



**NATIONAL OPEN UNIVERSITY OF NIGERIA**

**SCHOOL OF SCIENCE AND TECHNOLOGY**

**COURSE CODE : FRM 422**

**COURSE TITLE : FOREST AND WILDLIFE EXTENSION  
EDUCATION**



**FRM422**  
**FOREST AND WILDLIFE EXTENSION EDUCATION**

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Published By:  
National Open University of Nigeria

First Printed 2010

ISBN: 978-058-812-4

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## **Introduction**

Forest and Wildlife extension education is two (2) credit units degree course available to students who are studying for the award of Bachelor of Science (B.Sc. Ed) Agricultural Education. It is also very good for all students and tutors who want to learn more about forest and wildlife extension works. The forest resources are renewable in nature. Their roles in national development and rural livelihood cannot be overemphasized. The forest is been used indiscriminately today. As a result there is great reduction in its size and potentials. Except something urgent is done, the consequence of the increasing rate of forest reduction is very grave.

Extension education is one of the wide educational inputs designed for farmers to assist them in assisting themselves. It is a voluntary out of school education for rural people. It consists of the dissemination of relevant research findings in the areas of physical, biological and social sciences to the rural communities. Their findings/information/advice could go a long way in helping them to solve their problems. Forest and wildlife extension will help in communicating ideas that can assist in judicious use of the forest resources.

## **What You Will Learn in this Course**

The title of this course is Forest and Wildlife extension education. It will be offered at the forth year of study. The course consists of modules which are subdivided into units. This course guide will tell you what this course is all about, how to benefit maximally from the course and other materials that will be required in addition to this. The amount of time to be spent on each unit of the course in order to complete it successfully and several other guidelines are included in this study material.

This course also provides you with assistance in respect of your Tutor-Marked Assignments (TMAs) that are available in the assignment file. There are also tutorial classes that are relevant to this course. These will be held regularly for the benefit at the students. You are strongly advised to make use of this good opportunity by attending all the tutorials. This course has been designed to provide you with all the necessary tools you will need to carry out effective forest extension service to the rural communities.

## **Course Aims**

This course is designed to strengthen the capacity of agricultural teachers in the area of forestry resources management and extension.

This will provide adequate skill in the teaching and learning of agricultural at the secondary school level. I will arouse the interest of students in judicious utilization of natural resources and communicating same to others without formal education.

### **Course Objectives**

To achieve the aims of this course, there are some set of objectives. Each unit has specific objective which are usually at the beginning of the unit. It is very important that you read these objectives very well before you commence the study of the unit. As you make progress in the study of each unit, make constant reference to the objectives. This will help you to assess the understanding of the unit. The overall aims of this course cannot be achieved unless these objectives are met. At the end of this course you should be able to:

- understand the numerous contributions of forest resources to rural livelihood and national economy
- appreciate and have adequate knowledge of forestry and wildlife extension
- plan and conduct village forestry extension with students
- plan forestry oriented programme such as plantation development, woodlot and free seedling nursery and manage these on behalf of the school as demonstration plots
- appreciate the significance and characteristic of teaching practice
- provide adequate knowledge and skills in selecting appropriate extension methods
- understand the major role of effective communication in extension service.

### **Working through this Course**

To be able to complete this course effectively and successfully, you are expected to read thoroughly each of the study units provided in this study material. Also, read and study other relevant materials that will be provided by the National Open University of Nigeria. There are self-assessment exercises for this course. You will be required to submit assignments in the course of this study from time to time. These assignments will be assessed and graded. At the end of the course, there is going to be the final examination. A total of 17 weeks have been allocated for the completion of this course. The components of this course are included. Also included is how you suppose to allocate your time to each unit so as to be able to complete the course on time and successfully. It is compulsory that you attend all the tutorial sessions. This will give you ample opportunity of comparing and sharing knowledge with your colleagues.

## The Course Materials

The main components of this course are:

1. The Course Guide
2. Study Units
3. References/Further Reading
4. Assignments
5. Presentation Schedule

## Study Units

The course is divided into modules which are sub-divided into units.

### The Modules with their Study Units

There are five modules and 20 study units all together. The modules and their respective units are as follow:

#### Module 1 Introduction

- Unit 1 Forest and Wildlife Resources Management
- Unit 2 Problems of Forest Resources Management in the Tropics
- Unit 3 Implications of the Continual Increase in the Rate of Forest and Wildlife Resources Exploitation
- Unit 4 Justification for Extension Education in Forest and Wildlife Resources Conservation

#### Module 2 Overview of Forest and Wildlife Extension Education

- Unit 1 Meaning and Objectives of Extension Education
- Unit 2 Characteristics, Principles and Guidelines for Agricultural Extension
- Unit 3 Social Changes and Forestry Extension Education
- Unit 4 Factors for and Against Social Change and the Forest Extension Education

#### Module 3 Extension Methods

- Unit 1 Overview of the Extension Methods
- Unit 2 The Extension Method I: Individual Method
- Unit 3 The Extension Method II: Group Method
- Unit 4 The Extension Method III: Mass Media Method

**Module 4 Effective Communication in Forest Extension Work**

- Unit 1 Meaning of Communication
- Unit 2 The Basic Elements of Communication
- Unit 3 Learning/Teaching Processes and Forest Extension Education
- Unit 4 The Role of the Extension Agents in Providing Organisational and Administrative Support in Forestry

**Module 5 Planning and Conducting Village Forestry Extension Works**

- Unit 1 Procedure in Planning and Conducting Village Forestry Extension Work
- Unit 2 Monitoring and Evaluation of Village Forestry Extension Works
- Unit 3 Local Leaders in Village Forestry Extension Works
- Unit 4 Characteristics and Emergence of Leaderships for Forest Extension Works

The first module provides a little background on forest and wildlife resources management, problems facing the management of renewable natural resources in Nigeria and the role of forest extension education in forest resources management. The second module gives the overview of forest extension education as part of the Unified Agricultural Extension System. The role of extension education as related to forestry and wildlife conservation is also explained in this module. The third module focuses on the various extension methods available to forest extension workers. Guidelines for the selection of appropriate method were explained with the possibility of method combination. The place of effect communication is handled in module four.

This module also contains more information on learning and teaching process with the various channels involve in communication. The last module (module five) deals with planning, conducting, monitoring and evaluation of extension work in the rural communities. In module five also, different types of leaders, methods of leadership selection and the roles of these local leaders in forest extension works were explained. These modules are divided into various numbers of units for easy understanding. Details of the study units and their titles have been presented earlier.

Each unit consists of one to two weeks work and it includes an Introduction, Objectives, Main Content, Conclusion, Summary, Tutor-Marked Assignments (TMAs), References/Further Reading and other useful and relevant information on this course. The units will lead you to

work on exercises related to what you have just read. This is aimed at testing your understanding of what is in the unit. The TMAs and the exercises are designed to assist you in achieving the stated learning objectives of each of the units of this course.

## **Presentation Schedule**

This course material gives you important dates for early and timely completion and submission of year TMAs and tutorial attendance. You are required to submit all your assignments as at when due. Do not joke with your work as this could lead to failure, waste of time and fund.

## **Assignment File**

All the details of the works you are expected to submit to your tutor for marking at the stipulated time and date are in your assignment file. The marks you obtained in each of the assignments are part of your final mark in this course. There are several assignments in this course and each unit has its own assignments. These assignments will assist you in understanding the course.

## **Assessment**

There will be about ten assignments at the end of this course which form part of your assessment. You are expected to complete these assignments. Some of the assignments will be in form of term paper and continuous assessment. You are going to write a final examination in this course. The examination will be for about two hours. All assignments must be submitted to your tutor/facilitator bearing the deadline in mind. All continuous assessments will amount to 40% while the examination will be 60%. Anything short of this could lead to failure.

## **Tutor-Marked Assignments (TMAs)**

The TMAs are continuous assessment component of this course. TMAs will carry 40% of the total final score. You are required to submit all TMAs to be given by your tutor before you can sit for the final examination. All assignments must be submitted at the stipulated time. In case you cannot meet this time due to some genuine reasons, discuss the possibility of extension with your tutor. All questions for each of the units in this course are contained in the assignment file. You should complete all given assignments with the information and materials provided in this course material. You may use other references provided for further study at the end of each unit. It is absolutely essential that you go through other books related to this course. This will give you more understanding and deeper knowledge of the course.

## Final Examination and Grading

The end of course examination for this course (Forest and Wildlife Extension Education - FRM422) will be for about 2 hours. It is going to be graded on 70% of the total 100% course grade. Examination questions will cover all areas of this course and may also reflect practiced exercises and Tutor–Marked Assignments you have previously gone through. Find time to review self-test and TMAs before the day of examination.

## Course Marking Scheme

Assessment	Marks
All assessments to be given must be done by you before selection can be made.	At least 4 assignments will be given, four will be selected but the best 3 marks at 10% each – 30% course mark.
End of course examination	70% of overall course marks
Total	100% of course materials.

## How to Get the Most from this Course

In distance learning, the study units replace the university lecture. This is one of the great merits of the programme. It is possible for you to read and work through your course materials at your own pace and in any location that is the best for you. The study materials are your text books and they contain exercises to do to confirm understanding of the unit.

All the study materials were designed to follow the same format and pattern. Each unit begins with an introduction to the subject matter of the unit and the relationship among the units. This is followed with the learning objectives. These objectives will tell you what you should know after studying the unit. So after the completion of each unit, you have to confirm whether the learning objectives have been achieved or not.

