically reflecting on the historical, political, cultural economic and geographic and other contexts which make sense of it.



_____The role of researcher in action research method is to implement the action in such a way to produce a mutually agreeable outcome for all the participants; therefore, he is a planner, leader, teacher, facilitator, designer, listener, observer, synthesiser and report. He nurtures the local leader to the point where they can take responsibility for the process and this point is reached when they understand the method and are able to carry on when the initiating researcher leaves. In many occasions the role of researchers in action research is to facilitate dialogue and foster reflective analysis among the participants, provide them with periodic reports and write a final report when the researchers' involvement ended.

Since participatory action research is carried out in real world circumstances, and involves close and open communication among the people involved, the researchers must pay close attention to ethical consideration in the conduct of his work such as the followings.

Making sure that relevant people are appointed into the communities and relevant authorities have been consulted and the principles guiding the work accepted by all.

All participants must be allowed to influence the work and the wished of those who do not wish to participate must be respected.

The development of the work must remain visible and open to suggestion from others.

Permission must be obtained before making observations or utilising the documents produce for other purposes.

Researchers are explicit about the nature of the research process from the beginning including all biases and interests.

Researchers made about the direction of the research and possible outcomes are collective.

Researchers must accept responsibility for maintaining confidentiality.

The outside researcher and the initial design team must create a process tnhat maximises the opportunities for involvement of all participants and there must be equal access to information generated by the process for all the participants.

Partocopatory action research is of importance because it is used in real life situations and focuses on solving problems. It is used by social scientists for preliminary or pilot research especially when the situation is too ambiguous to frame a precise research question it is often used when the situation requires flexibility and it is also a holistic approach to problem solving rather than single methods for collecting data.

4.0 Conclusion.

Development as a process is a means to achieve desired change while development as a product is the actual change both in qualitative and quantitative dimensions on issues relating to every facets of human endeavour. Rural development therefore entails the transformation of rural community into a socially economically politically, educationally, orderly and materially desirable condition with a view of improving the quality of life of the rural population.

5:0 Summary

This unit focuses on the coordination and strategies used in rural development in Nigeria. The strategies include community development, agricultural extension and integrated rural development strategy. Community development is not concerned with any one aspect of life such as agriculture, business, health or education; it is concerned with the total community life and needs using participatory approach. Agricultural extension strategy aims at improving the productivity of farmers and their farm families using individual, group and mass methods while integrated rural development utilizes various disciplines in the planning and execution of his projects.

6:0 Tutor marked assignments

1. What is community development
2. Enumerate the principles and assumptions of community development.
3. Explain the two major approaches to community development used in Nigeria
4. Explain agricultural extension strategy of rural development and state the reasons why it has failed in some areas.
5. Why is integrated rural development strategy commonly used for some of rural development projects in Nigeria.

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UNIT FOUR: PURCHASING, DISTRIBUTION OF INPUTS AND MARKETING OF COMMODITIES OF RURAL PEOPLE

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1:0 Introduction

Agriculture is the major occupation of people in rural area they engage in crop, livestock, and fish production, majority of the males engage in these occupation with low percentage of women. Women are prominent in processing and selling of the commodities produced by their male counterparts. However they are faced with numerous problems during production of crops and livestock among which are inadequate farm inputs which affects their output and poor marketing with its attendant's effects on the income accruable to the farmers.

2:0 Objectives

At the end of this unit, you should be able to:

1. Explain farm inputs and its impacts on agriculture
2. Define marketing and its importance
3. Explain trends in marketing of agricultural commodities in rural areas and the problems faced by the rural people in marketing their products

3:1 Farm inputs and production

Farm inputs refer to materials that are used during the course of production in the farm to obtain results or output. Majority of farmers in rural areas are peasant farmers practicing subsistence agriculture cultivating a small piece of land and mostly food crops are produced. Agrochemicals are not often used, they make use of primitive tools,

plant local and unimproved varieties of crops thereby resulting into low production which causes food shortages. Science and technology has played an important role in the development of agriculture through the breeding of improved varieties of crops and animals that are early maturing and pests and diseases resistant. Agrochemical such as pesticides, insecticides, fertilizers, production of farm implements such as tractors, ploughers, mowers, planters, ridgers and harvesters to better the farm production.

However non availability of these farm inputs at the appropriate time and at affordable price constitutes barriers to effective production of crops and livestock by farmers in rural areas. Extension and rural development programmes succeed only when linked to research and the organised delivery of farm input. Most of the farm inputs are supplied by agro marketing companies or subsidized public agro-marketing companies. Private agro marketing companies

and government owned input supply agencies that are linked to ADP provide support in areas where agricultural extension operates often fails to meet the demand of farmers. Partly because their sales depot are far away from where most rural farmers live. There are complaints by government – owned agencies of having short supplies from their headquarters and they have to plead with farmers to wait for weeks to replenish their stock. Failure of these nature have often affected rural development activities when the farm inputs to be purchased by farmers are not available in time and agricultural activities such as planting, spraying even harvesting are time bound activities.

In order to solve this problem, it is important for inputs supply agencies to open up none distribution centres in rural areas and increase the stock of goods meant for sales to farmers. These input supply agencies must reduce complex chain of command that causes delays in their communication process prior to actual release of supplies to buyers. Hoarding by middlemen and unfaithfulness of the company should not be tolerated and the cost of farm inputs should be subsidized so as to make it affordable to the users. Rural people can form cooperative society and purchases in bulk the farm inputs.

3:2 Concept of marketing

Broadly a market can be define as an area or region over which buyers and sellers interact to establish the price of a defined commodity over a specify period of time. Market facilitates business activities and can be used for answering basic economic problems like what to produce where to produce and how to distribute the product. Market can be defined with respect to a space, location time and product. With respect

to space a market is define as a geographical area covered by marketing activities at a defined time. In respect to location we talk of market in terms of their name and location e.g. ketu market in Lagos and Dugbe market in Ibadan. Market can also be define in respect to the products or conditions involved e.g. cocoa market, cattle market and grain market. Some markets are held daily, weekly or fortnightly and may be located in rural areas or urban cities. The essence of market is that it enables buyers and sellers to strike bargain and exchange to take place.

Marketing can be said to involve all the process that occurs from the time the goods are produced until it finally reach the ultimate users or consumers. In terms of agricultural products, this includes everything that happens to the farm products after it leaves the farm gate till it finally gets to the final consumer. It involves such activities as assembling transporting, grading processing, packaging, labelling advertising, financing and storage,

The aim of marketing is to create utility for the goods. There are three types of utility that can be created.

1. Form utility – This involves changing the form of one thing to another to increase satisfaction desirable e.g. yam to yam flour, cassava to garri and maize grains to corn flakes.
2. Time utility- This is the marketing of goods and services available in good condition when it is needed and
3. Space / partial utility- This is the transporting of commodities from one place to another.

3:3 Importance of marketing

1. it supplies the urban population with food in quality and form wanted
2. It serves as a source of foreign exchange for exporting countries. The revenue that is obtained from exporting food is used to finance development programmes
3. it serves as an indication of consumer preferences through prices they are ready to pay and farmers will react to it accordingly
4. creates employment to marketing agents and supporting staff
5. it generates income to farmers thus raising their standard of income
6. stimulates research into techniques of food (crop and livestock) preservation and preparation of various food items

7. Marketing ensures supply of seasonal commodities and enables food to be available year round.
8. Encourages the provision of basic social amenities such as roads, markets and storage facilities.

Marketing is usually carried out by marketing agencies and they are bodies whether individuals or group cooperative, government department or corporation there are involved in marketing of agricultural products. They carry out marketing functions and other marketing services. The marketing agencies include the following:

1. On farm collectors or country buyers
2. Wholesales
3. Retailers
4. Marketing boards
5. Cooperative society and
6. Middlemen.

3.4 Problems of agricultural marketing as it affect rural people.

The characteristics of agricultural product as it affects marketing lies in their seasonality, bulkiness, perishability, small scattered of products and non consumable nature of agricultural products in raw form. Seasonality - Agricultural commodities are always seasonal because of their dependence on weather thereby constituting additional tasks for the marketers in storing them to add more value to it. Most of agricultural products are bulky or heavy therefore difficult to transport. Bulkiness incurs additional cost to the cost of production e.g. yam, cassava, potato and sugarcane. Vegetable crops are highly perishable thus creates an addition burden to the marketers in the sense that they have to be transported as quickly as possible to the consumer. They get spoil within some few days thereby causing shortage for the farmers.