There is also the main body of the unit which contains all the unit has to teach you. List of references and other literatures that can be consulted for more information are provided at the end of each unit to assist you.

In case you encounter any problem while going through this course material at your leisure, kindly give your tutor a phone call or go to the study centre nearest to you for assistance. Your tutors are always there to help you. So, make good use of them.

## **Some Practical Guides are Provided for Working through this Course**

- i. Read this Course Guide very well. This is your first assignment.
- ii. Develop a course schedule for yourself. Develop a course overview to guide you through the course.
- iii. Detail information about your tutorial, the date to start a semester and all other essential information are provided at the study centers. It is your duty to take note of these dates and organize your study habit accordingly.
- iv. Be discipline and rigidly be committed to your study schedule.
- v. Study each unit at a time beginning with the introduction. Gather all necessary study materials and other resources for the unit you are studying.
- vi. As you work through each unit, you will find a list of all other sources of information you could consult for further assistance.
- vii. Be very close to your study center at all times. Go there for any information you require.
- viii. Collect your assignments from your study centre at four weeks before due dates. Be reminded that you have a lot to gain by doing the assignments. They are designed to help you in meeting the objectives of the course.
- ix. Review the objectives for each study unit to ensure that you have achieved them. In case you discovered that the unit objective is not achieved, consult your tutor immediately. Until the objective of the present unit you are studying is achieved, do not proceed to the next unit. Proceed unit by unit and try to space your study.
- x. Start the next unit immediately after submitting the assignments of the last unit to your tutor for marking. Do not wait for its return before you proceed to the next unit. When an assignment is returned to you, pay particular attention to your tutor's comments and corrections on the TMA form and those written on the ordinary assignment.
- xi. After completing the last unit in the course material, spend time to revise and prepare for examination. Make sure you achieve the unit objectives at the end of each unit and the course objective at the end of this Course Guide.

## **Facilitators/Tutor and Tutorials**

There are 14 hours provided for tutorial in support of this course. You will be notified of the dates, time and location of these tutorials and the names of your facilitators with their respective phone numbers as soon as you are allocated to a tutorial group.

Your tutor or facilitator will mark and comment on your assignments, watch over your progress and provide you all the necessary assistance in time of difficulty. You always mail your TMA to your tutor before the schedule date. They will be marked by your tutor and returned to you on time.

- i. When any of these circumstances arise, do not hesitate to contact your tutor.
- ii. You do not understand any part of the study units or the assigned reading.
- iii. You have difficulty with self – test or the exercises.
- iv. You have a question on any assignment or its grading.

Make sure you attend all tutorials. This is the only chance to have face to face contact with your facilitator and to ask any question bordering your mind. This question will be answered instantly. There is also the opportunity to discuss any problem encountered during the course of your study with your facilitator. Make sure you prepare a question list before coming to the tutorial. You have a lot to learn by attending the tutorials and participating actively in all the discussions.

## **Summary**

Forest and wildlife extension education is a course designed to provide you with the necessary concept and instructional methods. By the time you finish this course you would have acquired the basic knowledge of the nature, scope, principles and concept of forest extension. This course will also enable you to be able to plan and execute forest extension programmes in rural communities. Moreover, you should be able to have the following knowledge at the end of the course:

- Importance of forest and wildlife resources to rural livelihood and national development.
- Problems of natural resources management in Nigeria.
- The aim, objective and role of extension service to forest resources management.
- The different extension methods and their peculiarities.
- The social changes that affect extension.
- How to effectively communicate extension ideas to rural communities.
- Planning, execution, evaluation and reporting extension service to rural communities.
- Design and use of flip chart for village extension work.
- Adult learning process and the role of community leaders in extension work.

I strongly believe that more than what is stated above will be acquired in this course. On behalf of NOUN, I wish you success in this course and I am sure it is going to be interesting and useful. But make sure you avoid laziness and truancy, examination malpractice and cheating as this could lead to public shame and jail.

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Published By:  
National Open University of Nigeria

First Printed 2010

ISBN: 978-058-812-4

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Printed by:

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## **MODULE 1 INTRODUCTION**

- Unit 1 Forest and Wildlife Resources Management
- Unit 2 Problems of Forest Resources Management in the Tropics
- Unit 3 Implications of the Continual Increase in the Rate of Forest and Wildlife Resources Exploitation
- Unit 4 Justification for Extension Education in Forest and Wildlife Resources Conservation

## **UNIT 1 FOREST AND WILDLIFE RESOURCES MANAGEMENT**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Definition of Forestry
  - 3.2 Importance of Forest Resources
    - 3.2.1 List of Forest Resources (Goods and Services)
    - 3.2.2 Benefits of Forestry
      - 3.2.2.1 Ecological Benefits
      - 3.2.2.2 Social and Religious Benefits
      - 3.2.2.3 Economic Benefits
      - 3.2.2.4 Source of Raw Materials
      - 3.2.2.5 Environmental Benefits
  - 3.3 Forest Resources Management in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Forest and wildlife resources belong to the renewable natural resources group. Nigeria is well endowed with these resources. It is regarded a free gift of nature that can be used anyhow. This is why its use is being abused today. Forestry, by virtue of its location, is practiced in the rural areas. So forestry extension is all about informing the rural communities and all stakeholders on how to judiciously utilize the forestry estate to prevent their total depletion.

## **2.0 OBJECTIVES**

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

- define forestry
- state the various goods and services from the forest
- list some social, economic, environmental and ecological roles of the forest
- discuss the history of forest resources management in Nigeria.

## **3.0 MAIN CONTENT**

### **3.1 Definition of Forest and Forestry**

A forest is a large area dominated by dense growth of trees, climbers, lianas and undergrowth. Forestry has been defined by the society of American foresters as the science, the art and the practice of managing and using for human benefit, the natural resources that occur on and in association with the forest land. It is the art and science of planting trees and managing natural forests and woodland for profitable end-use.

Forest can be classified into two: The first one is the natural forest which is natural endowed and the second is the plantation which is manmade or artificial regeneration and wildlife resources are examples of renewable natural resources. Our country, Nigeria, is naturally endowed with the forest ranging from the mangrove belt in the south, tropical rainforest belt in the west and savanna in the northern part. Anywhere forest is located there are abundance of resources which include wildlife resources. The contribution of these resources rural livelihood and national development cannot be overemphasized.

### **3.2 Importance of Forest Resources**

#### **3.2.1 Categorisation of Forest Resources and Forest Benefits**

Forest Resources are grouped into two namely timber and non-timber forest products. The benefits from the forest can also be categorised into goods and services. Example of timber products is the round woods that are converted to sawn wood for construction, furniture works and poles.

The non-timber forest products are resources from the forest that are not woody in nature. This includes wildlife, medicinal plants, mushroom, ropes, gum, fruits etc. The goods are visible products that are obtained from the forest and utilize while the services are unquantifiable roles of the forest that are available to meet human needs. Some of the goods

are: timber, pole, wild animals, chewing stick, ropes etc. The services are environmental protection, air purification, water shed management, erosion control, aesthetic values and recreation centers.

### **3.2.2 Benefits of Forestry**

The various benefits of forestry are ecological, economical. Social, religious, etc as described below:

#### **3.2.2.1 Ecological Benefits**

The ecological benefits of the forest include biodiversity conservation i.e. home of many plant and animal species, soil nutrient enrichment and home for wildlife of all sizes and types.

#### **3.2.2.2 Social and Religious Benefits**

The social benefit of the forest are provision of edible fruits and nuts as food, spices, soup condiments, leafy vegetable, mushroom and bush meat etc. Some forests are set aside for the worship of deities and local gods. These forests are popularly referred to as sacred grooves. Trees are also dedicated as scared and worshiped in rural communities.

#### **3.2.2.3 Economic Benefits**

Some of the economic roles of forest are the provision of job to many rural and urban dwellers e.g. timber contractors, herb sellers, firewood collectors and fruit sellers. Also many farmers have secured fertile land in the forest for their crops. This has increased agricultural productivity and family per capita income.

#### **3.2.2.4 Source of Raw Materials**

Products from the forest are raw materials to both small and large scale industries. Several cottage industries relied on the forest for the supply of raw materials.

#### **3.2.2.5 Environmental Benefits**

The environmental roles of the forest cannot be over estimated. These include air purification, micro-climate creation, carbon reduction, reduction of erosion and leaching.

### **3.3 Forest Resources Management in Nigeria**

Even though forest and wildlife resources are naturally endowed and they are renewable, the need to utilize them judiciously cannot be over-emphasized. These resources must be managed in a sustainable manner or else they could be lost. Once a forest is lost, their potential benefits to man are also lost and may be lost forever. Also, a degraded forest is very difficult to rehabilitate. So, sustainable forest management is a major way of ensuring that the forest continues to provide its functions and services in perpetuity. Management of forest resources is the duty of the Department of Forestry and Wildlife Services of each state of the federation. The Federal Department of Forestry in the Federal Ministry of Environment is providing supervisory and coordinating roles.

### **4.0 CONCLUSION**

In this unit, we have been able to clearly define forestry, let the various goods and services from the forest. These goods and services cannot be dispensed with by both rural and urban dwellers in particular and the nation in general. Also, it is stated that the forest resources should be managed sustainably and the use should not be abused.

### **5.0 SUMMARY**

In this unit, you have learnt that:

- a forest is a large area dominated by dense growth of trees
- forestry is the science, art and practice of managing and using forest resources by man
- forest could provide several goods and services at the same time,
- the forest should be well and judiciously utilized to make them sustainable.

### **6.0 TUTOR-MARKED ASSIGNMENT**

1. Define forestry.
2. List all the benefits from the forest and categorise them into goods and services.
3. Why should forest resources be judiciously utilised and properly managed?

## 7.0 REFERENCES/FURTHER READING

Etukudo, I. (2000). *Forest, our Divine Treasure*. Uyo, Nigeria: Dorand Publishers.

Nwoboshi, C.C. (1982). *Tropical Silviculture: Principles and Techniques*. Ibadan, Nigeria. UI University Press.

## **UNIT 2 PROBLEMS OF FOREST RESOURCES MANAGEMENT IN THE TROPICS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Clearance of Forestland for Agriculture
  - 3.2 Exploitation for Fuel Wood
  - 3.3 Logging Activities
  - 3.4 Overgrazing
  - 3.5 Fire and Indiscriminate Bush Burning
  - 3.6 Clearance for National or Industrial Development
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

There are so many problems facing the management of forest and wildlife resources in any developing country like Nigeria today. These problems have gone a long way to reduce the size of land carrying dense vegetation of tree. Subsequently, the potential benefits of the forest to mankind have also declined significantly. These problems arise as a result of human interference with the forest in search of daily means of survival and livelihood. In doing this, the forest ecosystem is tampered with and seriously disturbed. Some of human activities which have constituted threat to sustainable forest resources management are explained.

### **2.0 OBJECTIVES**

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

- list some of the problems affecting the management of forest and wildlife resources
- identify those that are principal actors or agents of deforestation
- explain how each of these problems could lead to forest depletion
- describe the most critical of all these problems.

### **3.0 MAIN CONTENT**

#### **3.1 Clearance of Forestland for Agriculture**

The forest that support to retain trees and wood climbers are seen clear felled for agricultural purposes. This is as a result of the ever-increasing demand for food by the growing population. Secondly, there is the availability of fertile land in forest. So there is now more demand for land to plant arable crops. The only option left is to clear fell the available forest and convert to farmland. This is usually done by poor farmers, landless people and establishment of large scale commercial farms.

#### **3.2 Exploitation for Fuelwood**

Fuelwood or firewood is been use widely for both domestic and industrial cooking in developing countries like ours. Fuel wood is the energy for the highest proportion of Nigerians. This is because other sources of cooking are beyond the rich of the resources of the low-income group for example, kerosene, electricity and gas that are alternate sources of energy, are costly or require high initial capital outlay. The resort is the use of wood. The rate at which firewood is been hunted today poses a great problem to forest resources management.

#### **3.3 Logging Activities**

Reckless and indiscriminate logging and harvesting of timber and non-timber forest products are going on in virtually all forest in Nigeria. During these activities irreparable damage is done on many parts of the forest. Wild animals are killed and their homes are destroyed during logging. Roads are constructed in the forest for evacuation of logs lead to the destruction of the forest.

#### **3.4 Overgrazing**

When grazing occurs, trees and shrubs are removed. As a result, the land is eroded and trampled leading to reduction of its production capacity. Overgrazing is when a particular forest location is totally consumed by animals. Sometime trees are defoliated to feed animals by nomadic cattle rearers.

#### **3.5 Fire and Indiscriminate Bush Burning**

Fire could be as a result of bush burning by hunters and farmers, lightning and thunder, throwing of cigarette butt into the forest indiscriminately, setting of fire to kill wild animals. Fire could reduce a

large forest estate to bare ground if not controlled on time especially during the dry season.

### **3.6 Clearance for National or Industrial development**

Forest are usually cleared during road construction, building of schools, factories and other construction works, where we have big structures today were once a very dense forest with wildlife resources. More forest are still been removed today for construction purpose.

### **3.7 Poor Management and Funding of the Remaining Forest Estate in the Country**

Government is just getting revenue from the forest without investing on its maintenance.

## **4.0 CONCLUSION**

You have learnt the general problems facing forest and wildlife resources conservation in the tropics. All these problems are working against forest and wildlife resources conservation today. This is posing great challenges to forest extensionists and forest extension education.

## **5.0 SUMMARY**

In this unit, you have learnt that:

- there are many problems facing the conservation and management of forest and wildlife resources in Nigeria.
- these problems are generally cause by man as he goes about in search of ends meet daily.
- to curb these problems, forest extension education is highly relevant.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. List the problems affecting forest and wildlife management in the tropics.
2. Write briefly on any three of them.
3. Which of these problems do you think is the most severe and why?

## **7.0 REFERENCES/FURTHER READING**

ECRT (2005). *Environmental Sustainability and Conservation in Nigeria*. Environmental Conservation and Research Team, Federal University of Technology, Akure.

Nigeria Threatened Environment (NEST) Study Report (1992).

## **UNIT 3      IMPLICATIONS      OF      THE      CONTINUAL INCREASE IN THE RATE OF FOREST AND WILDLIFE RESOURCES EXPLOITATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Impact of Deforestation on the Environment
  - 3.2 Impact on Biological Diversity Conservation
  - 3.3 Impact on Soil Properties and Fertility
  - 3.4 Scarcity of Raw Materials to Forest-Based Industries
  - 3.5 Loss of Revenue and Income from the Forest
  - 3.6 Decline in the Supply of Basic Forest Goods and Services
  - 3.7 Remedies to Deforestation: The Extension Education Option
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 Reference/Further Reading

### **1.0 INTRODUCTION**

The forest and wildlife resources are under great pressure today. As man moves about in search of his daily sustenance, the forest is depleted along the line. The high rate of population increase is adding to the pressure on forest and wildlife resources on daily basis. The implications of the continual and high rate of exploitation of forest resources are very serious except something is done urgently. Extension education has an important role to play in this regard. The effects of forest exploitation on the environment, biological diversity conservation, soil properties, supply of raw materials to both small and large scale industries, internally generated revenue and the supply of basic human needs are increasing daily. These effects should be well understood by the extension agent so as to be able design extension programme along that line. These effects should also be understood by the rural communities so that they could appreciate and embrace the programme.

## **2.0 OBJECTIVES**

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

- explain the implication of the continuous pressure on the forest ecosystem
- state the remedies to some of these problems through the extension education.

## **3.0 MAIN CONTENT**

### **3.1 Impact of Deforestation on the Environment**

The forest is very good at reducing the direct impact of sun on man and animals, it covers the soil from excessive evapo-transpiration, it reduces the amount of carbon monoxide in the atmosphere, it releases the oxygen needed by man into the atmosphere, it provides shade during sunny days, reduces the effect of global warming and ozone layer depletion. All these environmental roles are affected when the forest is removed indiscriminately for whatever reasons.

### **3.2 Impact on Biological Diversity Conservation**

Tree and animal species diversity are lost with the continuous human interference on the forest ecosystem. Once these species are lost, their potential usefulness to man is lost forever. Macro, micro and meso floral and fauna species are also lost when the forest is removed. Biological diversity is preserved for research purpose and posterity.

### **3.3 Impact on Soil Properties and Fertility**

When the vegetation covering the soil is removed, such soil is exposed to wind and water erosion, gully erosion is therefore resulted. The soil is also left bare and as a result, it is prone to compaction and leaching.

### **3.4 Scarcity of Raw Materials to Forest- Based Industries**

It has been noted that so many large and cottage industries depend on the forest for their raw materials. Due to the rate at which the forest resources are been removed today, there is high shortage of wood as raw materials. For big and small scale industries in both urban and rural communities, some of the companies sand cottage industries that depend solely on the forest for the supply of raw materials may be forced to close down thereby laying off their workforce. These will increase the number of people who are unemployed.

### **3.5 Loss of Revenues and Income from the Forest**

The government of any state lucky to have forest resources are making huge amount of money from them annually as internally generated revenue. There are several rural dwellers that are trading in timber and non-timber forest products. This is serving as a source of gainful employment and income to these households. Depletion of the forest will lead to the total loss of revenue to the government and rural dwellers. This could lead to poverty and starvation.

### **3.6 Reduction in the Supply of Basic Forest Goods and Services**

Forest resources are indispensable to rural communities. In fact, life depends on the forest in the rural area. Exploitation of these resources indiscriminately could lead to their loss when this happens, these products will not be within the reach again. For instance, several kilometers and time are spent today by women and children in search of firewood, the only source of domestic energy in the rural areas and among urban poor. The sales of the wood are now popular in villages. Other forest resources moving away fast include bush meat, edible fruits and nuts, economic timber, chewing sticks, species etc.

### **3.7 Remedies to deforestation: Extension Education Option**

The causes and implications of the continuous increase in forest and wildlife resources exploitation have been enumerated. Forestry activities, by virtue of its peculiarities, are in the rural areas. The rural farmers have the belief and are of the opinion that natural resources are to be used freely. But extension education is potentially viable to make these set of people realize the implication of their belief and the repercussion at their indiscriminate use of the forest resources.

## **4.0 CONCLUSION**

In this unit, you have learnt the various consequences of using forest resources without control. These consequences are very grave. The only option is extension education. The impact is both on man, his income, his health and government internally generated revenue.

## 5.0 SUMMARY

In this unit, you have learnt that forest and wildlife resources are continually under threat of extinction. The implication of the indiscriminate exploitation of these resources to meet man's daily needs include:

- loss of biodiversity
- harsh environmental condition
- unemployment
- scarcity of forest products needed by man
- poverty, starvation and hunger
- reduction in the supply of raw materials.