Also small scattered units of farms pose problems for collecting and assembling of their wares. Non consumable nature of some agricultural commodities in raw form brings in the need to process it to another form before it can be purchased. There is usually lack of processing plants in the rural areas as most of the processing plants require electricity.

One of the characteristics of the rural areas is lack of good motorable road. This affects the farmers in that it add more to their costs of production and when perishable goods are unable to get to the market it leads to loss of income. There is lack of efficient

handling packaging and processing facilities in rural areas, this makes the crop producers to sell their products immediately after harvesting even at a ridiculous price.

Apart from the above, another problem is instability of prices. Prices of agricultural commodities are usually manipulated by speculations with adverse effect on both the consumers and the producers. Price instability often debars producers from producing more.

A rural development programme must take into account all of the above and other variables if it is to succeed. Farmers in rural areas should be encouraged by government to construct cribs, barns and rumbus for proper storage of farm produce and by granting them loans. Government must provide facilities such as silos and cold stores in rural farming society. Government must buy excess produce during peak periods and stored them for future use during the period of food shortages. Government must establish processing facilities industry in the rural faming communities. Encouraging wealthy and multinational corporation to establish processing facilities in rural areas. New feeder roads should be constructed to link rural areas and where the existing ones need rehabilitation it must be done. Marketing channel should be well organised to make produce available in the market. Agricultural produce should be price well to encourage farmer to produce more.

4:0 Conclusion

Faming is a business that is dependent upon markets, farm supplies transportation and other services which are available in varying degrees in each community. To reduce poverty, improve food security and socio economic condition of rural people majority of whom are farmers there is need for efficient distribution and supply of farm inputs and adequate supply of farm inputs and adequate supply of goods and services to the market as rural areas are characterised with low storage and processing facilities and most of the agriculture facilities and most of the agricultural crops cannot be stored for too long without processing.

5:0 Summary

Poor marketing and inadequate farm input has been identified as one of the major problems facing the development of rural areas. Inadequate supply of farm inputs such as fertilizers discourages farmers from using it and when it is delayed it can have negative effects on the productivity of the farmers. Farm input must be available and affordable to the users at the appropriate time. As a way forward, government policy and

institutional intervention must be directed at reducing the risks that the private sectors face in rural market, improving road and other infrastructure, developing and extending credit and loans to agro-inputs dealers and users are critical in stimulating input supply sector and in effective utilization of improved farm input by the rural dwellers.

Marketing in rural areas are faced with problems of poor road network, poor storage facilities and processing facilities. Effective rural development programme must take these into cognizance and ensure that the road is motorable and there is adequate storage and processing facilities. When farmers produce in excess, the excess must be purchased by the government. Government should encourage wealthy and multinational companies to establish processing facilities in rural areas. Farmers should be encouraged to construct cribs, barns and rumbus for proper storage of farm products. Existing roads linking rural areas should be rehabilitated and new ones open.

6:0 Tutor marked assignments

1. Distinguish between market and marketing
2. Enumerate the problems of marketing in rural areas.
3. For efficient production of agricultural commodities farm inputs must be available and affordable at appropriate time discuss.

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UNIT FIVE: TRAINING OF BENEFICIARY, PARTICIPATION AGENTS AND EXTENSION STAFF OF GOVERNMENT AND NON GOVERNMENT ORGANIZATION

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- 3:2 Characteristics of training
- 3.3 Training of the beneficiary
- 3:4 Training of participation agents.
- 3:5 Training of the extension staff of government and non governmental organization
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1:0 Introduction

The organization and management performance of any project on rural development depends to a large extent on the tasks it has to perform and the environment in which it operates. As the environment is changing rapidly the tasks of extension organization also have to change, thus the need to organise training for the extension staff and the local people who are the recipients.

2:0 Objectives

The unit aims at providing you with the fundamental knowledge of training in extension. At the completion of this unit you should be able to:

- 4.** Explain the term training
- 5.** Discuss training in relation to staff development
- 6.** Explain the need for training of local people.