You have also learnt that the only source of remedy to this is through extension education in rural communities where forestry activities are predominant.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Mention the implications of indiscriminate exploitation of forest resources to man, animals and the government.
2. What is the role of extension education in providing solution to these problems?
3. List some forest products moving far away from the reach of the communities today.

## 7.0 REFERENCE/FURTHER READING

Proceedings of the 29<sup>th</sup> Annual Conference of the Forestry Association of Nigeria held in Calabar, 6 – 11 October, 2003 Akindele, S.O. and Popoola, L. (eds.).

## **UNIT 4 JUSTIFICATION OF EXTENSION EDUCATION IN FOREST AND WILDLIFE RESOURCES CONSERVATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The Unified Agricultural Extension Education Service (UAEE)
    - 3.1.1 Peculiarities of Forestry Sub-Sector as a Challenge to Forestry Extension Education
  - 3.2 Merits of the UAEE to Forest and Wildlife Resources conservation
  - 3.3 Demerits of UAEE to Forest and Wildlife Resources Conservation
  - 3.4 Development of Forestry Extension Education
  - 3.5 The Roles of Forestry Extension Education in Nigeria
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

The increasing rate at which forest and wildlife resources are being exploited is alarming. This is due to population growth, ignorance, poverty and illiteracy (no formal education among the rural dwellers). Except solution is proffered, it may lead to a situation where forest will be thing of the past.

In Nigeria, extension education was initially directed as generating new knowledge and making existing knowledge accessible to others (Dada, 1998). Extension unit was established in Ministry of Agriculture as far back as 1954. This unit was responsible for dissemination of information on crops, livestock, fisheries, produce (cocoa and palm kernel) and forestry. But the unit could not successfully disseminate information on the area of forestry because the personnel (extension agents) involved were only graduates of crops and livestock agriculture with little or no background in forestry. So a forest extensionist you should have adequate background of forestry as a separate profession. This is why the first three units in this module were dedicated to basic information any agricultural science graduate must know to be effective in forestry extension education. In this unit too, you will be educated on how the UAEE could be adopted, applied and make

relevant to forestry extension. The merit and demerits of the UAEE were also discussed.

## **2.0 OBJECTIVES**

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

- explain why past extension agents failed in the area of forest extension education
- discuss the concept, merit and demerits of the Unified agriculture extension education in relation to forestry sub sector of agriculture
- identify the development of forestry extension education
- explain how extension education could prevent indiscriminate forest exploitation and its consequent.

## **3.0 MAIN CONTENT**

### **3.1 The Unified Agricultural Extension Education Service (UAEE)**

Presently, the system of extension been adopted is the unified agricultural extension education. The unified extension service under the Agricultural Development Programmes is operating on Unified Organizational Structure. Under this structure energy extension agent in charge of information dissemination is expected to have a general knowledge about all aspect of agriculture (crops, livestock, fisheries, forestry and soil) to be able to carry out his work effectively (Adeokun et al, 2005). But under this unified agricultural information dissemination system, it is very important to note that not all the different departments are adequately and equally covered. The forestry aspect is usually neglected. There is the assumption that forestry did not require extension education (Dada, 1999). “It is just a gift of nature available for man to use anyhow” goes the saying among rural communities. With the present increasing rate by deforestation and its implication, it now clear that forestry and wildlife extension education is a must.

#### **3.1.1 Peculiarities of Forestry Sub-Sector as a Challenge to Forestry Extension Education**

The following peculiarities of forestry make forestry extension to be important and unique. This poses a greater challenge to forestry extension expert.

1. Nature of forestry: This accounts for why forestry technologies are not readily accepted or adopted. This nature is the usual long gestation period of trees which leads to long term return on investments.
2. Forestry benefits (goods and services) especially the services are not quantified and monetized. Some of these services are not tangible, so cannot be seen easily even though they cannot be deprived with and we cannot do without them.
3. Lack of forestry background for many extension workers as they were mainly agricultural graduates with specialize in crops, soil, livestock and pest and not forestry parse.
4. Belief by rural communities that the forest and its resources are free, readily abundance and available and will continue to replenish itself.
5. The cost is huge, background knowledge, technical, input and land for forestry investment are very scarce.

### **3.2 Merits of the UAEE to Forest and Wildlife Resources Conservation**

The forestry, sub-sector extension workers could benefit from the various merits of the UAEE. These merits are:

1. Extension workers under this scheme are well equipped and enhanced to reach farmers with new innovations and ideas.
2. Conflicting information from different extension workers if the same foresters are reduced to barest minimum.
3. There is easy conflict resolution among different land users by UAEE extensionists. This is achievable because extension agents have the knowledge of the interrelationship among different farming systems such as arable cropping, fish farming, forestry, livestock farming etc.
4. Cross fertilization of ideas and experiences are possible among different sub-sectors of agricultural science.
5. Principles and benefits of multiple land use could be understood and well explained by extensionists to the farmers.

### **3.3 Demerits of UAEE to Forest and Wildlife Resources Conservation**

As good as the UAEE scheme is, it has some limitations when viewed from the forestry and wildlife resources perspective. These demerits include:

1. Forestry extension education is carried out by crop extensionists because there are no specially trained forest extensionists.

2. There are no forestry extension units in the state and local government levels.
3. Extensionists usually adopt the same principle used for crop and livestock for forestry, in so doing, attention is not paid to the peculiarity of forestry as a sub-sector and forest innovations are often neglected in the process.
4. Forestry extension is relegated to the background, considered unnecessary and not prioritized unlike crop and livestock.

### **3.4 Development of Forestry Extension Education**

It has been stressed that there will be wood famine if nothing is done about the present rate of exploitation. Exploitation is primarily due to population growth. The only solution to this wood scarcity is the establishment of plantations or fast growing species and the practice of agroforestry. Extension education could facilitate the involvement of rural communities in these programmes.

### **3.5 The Roles of Forest Extension Education in Nigeria**

Eschewing illegal felling, indiscriminate burning and logging, enforcement of forest laws, adoption of agroforestry practice, willingness to plant trees and taking care of those planted by the government can be achieved through public enlightenment campaign and extension education. There is a great challenge therefore before a forestry extension agent. To be able to meet these challenges, the following are very crucial:

1. Forest extension units should be created in the ministry of agriculture, Forestry Department.
2. Forest extensionists should be well trained (in-service education) to enhance their performance among the rural communities.
3. UAEE should be made to involve forest extension education.
4. Awareness should be created that forest extension education is also required.

## **4.0 CONCLUSION**

You have been exposed to rules of forest extension education and the challenges before a forest extensionist. The UAEE has some relevance to forestry sub sector but this relevance is also limited by some problems. So in this unit, you have learnt the peculiarities of forestry sub-sector and specific areas when extension education is desired.

## 5.0 SUMMARY

In this unit, you have now been exposed to:

- the peculiarities of forestry sub sector that make forest extension agents unique
- the merits and limitation of the unified agricultural extension education scheme when applied to forestry – the roles of forest extension
- the challenges of forest extension education
- the ways of improving forest extension education.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. What are the limitations of the Unified Agricultural Extension Education when applied to forestry sub-sector?
2. List the various features of forestry sub-sector.
3. The challenges before any forest extension provider are great, how can these challenge be tackled?

## 7.0 REFERENCES/FURTHER READING

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Adeokun, O.O.; Oladoja, M.A. and Adisa, B.O. (2005). Forestry extension services in Nigeria: Prospects and Challenge, *FAN Proceeding of 30<sup>th</sup> Annual Conference (7 – 11 Nov., 2003)*. (Popoola, L, Mtan, P. and Oni, P.I – editors) pp 136 – 144.

Yakasai, B.A. (1994). Problems of UAEE in Nigeria. *APCU Annual Workshop 12 – 14 December 1994*, Kano p. 18 – 36.

## **MODULE 2      OVERVIEW OF FOREST AND WILDLIFE EXTENSION EDUCATION**

- Unit 1      Meaning and Objectives of Extension Education
- Unit 2      Characteristics, Principles and Guidelines for Agricultural Extension
- Unit 3      Social Changes and Forestry Extension Education
- Unit 4      Factors for and Against Social Change and the Forest Extension Education

### **UNIT 1      MEANING, CONCEPT AND OBJECTIVES OF EXTENSION EDUCATION**

#### **CONTENTS**

- 1.0      Introduction
- 2.0      Objectives
- 3.0      Main Content
  - 3.1.      Concept of Extension
  - 3.2      Definitions of Extension Education
    - 3.2.1      Enlightenment Definitions of Extension
    - 3.2.2      Decision Making and Problem Solving Definition of Extension
    - 3.2.3      Intervention Definitions of Extension
  - 3.3.      Definition of Forest Extension
  - 3.4      Objectives of Extension Education and How to achieve them
    - 3.4.1      Objectives
    - 3.4.2      How to Achieve the Objectives
- 4.0      Conclusion
- 5.0      Summary
- 6.0      Tutor-Marked Assignment
- 7.0      References/Further Reading

#### **1.0      INTRODUCTION**

More than 70% of Nigerian population is in the rural areas. The major source of livelihood for these people is farming and collection of forest products. Any noticeable future development of the century cannot be achieved if attention is not paid on rural communities. Because of the improvement role of agriculture in the economic development of the rural area, lack of formal education for widespread illiteracy, ignorance, poverty, hunger and the rapid rate of change in the technology for modernizing agriculture, a strong need to establish an out of school education system for Nigerian people in rural areas evolved. This type

of education system primarily designed for adults to improve their physical, biological, economic and social qualities is referred to as “extension education” (Williams et al, 1984). The rural areas form the most important sector of the economy and agriculture, their primary occupation is the basic working capital our economy. So its development should therefore be given top priority in any national development plan (Williams et al, 1984). This called for the formation of agricultural extension education.

## **2.0 OBJECTIVES**

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

- give the various definitions of agricultural extension education
- explain the genesis of agricultural extension education
- state the importance of agric extension education
- list the importance of rural communities and their major occupation.

## **3.0 MAIN CONTENT**

### **3.1 Concept of Extension Education**

There have been existed patterns of agricultural knowledge exchange across the world. Extension education is regarded as one of the crucial variables for achieving economic growth and human progress. It is one of the wide educational inputs designed for farmers to help them help themselves. It employs teaching and learning principles that affect unique in the farmers. Through extension education, a farmer can learn the reasons for change, the values of change and the results for accepting the change (William et al 1984).

### **3.2 Definition of Extension Education**

Various authors have defined extensions educations indifferent way. Some of these definitions are considered under three categories given by Leeuwis (2004). The definitions are according to the roles play by extension education in the development of agriculture including forestry and a wildlife which are sub sectors of agriculture. These various definitions will enable you to have good understanding of extension education.

### **3.2.1 Enlightenment Definition of Extension**

1. Extension is a service or system which assists farmers, through educational procedures, to improve farming methods and techniques, increase production efficiency and income, bettering their standard of living and lifetime, social and educational standards (Maunder 1973).
2. Extension is an ongoing process of getting useful information to people and then assisting those people to acquire the necessary knowledge skills and attitudes to utilize effectively this information and technology (Swansen and Claar, 1984).

### **3.2.2 Decision making and Problem Solving Definition**

1. Agricultural extension is an assistance to farmers to help them identify and analyze their production problems and to become aware of the opportunities for improvement (Adams, 1982).
2. Extension is a deliberate and systematic attempt (by means of the transfer of knowledge and insight) to help and develop someone in such a way that the person is able to take decisions in a specific situation with a maximum level of independence, consciousness and conformity with his own interest and well being (Vanden Ban and Honokins, 1980).

### **3.2.3 Intervention Definitions of Extension**

1. Extension is helping behaviour consisting of or preceding the transfer of information usually with the explicit intension of changing mentality and behavior in a direction thus has been formulated in a wider policy context (Vab Weerkum, 1982).
2. Extension is a professional communication intervention deployed by an institution to reduce change in a voluntary behaviour with a presumed public or collective utility (Rolling, 1988).

All the above definitions show that extension has to do with professional activities, an intervention and a process taking place among other interactions. It depends heavily on communication as a strategy for information dissemination.

## **3.3 Definition of Forest Extension Education**

Even though all the above definitions are relevant to forestry as a major sub-sector of agriculture, attempt has been made to define forest extension by Anderson and Farrington, 1996). They defined forest extension education as a systematic process of exchange of ideas,

knowledge, values and behaviour which aim at improving forest and tree management.

### **3.4 Objectives of Extension Education and How to achieve them**

#### **3.4.1 Objectives**

The major objective of agricultural extension is to get farmers into a frame of mind and attitude conducive for the acceptance of agricultural innovation (changes). Rural farmers in developing countries have their traditional dogmas and what. So they are always afraid of taking risk that could lead to huge financial loss, unless they are convinced beyond all reasonable doubt. It is the aim of extension education workers to convince these farmers to adopt technologies that is economically viable and compatible with their farming system. Also, the various factors of production (land, labour, capital and entrepreneur are in limited supply especially in the rural communities it is the aim of extension education therefore to ensure the efficient utilisation of these factors of production.

Extension education ensures the dissemination of information to the farmers. While the results or research findings are taken to rural farmers by the extension agents, the problems are taken back to the researchers as feedback. In a nut shell, objectives of extension education can be summarized as follows:

1. to increase efficiency and standard of living of rural people.
2. to change rural people's outlooks, towards problems, help them gain insight to the problems and how to solve them.
3. to develop their ability to direct their own future development.

#### **3.4.2 How to Achieve these Objectives**

These objectives can be achieved through the following means.

1. Communication of information should be done by extension agents to enhance local knowledge, skills and decision making of rural communities.
2. Extensionists must offer advice and information that can help in solving the problems of rural farmers.
3. Farmers must be encouraged to spread their good practices to other farmers (farmer – farmer link).
4. Self confidence of rural people should be developed.
5. Extension education should assist the rural communities to develop confidence in their ability and possibility of improving their standard of living.

## **4.0 CONCLUSION**

In this unit, you have discovered the concept of extension education and how it was defined according to its roles. The objectives of extension were laid bare in this unit also and how these objectives can be achieved is well highlighted.

## **5.0 SUMMARY**

In this unit, you have learnt that:

- highest proportion of Nigerian population is in rural areas, making their living
- agriculture, which is the mainstay of Nigeria economy, is the major occupation of the rural dwellers
- for any national development to be meaningful, it must be target at the rural communities and agriculture
- rural dwellers usually hold tenaciously to their local beliefs and culture. They are not always willing to change to avoid risk. This is where an extension education comes to play
- extension is the conscious communication of information to help farmers
- extension is working with people, listening to their problems and needs and helping them to solve them.
- extension objective is to increase efficiency and change rural people outlook towards problems
- extension objectives could be achieved through effective communication, giving of advice and encouragement to farmers.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Explain three objectives of extension education.
2. Give two ways of achieving these objectives.
3. What is forest extension education?

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## **UNIT 2 CHARACTERISTICS, PRINCIPLES AND GUIDELINES FOR AGRICULTURAL EXTENSION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The Peculiarities of Extension in Relation to Forestry and Wildlife Service
    - 3.3.1 Beginning at the Present Level of the People
    - 3.3.2 Self Determination of Problems
    - 3.3.3 Needs and Interest of People Oriented
    - 3.3.4 Involvement of all Family Members
    - 3.3.5 The Use of Different Methods
    - 3.3.6 Based on Facts and not Fable
  - 3.2. Guidelines for Extension Education
  - 3.3. Principles of Agricultural/Forestry Extension Education
- 5.0 Summary
- 4.0 Conclusion
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

There is a very wide gap between the knowledge of agriculture in research station and university when compare with that of an average rural farmer. The gap is due to the fact that there is inadequate transfer of information from the research institute to the farmers. Also, the characters of researchers are quite different from that of farmers who are mostly not educated. In order to bridge this gap, research finding and new innovation in the field of agriculture and forestry must be taken to the farmer on the field. Extension agent is going to serve us the bridge so in this unit, you will be exposed to the characteristics of extension, Principles of extension and guidelines for extension education.

### **2.0 OBJECTIVES**

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

- explain the characteristics of forest extension education
- discuss the guidelines for extension work
- state the principles of extension work as applied to forestry sub-sector.

### **3.0 MAIN CONTENT**

#### **3.1 The Peculiarities of Extension in Relation to Forestry and Wildlife Service**

Extension has some definite peculiarities in relation to forestry and wildlife services. These should be well understood by extension agent before a meaningful forest extension work can be carried out. These peculiarities include:

- a. The informal education process toward rural people who may not be willing to plant trees
- b. Joint problem solving. Problems are solved easily and jointly by extension agents and rural people or villagers.
- c. Identification of best practice and tell others about it.
- d. Possibility of extension staff learning from the villagers. Knowledge and skills can be learnt by extension agents from rural communities.

#### **3.2 Guidelines for Extension Education**

Forestry and wildlife extension agents are to take note of the following guidelines.

1. Extension is working with people and not for the people
2. Extension is responsible to his clients
3. Extension is two-way process
4. Extension is working with different target groups and in cooperation with other rural organization.

#### **3.3 Principles of Agricultural/Forestry Extension Education**

There are some basic principles of forest extension education. These principles include:

- i. Beginning at the present level of the people
- ii. Self determination of problems
- iii. Needs and interest of people oriented
- iv. Involvement of all family members
- v. The use of different methods
- vi. Based on facts and not fable

### **3.3.1 Beginning at the Present Level of the People**

Since extension is to improve the standard of living of rural communities, it should therefore start where the people are, it must begin at their level and move them to higher levels. It is therefore necessary for every extension worker to know the level of his clients. He must understand their social structure, habit, tradition and perception. He must have personal contact with them in their rural set up.

### **3.3.2 Self Determination of Problems**

Extension should help farmers to determine their own problems; he must be able to help them to find desirable solutions to these problems and should encourage them to take action towards solving the problems.

### **3.3.3 Needs and Interest of People Oriented**

Extension should be based on the need and interest of the people. These needs could go a long way in improving rural livelihood. For example introduction of Agro forestry system to solve land use conflict and land degradation.

### **3.3.4 Involvement of all Family Members**

Every member of the family should be carried along by the extensionist. He must work with every member of the family (children, the youth, the rich and the poor). Everyone has a role to play in adoption of new idea from extension agents. Extension work should be done without tribal or religious sentiment.

### **3.3.5 The Use of Different Methods**

Extension education workers should be able to use various methods to pass information across to the rural farmers. Some of these methods include demonstration, use of mass media (radio, TV and Newspapers), field trip, group discussion, etc.

### **3.3.6 Based on Facts and not Fable**

Extension should be based on facts and knowledge, not on fables or falsehood. This can be achieved by working in close relationship (in collaboration) with research stations and farmers who are the beneficiaries.