3:1 Concept of training and its importance

Training is the process of applying appropriate educational methodology to those situations in which improved performance can result from effective learning. Training can be referred to as the acquisition of the art of utilizing knowledge and skills. Training

involves a kind of sausage. Machine process through which the human materials is turned into a standardized stereotyped product to enhance performance. Training enables the agencies, organization communities to achieve their objectives. Training is essential to have a technically and efficient employees who can find a technical answers to the problems of health, food production, literacy and environmental improvement. It enables the change agents to know how to relate with his clients who see him as a role model. It equally exposes the agents to situation on ground and how to meet the needs and challenges of the people. Training improves the economic and social conditions of rural people, thus, assisting them to become active and productive group members and leaders.

3:2 Characteristics of training

The essential characteristics of training are

1. Participatory - Every trainer is a trainee and vice-versa
2. On-going – The training is conceived as a continuous process and it is designed and carried out within the context of any project action to improve the production, income and social condition of the beneficiaries.
3. Pragmatic and problem solving – The training is based on solving immediate and recognized problems.
4. Types of training – In-service, on the job, on site training and learning by doing. Through self of group training
5. Reality exposure- The trainers and the trainees are to be exposed to the realities of the rural people and their environment
6. Cooperation – it promotes dialogue and promotion on equal terms between staff and the beneficiaries.

3:3 Training of local people or the beneficiary

Certain general subject matters which aim at enhancing beneficiary participation through efficient group formation and action should be given to the beneficiaries. The training areas must include group dynamics, shared leadership, planning of group activities, savings and credit, accounting, cooperative management, marketing, production, storage, processing, monitoring and evaluation as well as negotiating and bargaining.

Specialized training should be given according to the type of ongoing rural development project and individuals felt needs of the groups or community. In rural areas training

should be given on agriculture and non farm activities. On agriculture training can be on crop production, fishery, forestry, soil and water conservation and marketing, farm management and the likes while training on non farm activities include processing , weaving tailoring, pottery, production of fishing and building materials, barbing and so on.

Training could also be given in areas of home economics, health and community development. For example, good nutrition, first aid, child care, maternal mortality management, leadership and village development. Functional literacy classes can be organized for rural adult, men and women to enable the analyze their problems, plan actions and also to reduce their dependency upon literate villagers or group members.

The opportunities that be obtained from training by local people include: provision of advice and consultation between group members group promoters and technical officers. Information is given on a subject by a specialist or by a knowledgeable and experienced farmer. It exposes them to many varieties of media such as audio visual aids, radio films, slideshows, and projector Demonstrations are organized jointly with group members and written extension materials such as news letter that are given during training can be use for future references. Training equally facilitates inter group exchange visits and enhances increased productivity

3:4 Training of participation (group promoters) project staff and project coordinator.

The training of participatory agents is crucial to the successful implementation of the programme of rural development. It aims at introducing the field workers to the approaches and procedures of rural development. It helps in developing favourite's attributes, motivations and team spirit. It enables them to experiment. They are also taught the basic technical topics which are needed for group guidance such as group dynamics and participatory development and how to develop themselves on the training contents, methods and materials.

The group promoters must undergo management training consisting of project planning, methods of production, planning and implementation, transfer of appropriate technology, marketing, communication techniques, leadership, team building, record keeping and report writing. The coordinator needs to be trained as early as possible by the implementing agency in all the above listed areas and in any other things related to the job.

At the inception training workshop should be organised for group promoters and other project staff. Training must be given for at least three weeks in the area or very near the project area with not more than 30 participants. To acquire them with the terrain and what they are expected to do. The curriculum should be pragmatic and include lecture presentations. The group promoters after their first training needs about 2-3 months to carry out field action on the project area. They will learn about team work, carry out household surveys and how to solve problems met on the field.

After this is the follow up training of participation agents and it includes the followings:

- (a) Periodic monthly review and evaluation meetings for group promoters and other staff to evaluate their performance, to identify and solve work problems and prepare work plans
- (b) Field action workshop
- (c) Refresher courses in such subject like new rural development policies and programmes innovative income generating activities and credit schemes
- (d) Issue of periodic project newsletter and
- (e) Exchange visits of group promoters and officials of their own and similar participatory projects.