## 4.0 CONCLUSION

This unit has given you the opportunity of realising the basic characteristics, principles and guidelines for a successful extension work among rural farmers.

## 5.0 SUMMARY

You have learnt about the characteristics of extension education and the following:

- extension entails working with people and helping them to solve their problems
- it is an informal system of adult education
- it is based on need and interest of the rural communities
- it depends on various tools.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. List four characteristics of extension education.
2. What are the principles of extension education?
3. Give the relevant guidelines for conducting a successful extension work in a rural community set-up.
- 4v. How can forest extension education be used to control indiscriminate logging?

## 7.0 REFERENCES/FURTHER READING

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## **UNIT 3      SOCIAL CHANGES AND FORESTRY EXTENSION EDUCATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Meaning of Social Change
  - 3.2 Different Types of Social Change
    - 3.2.1 Economic Change
    - 3.2.2 Political Change
    - 3.2.3 Cultural Change
    - 3.2.4 Technological Change
    - 3.2.5 Behavioral Change
  - 3.3 Kind of Change
    - 3.3.1 Planned Change
    - 3.3.2 Unplanned Change
    - 3.3.3 Indoctrination Change
    - 3.3.4 Coercive Change
    - 3.3.5 Emulative Change
    - 3.3.6 Natural Change
    - 3.3.7 Total Change
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 Reference/Further Reading

### **1.0 INTRODUCTION**

It has been said severally in the earlier part of this work the essence of forestry extension education is the community to introduce change especially in the life of rural farmers. This is achieved through the introduction of new skill, ideas and technology or improving and old existing skill or knowledge. Man is not always willing to change because such change is usually a deviation from old belief and what one is accustomed to. If this ascertain is true, every extension workers therefore needs to have deeper knowledge on the subject of social change addressed in this unit.

## **2.0 OBJECTIVES**

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

- explain the principles of social changes and how they affect forest resources extension education in general
- state the several dimensions to social changes and kinds of social change expected in man.

## **3.0 MAIN CONTENT**

### **3.1 Meaning of Social Change**

Social changes are changes in the social structure and social relationships of any rural communities. It is an alteration which occurs in the structure and function of a social system. These are changes in the areas of age, educational level, population. Social changes can originate from lack of harmony between man and his environment. It is the change in ideas, values and norms, social habits of people, composition, and organisation of society. It occurs also in the structure and functioning of a social system. This has to do with the changes in the roles and status of individual member of the society and the expected social changes should become permanent and affect a large portion of the community.

### **3.2 Different Dimension of Social Changes**

#### **3.2.1 Economic Change**

This is the change in the economy of the rural farmers which can subsequently lead to change in their status. For example during the era when there was foreign market for teak. This improves the life style of teak farmers. Allocation of more land for farmer by forestry also increases productivity.

#### **3.2.2 Political Change**

This emanates from the distribution and operation of social and political power.

#### **3.2.3 Cultural change**

This occurs when there is alteration in the way people perceive and relate to their environment. It has to do with changes in the cultures, values and belief of the people e.g. change in worship of idols and ancestral to Christianity.

### **3.2.4 Technological Change**

This type of change has to do with technological advancement, for example, the introduction of mechanised system of farming as against the use cutlass and hoe. Introduction of improved variety of seeds as planting materials, improved farming systems and agro forestry are other examples of technological changes. This has gone a long way to improve farm output and farmers' income.

### **3.2.5 Behavioral Change**

This has to do with the impact of education on the rural communities. Education usually increases knowledge, attitude and skills of individual. When rural people are exposed to information, there is bound to be change in their skills and ideas.

## **3.3 Kinds of Changes**

Extension agents should be aware of the types of changes possible in the social system so that he can decide on the type to be adopted during extension education. These various changes are enumerated below.

### **3.3.1 Planned Change**

This is a premeditated type of change expected from extension work. To achieve this, goal and objectives are clearly set together with the means of achieving them. The goals are jointly set by both parties (farmers and extension agents).

### **3.3.2 Unplanned or Accidental Change**

This is the type of change that happens unexpectedly. It occurs naturally. So man has no power over it and as a result there is usually no opportunity to either plan for it or avoid it.

### **3.3.3 Indoctrination Change**

There is mutual goal setting in this case also, but power sharing is not equal between both parties. There is imbalance in power sharing during goal setting.

### **3.3.4 Coercive Change**

All the goals to be achieved are usually set by of the two parties involved. It is usually done by the change agent alone and forced on members of the community it involves brain washing.

### **3.3.5 Emulative Change**

This type of change occurs unconsciously through identification with and emulation of role models or power figure by subordinates.

### **3.3.6 Natural Change**

It is not a deliberate change and goal setting is not involved. It is a change by nature that human knowledge cannot comprehend.

### **3.3.7 Total Change**

This type of change covers all aspects of social system e.g. economic, social and political.

## **4.0 CONCLUSION**

In this unit, we have studied that social change is an alteration in the structure and function of a social system. Also types of change which include economic change, political change, technological change and total change were learnt. In this unit too, we also studied the different way social change can occur.

## **5.0 SUMMARY**

You have learnt in this unit that the essence of forest extension education is to introduce change especially in the life of rural communities:

- it is not easy for man to change because it is a deviation from old norms and belief
- social change is the process by which alterations take place in the structure and function of a social system
- the different types of social change include economic change, political change, cultural change etc.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What do you understand by social change?
2. How will the knowledge of social change facilitates extension education in the rural areas?
3. Discuss the various kinds of social change available.

## **7.0 REFERENCE/FURTHER READING**

Jibowu, G. (2000). *Essentials of Rural Sociology*. Abeokuta: Nigeria Wemi, Sodipo Press Ltd.

## **UNIT 4 FACTORS FOR AND AGAINST SOCIAL CHANGE AND THE FOREST EXTENSION AGENTS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Factors Favouring Social Change and Rural Communities
    - 3.1.1 Education
    - 3.1.2 Social Disorganisation
    - 3.1.3 Ethnicity or Tribalism
    - 3.1.4 Cultural Background and Beliefs
  - 3.2 Factors Against Social Change
    - 3.2.1 Habits
    - 3.2.2 Fear of Disruption
    - 3.2.3 Traditional Belief
    - 3.2.4 Special Interest
    - 3.2.5 Taboo or Local Ideologies
  - 3.3 Steps towards Reduction of Resistance to Social Change
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Realising already that it is very difficult to effect change among rural communities, it is now essential to address some of the factors that can aid and enhance social changes. Also, factors against social changes, if understood will go a long way to assist extension agents in the dissemination of their ideas especially when it has to do with forest resources.

### **2.0 OBJECTIVES**

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

- explain the various factors that can enhance change in the life of rural communities
- list the various sources of resistance to social change and ways of mitigating this resistance.

### **3.0 MAIN CONTENT**

#### **3.1 Factors Favouring Social Change and Rural Communities**

There is the need to consider some relevant factors conducive to change among rural dwellers. The knowledge of these factors will enable extensionist to achieve success in the ideas to be introduced.

##### **3.1.1 Education**

Education has very great ability to affect knowledge, skills and change in attitude. Educated people can easily understand new skill and innovation, assess them and accept the changes they could bring. This type of education is majorly formal but the non formal education can also encourage change.

##### **3.1.2 Social Disorganisation**

This takes place when there is rapid and unplanned for change which may result into another change for the good of the social system. For example, wood of deficit as a result of increase in exploitation of forest resource has led to large scale afforestation projects. This is for the good of the social system.

##### **3.1.3 Ethnicity or Tribalism**

Our communities are made up of people from different tribes and ethnicity. As a result, interacting freely and sharing of knowledge, technology, experience and ideas usually take place among them. At times, there could be conflicts of cultures, which lead to social unrest. Such social unrest is believed to be conducive to change.

##### **3.1.4 Cultural Background and Belief**

As people from different cultural background and belief lives together and interact freely, resistance to change is reduced significantly.

#### **3.2 Factors against Social Change**

Problems hindering social change are posing a great resistance to changes brought by extension agents. The sources of this resistance are explained here.

### **3.2.1 Habits**

This is one of the major sources of resistance to change every extension agent should be aware of. Habits are established procedures tendencies, inclinations or preferences inherent in man. Basic needs of individuals are met through their habits. As a result, crisis normally erupts whenever these habits are tampered with. So introduction of new ideas will entail conscious effort on the part of the extensionist, the change agent. Education and patience are very crucial to overcome this source of resistance to change the use of force or coercion will lead to total failure.

### **3.2.2 Fear of Disruption**

Rural communities are always conscious of the consequence of accepting new idea on their existing culture. There is always the fear that what to be introduced could alter the age long tradition or custom. As a result, there is always resistance to new ideas and technology.

### **3.2.3 Traditional Belief**

People are already accustomed to doing things in a particular way as laid down. Therefore, further change is usually not considered necessary as they seem to be getting results with the old system. Unless the change agent can assure the rural communities in practical terms that the new technology is going to produce a better result, such new idea may be resisted.

### **3.2.4 Special Interest**

There are the superior and the followers in any social system. So if any change is going to affect the superior class whose authority may be threatened as a result of the change, such change will be attacked by this superior class.

### **3.2.5 Taboos and Local Ideologies**

Changes that have the tendencies to attack the people's taboos and local ideologies will be resisted especially if the change agents are not skilful.

### **3.3 Reduction of Resistance to Social Change**

The following could go a long way to reduce the resistance to social change in the rural communities:

1. Members of the social system should be made to realize that any activity design to bring change is their own and they are not been imposed from outside.
2. The cooperation of those in the superior class should be sought.
3. The introduced change should be seen by the recipients as having the ability to improve their standard of living not increasing their burden for example forestry innovation should be able to solve the problem of scarcity of land and make more food available.
4. There should be mutual understanding agreement between the change agents and the recipient of the change especially on the need for the change.

### **4.0 CONCLUSION**

The several factors that can influence change and those that constitute resistance to change have been high-lighted in this unit. Also some of the ways to reduce resistance to change that should be adopted by change agent were explained.

### **5.0 SUMMARY**

In this unit, the following have been learnt:

- factors in favour of social change (i.e. level of education, social disorganization, ethnicity and cultural background and beliefs
- factors enduring social change (i.e. habits, fear of disruption, traditional belief, social interest and local taboos
- resistance to change can be reduced if the change agent can involved the recipients during the planning process obtain the full support of those influential in the society and making the communities realizing that the proposed change is for their overall good.

### **6.0 TUTOR-MARKED ASSIGNMENT**

1. Explain three reasons members of the social system are not always willing to change.
2. How can a change agent reduce the resistance to change
3. List four factors in favour of social change relevant to forest extension education.

## **7.0 REFERENCES/FURTHER READING**

Coleman, J.S. (1970). *Conflicting Theories of Social Change*. American Behavioural Scientist Vol. 140.

## **MODULE 3      EXTENSION METHODS**

Unit 1	Overview of the Extension Methods
Unit 2	The Extension Method I: Individual Method
Unit 3	The Extension Method II: Group Method
Unit 4	The Extension Method III: Mass Media Method

### **UNIT 1      OVERVIEW OF EXTENSION METHODS**

#### **CONTENTS**

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Traditional Extension Method
3.2	Participatory Extension Method
3.3	Factors to be considered when selecting Extension Method
3.4	Guidelines in Selecting the Appropriate Method
3.4.1	Resources Requirement
3.4.2	Coverage
3.4.3	Speed of Delivery
3.4.4	Impact
3.4.5	Interactive
3.4.6	Acceptability
3.4.7	Skill Requirement
3.4.8	Local Capacity Building
3.5	The Different Categories of Extension Methods
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	References/Further Reading

#### **1.0      INTRODUCTION**

Forestry and wildlife extension education can be implemented using many methods. There are several factors and guidelines to be followed before a specific extension method can be used. In certain instance, combination of methods is used for easy comprehension of ideas by farmers. There are basically two categories of extension method in practice. These are also applicable to forestry and wildlife extension education. These two categories are the traditional extension method and the participatory extension method. The characteristics of each are provided in the following sections.

## 2.0 OBJECTIVES

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

- distinguish between traditional extension and participatory extension
- select appropriate extension method by considering the factors and guidelines for selection
- categorise extension methods.

## 3.0 MAIN CONTENT

### 3.1 Traditional Extension Method

The traditional extension method is the oldest form of the extension method. It has the following characteristics:

1. It makes use of top-bottom approach i.e. the extension agents initiated and executed the whole process single-handedly.
2. Ideas are spread from outside and by extension agents.
3. Villages are viewed as target or service areas and clients.
4. It involves the transfer of technology to farmers.
5. Flow of information is just one way i.e. from extension agents to the farmers.
6. Ideas are planned and all decisions are taken from outside, independent of the farmers.
7. Information from research stations are to the farmers directly by the extension agents. Indigenous/local knowledge is not considered.
8. Inputs are provided; the execution is monitored and evaluated by extension agents.
9. It is not usually questionable as the recipients of the technology are not usually allowed to participate in planning.

### 3.2 Participatory Extension

This is an improvement over the traditional extension method. So this is most adequate and suitable for forestry extension education. It has the following characteristics:

- 1 It is a bottom-top approach. The planning begins with the farmer. Their needs are taken into consideration.
- 2 It takes into consideration local and indigenous knowledge and practices of the local people.
- 3 It realises that villages are made up of different groups with different needs.

- 4 It aims at improving on-farm technology.
- 5 It is a matter of two-way information system. Feedback are obtained from the farmers and taken back to the research stations by the extension agents.
- 6 The local people, who are beneficiaries, are allowed to contribute.
- 7 It allows villages to set their own objectives, monitor and evaluate them.
- 8 It gives rooms for self reliance by the communities.

### **3.3 Factors to be Considered When Selecting Extension Method**

The following factors will affect the choice of extension method. These factors are to be considered before selection of the right method of extension:

1. Nature of the subject matter or its complexity. This has to do with the nature of the idea, skill or technology to be transferred to the farmers.
2. The amount of time the extension agent can devote and how much time the farmers can give for the learning.
3. Assistance expected from lay leaders. This has to do with the willingness of the lay leaders to assist in any phase of the method and the location of site in relation to where lay leaders are living.
4. Relationship of the selected method to other available methods.
5. The step in extension education the farmer has presently attained and what is required to move him forward.
6. Ability of the extension workers to perform successfully with the method.
7. Evaluation of the success of previous methods.
8. Goals and objectives of the extension.
9. Consideration of the socio-economic status of the respondents.

### **3.4 Guidelines in Selecting the Appropriate Method**

Some of the guiding rules to be considered during the selection of extension method are enumerated as follows:

#### **3.4.1 Resources Requirement**

The resources required by each of the methods vary. So the amount of resources to be used has to be considered in line with the available resource. Such resources include fund (money), transport, materials, equipment etc. So, the available resource should be able to cope with any of the methods selected.

### **3.4.2 Coverage**

The size of the audience has to be considered, e.g. greater number of villagers or wider area of coverage. This will affect the method to be selected.

### **3.4.3 Speed of Delivery**

This has to do with the fastness of the method to reach the audience. You have to consider whether the method selected is the fastest means for the message or technology or skill to reach its target (villagers).

### **3.4.4 Impact**

The method that has the greatest impact at the shortest time is preferable. So the effect of the method to be selected on the extensionists and villagers should be considered.

### **3.4.5 Interactive**

The method to be selected must support participatory approach. It has to give room for two-way communication system.

### **3.4.6 Acceptability**

The method should be the one acceptable socially, culturally and politically to the extension agents and the villagers.

### **3.4.7 Skill Requirement**

The skill required of the method is important. The extension agents and farmers must have the specific skill required before a method can be selected for adoption.

### **3.4.8 Local Capacity Building**

The method should be capable of building up the capability of the villagers, their self-reliance, and confidence.

### 3.5 The Different Categories of Extension Method

Extension methods can be categorised into three major groups:

- (i) Individual method: This entails farm visits, office calls, personal letters, telephone calls etc.
- (ii) Group method: This entails the following: group meetings, talks, demonstrations of methods or results, field visits, workshop, drama etc.
- (iii) Mass method: This entails the use of printed materials (i.e. newspapers, magazine, leaflets, posters, photographs, books, T-shirts and caps, etc), the use of audio materials (radio, audio cassette, songs and slogans) and the use of audio –visual aids (television, slide tape, video and film).

### 4.0 CONCLUSION

In this unit, you have learnt the main difference between participatory and tradition extension methods. You have also been exposed to the various factors affecting the choice of extension. Guideline for extension method selected is also explained in this unit.

### 5.0 SUMMARY

The following were learnt in this unit:

- the characteristics of traditional and participatory extension which has gone a long way to assist in distinguishing them
- the participatory extension method gives room for two-way communication system. Farmers are involved in the planning and local/indigenous knowledge is not relegated. But the traditional one operates on top-bottom approach
- some of the factors to be considered in selecting appropriate extension method which include time, nature of skill, resistance from lay leaders, venue situation, present level of the extension agents and farmers and the success of previous methods
- some guidelines that could also assist in selecting appropriate method
- the three categories of extension method (individual, group and mass media) that can be adopted in forest extension education.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What are the factors affecting the choice of appropriate extension education method?
2. Distinguish between traditional and participatory extension methods.
3. Categorise extension methods into three major groups.

## **7.0 REFERENCE/FURTHER READING**

Village Forestry Extension Manual, Training Manual (Internet).

## **UNIT 2 THE EXTENSION METHOD 1: INDIVIDUAL METHOD**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Farm and Home Visit
    - 3.1.1 Purpose of Farm and Home Visit
    - 3.1.2 Merits of Farm and Home Visit
    - 3.1.3 Demerits of Farm and Home Visit
  - 3.2 Office Calls
  - 3.3 Telephone Calls
  - 3.4 Correspondence or Personal Letters
  - 3.5 Informal Contact
  - 3.6 Result Demonstration
    - 3.6.1 Merits of Result Demonstration
    - 3.6.2 Demerits of Result Demonstration
  - 3.7 Overall Advantages and Disadvantages of Individual Extension Method
    - 3.7.1 Overall Advantages of Individual Extension Method
    - 3.7.2 Disadvantages of Individual Extension Method
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

To be successful, every extension worker must depend his skills in selecting and using properly any of the available methods. Individual method has to do with having direct personal contact with each farmer on individual basis. Each farmer is visited and interacted with closely by the change agent during the introduction of new idea or technology. Various means of achieving this are enumerated below. This is the simplest form of all the method with great potential of success.

### **2.0 OBJECTIVES**

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

- explain the various methods of approach under the individual methods of extension
- give the advantages and the limitation of this extension method.

### **3.0 MAIN CONTENT**

#### **3.1 Farm and Home Visit**

Under this method, the extensionist meets the farmer in his house or farm for discussion. This method of home education has its own merits. There is opportunity for personal communication between the extensionist and the farmer in an atmosphere where they can discuss matter of common interest in privacy, without interruption and distraction.