Why do we need to train staff

The staff are to be trained because of the following reasons:

For proper execution of the project

For effective management of the resources available for the project

To get them well conversant with the principles and methodology of implementing the project.

To impart them with the necessary skills required for effective implementation

To create avenue for easy monitoring and evaluation of the project

What are the areas of training

The areas of training of the staff depend on the nature, design, scope and other characteristics of the project itself.

The design

The mobilisation and sensitisation

Implementation

Co-ordination, sharing of responsibilities, recording of each, activities etc

Monitoring

Maintenance of the project

Group formation and maintenance of the group to ensure sustainability of the project

How the training should be carried out

The training should be carried out in accordance to the design and scope of the project. The training should also be carried out at different levels based on level of participation and scope of the responsibility given. There should be identification of different level of staff and categories of participant, level of agents that will be required for effective, adequate and impactful training.

The training may be carried out through the use of group or mass method. This may include the use of some printed materials, visual aid, and some electronic gargets e.g. the use of power point presentation, flit charts, calendars, etc. The type of the training will also depend on the literacy level of the participants.

There should be provision of a training guide/ manual for easy understanding and for reference purposes.

It must be carried out in a conducive environment with little or no interference. The training must have some little incentives for the participants to serve as motivation in the process.

3:5 Training of Governmental and NGO Staff as well as local leaders.

This type of training aims at familiarizing those involved in the project with the approach and procedure of the project. The problems militating against the rural people from having access to extension delivery services and ways of solving it. Most of the times the officials and local leaders are de-trained and then re-trained to perform their function effectively as a change agent for rural development. This is achieved through exchange of experiences, seminars, workshop and symposium.

The area of training needs of extension agents in Nigeria whether government of non government include.

a. Technical subject matter related to their field e.g. Agriculture and rural development

- b. Theory and principles of teaching, methods of imparting information and motivation people to use it.
- c. Customs, attitudes and values of rural people
- d. Research techniques
- e. Principles and methods of administration and supervision
- f. History, procedures, policies and organization of the agencies providing the extension services
- g. National plans for rural development and extension work
- h. Programme planning and evaluation
- i. Means of communication especially of research results and
- j. Special attempts to individuals or groups whenever necessary.

The methods of identifying training needs of extension staff are the job description organization and operational analysis and critical incident technique. A job description shows the duties and responsibilities of a given position; organizational analysis indicates where training is to be placed and this studies the entire organization including its objectives, resources and their allocation. Operational analysis deals with what an employee must do to perform a job effectively, it focuses on the tasks and the critical incident techniques is a set of procedure for collecting direct observations of behaviour in order to solve practical problems and develop psychological principles.

The training opportunities for governmental and non-governmental staff include

- a. organizing training courses for group promoters and other project staff
- b. participation in field workshops
- c. partaking in briefing sessions with the use of promotional materials
- d. project coordinating committees
- e. programme monitoring and evaluation and
- f. Intra and inter country seminars related to the objectives and issues of the project.

4:0 Conclusion

Training of beneficiary, participation agents, coordinator as well as extension staff of governmental and non-governmental agent is essential for the success of any project that is directed towards development and improvement people. Trained men must be at hand to effectively carry out the objectives of the programme as many problems call for a team approach and training. Trainees will do better themselves when they learn and appreciate the contributions of others. Training is essential for our extension staff to keep pace with the rest of the world.

5:0 Summary

This unit covered a number of issues on training. We shall now summarize the basic points that have been discussed. Training is the process of applying appropriate education methodology to those situation in which improve performance can result from effective learning. The characteristics of training are participatory, ongoing, pragmatic and problems solving, reality exposure and promotion of cooperation. The training that are usually giving to the rural people are the ones which can benefit them either socially or economically, training are usually given to local peoples on areas or agriculture and non-farm activities, functional literacy, health and community development and on general subject matters that can improve their standard of living. Training that are given to the participation agents enables them to experiment innovative ways of poverty eradication and rural development and introducing them to approaches and procedures of rural development while training that are given to governmental and non-governmental staff familiarises them with the approaches and procedures of the project.

6:0 Tutor marked assignments

1. Define the terms training and mention four of its objectives
2. Why is it necessary to give training to the beneficiary of a programme
3. Highlight the training need areas of an extension staff of governmental and non-governmental organization

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