##### **3.1.1 Purpose of Farm and Home Visit**

The purposes of farm and home visit during extension are to:

1. acquaint the extension workers with the farm and the farmers
2. answer specific request from farmers for assistance
3. have a firsthand information about problems confronting farmers e.g. why farmers are not willing to establish a woodlot
4. explain the new ideas, skills and technology to the farmer on one-to-one basis
5. follow-up and monitor the result of new ideas, innovations and technology introduced
6. arrange activities like meeting or demonstration with the farmers
7. explain the new ideas, skill and technology to the individual farmer
8. invite the farmer to participate in a planned activity.

##### **3.1.2 Merits of Farm and Home Visit**

1. It provides extension workers with firsthand knowledge of farm situation in his area.
2. If a farmer should request for the visit, it shows his willingness to learn and imbibe the new idea.
3. It builds self confidence as a result of closeness and familiarity with the farmers.
4. There is high rate of acceptance of innovation resulting from personal visit of the extensionist.
5. There will be good working relationship between extension workers and the farmers.

### **3.1.3 Demerits of Farm and Home Visit**

The following are the advantages of home and farm visit during any extension work:

1. Extension workers usually spend more time, energy and fund going from one house/farm to the other.
2. The use of this method may lead to the neglect of other important methods.
3. The time of visit may not be convenient to the farmers.
4. There is the danger of concentrating on the most cooperating and progressive farmers. So visit to other farmers who need extension education also may not be possible.
5. Such visit can degenerate into personal service by the workers or into personal visit. Such visit can be abused by both farmer and the extension agent.

### **3.2 Office Calls**

The farmer decides to visit the extensionist in his office for discussion. In this case it shows that the farmer is in dear need of the information or idea. The extension worker should meet his caller courteously and make him feel at home. The frequency of call depends on the programme and the relationship between the extension agent, the farmer and the accessibility of his office to the people.

### **3.3 Telephone Calls**

This involves the use of telephone e.g. GSM to discuss with clients. This may not be readily available for farmers because of its initial cost of procuring the phone set and the cost of maintenance. It is capital intensive and depends on network coverage.

### **3.4 Correspondence or Personal Letter Writing**

The farmer writes the extension agent stating his present needs and the assistance required. The extensionist should ensure that he:

- (i) responds to the request immediately the mail is received
- (ii) answers all the questions comprehensively, clearly and courteously
- (iii) writes neatly and readable letter
- (iv) uses simple language, that can be understood by the farmers. He should not use ambiguous statement.

### **3.5 Informal Contact**

The farmer may decide to meet the extension agent without given prior notice. This gives room for effective extension work. Every experienced extension worker will be stopped on the street or in the village by farmers for their questions to be answered. The extension agent must have enough patience to attend to his clients.

### **3.6 Result Demonstration**

Under this method, the extension worker proves the advantages of practicing the new ideas, skills or technology he is introducing. This will go a long way in gaining the confidence of the farmers.

#### **3.6.1 Merits of Results Demonstration**

1. It is very useful in starting new technology or skill
2. It gives the extension worker confidence in the skill he is introducing
3. It broadens extension agents and farmers' knowledge
4. It gives assistance in locating and encouraging local leaders.

#### **3.6.2 Demerits of Result Demonstration**

1. It requires a large amount of time for the extension staff.
2. Its effectiveness and success is determined by weather condition and other unforeseen situations
3. It is not always applicable to all practices or ideas to be introduced.

### **3.7 Overall Advantages and Disadvantages of Individual Method**

#### **3.7.1 Overall Advantages of Individual Method**

1. Communication is very easy and simple
2. Confidence, trust and cooperation are easy to build
3. Feedback can be received immediately
4. It enables individual participation
5. The attention and response of extension agent can be received immediately
6. It gives room for more relationship between extension agents and farmers

### **3.7.2 Disadvantages of Individual Method**

1. It is very expensive and time consuming
2. It requires many extension staff
3. Only few farmers can be reached at a time
4. Only small area can be covered at a time.

## **4.0 CONCLUSION**

This unit considered the individual method of extension education, limitations and merits of all the methods in this group were also considered.

## **5.0 SUMMARY**

In this unit, you have learnt about the different ways under the individual method of extension education. These include personal contact, telephone, results demonstration informal contact and personal letter writing. The merits include ability to receive feedback from the farmers immediately, opportunity for individual to concentrate as a result of easy and simple communication efforts.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. List the various methods in the individual method of extension education.
2. What are the general limitations and merits of individual method of extension education?

## **7.0 REFERENCES/FURTHER READING**

Adams, M.E. (1982). *Agricultural Extension in Developing Countries*. Intermediate Tropical Agric series. Essex, UK: Longman.

Gibbons, M.J. and Schroeder, R. (1984). *Agricultural Extension*. Us Peace Corps Information Collection and Exchange Manual M-18 Washington, D.C World Bank.

## **UNIT 3 THE EXTENSION METHOD II: GROUP CONTACT METHOD**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 General Meeting
    - 3.1.1 Procedures for Meeting Organisation
    - 3.1.2 Types of Meeting
      - 3.1.2.1 Organisation Meeting
      - 3.1.2.2 Planning Meeting
      - 3.1.2.3 Training Meeting
      - 3.1.2.4 Community Meeting
      - 3.1.2.5 Special Interest Meeting
      - 3.1.2.6 Lectures
  - 3.2 Demonstrations
    - 3.2.1 Method Demonstration
      - 3.2.1.1 Steps in Method Demonstration
      - 3.2.1.2 Advantages of Method Demonstration
      - 3.2.1.3 Limitation of Method Demonstration
    - 3.2.2 Result Demonstration
  - 3.3 Field trips and Tours
  - 3.4 Group Discussion
  - 3.5 Extension Schools and Farmer Training Centre
  - 3.6 Drama
  - 3.7 Merits of the Group Method
  - 3.8 Demerits of the Group Method
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This method involves having contact with a large number of farmers at the same time. The extension worker is able to transfer idea or skill to a large audience at the same time. This method will go a long way to minimise the excessive use of the agent's time and fund. There are several methods under the group method which are dealt with in detail in this unit.

## **2.0 OBJECTIVES**

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

- explain the various ways available to extensionists for transferring skills or technology to groups of farmers at the same time.

## **3.0 MAIN CONTENT**

### **3.1 General Meeting**

Organisation of meetings is one of the oldest and the most effective method of extension education especially when properly planned and conducted. There is reduction in cost, energy and time expended when this method is compared to other methods.

#### **3.1.1 Procedures for Meeting Organisation**

The following procedures are essential during meeting organisation:

1. Size of the audience. This should not be too large
2. Characteristic of the audience
3. Convenience of the audience i.e. suitable environment
4. Time scheduled for the meeting should be conducive for every member of the group
5. The social and status of the audience should be considered.

#### **3.1.2 Types of Meeting**

There are different types of meeting that can be organised for extension purpose. The types depend on the aim of the meeting and the category of people expected to attend the meeting.

##### **3.1.2.1 Organisation Meeting**

This includes board of directors meeting. Youth clubs, women forum, executive committees etc.

##### **3.1.2.2 Planning Meeting**

This type of meeting is organised to arrange for any forthcoming event. It is a period of adequate preparation and sharing of roles and responsibilities to be carried out by selected few. It involves giving of roles to local leaders to perform. Individuals should not be allowed to dominate the discussion during the planning meeting.

### **3.1.2.3 Training Meeting**

This involves the use of well trained rural teachers to train others. Training meetings are usually organized for some selected rural teachers after which they are sent to their communities to organised similar meeting with others under the supervision of extension workers. The scope is usually narrow for quick understanding. It is otherwise known as ‘train-the-trainers’ meeting.

### **3.1.2.4 Special Interest Meeting**

This type of meeting is normally arranged to serve the educational need of a group that has common interest e.g. Agroforestry and taungya farmers.

### **3.1.2.5 Community Meetings**

This type of meetings is for all members of the community (men, women, young and old people) for the overall interest of the community.

### **3.1.2.6 Lectures**

This is more or less the most widely known and used for the various types of meetings. Under this method, an individual, just one person who may be the extension agent or community leader stands before the crowd to address it. As he is doing the talking, every member of the group listens attentively. After the delivery of the lecture, opportunity is giving to the audience to ask question and make comment. This method encourages discussion as questions and comments are also asked from the group. Discussion helps farmers to solve their problems when their fellow participants bring in their personal experiences and knowledge. But if the audience is large, it may be too difficult to handle, as a result of side attractions and side talk. There is the possibility of using visual aids. The use of visual aids will make the lecture to be more interesting.

## **3.2 Demonstrations**

This is divided into method demonstration and result demonstration

### **3.2.1 Method Demonstration**

Method demonstration is done by extension worker or well-trained leader for the purpose of teaching skills to a group. It is popularly referred to as “how to do it” teaching method for instance, farmers usually teach their children how to cultivate and hunters how to hunt. They are done through method demonstration. It is a combination of

doing and dwelling how to do a skill in order to improve present practice or introduce new one (Williams, *et al*, 1984).

### **3.2.1.1 Steps to follow in Method Demonstration**

The following steps should be followed during method demonstration:

- 1 Design exactly what to be done with the demonstration
- 2 Gather all relevant information about the old practice to be improved or the new one to be introduced
- 3 Discuss the problems with few village leaders
- 4 Plan the presentation step by step
- 5 Rehearse the presentation (Mock presentation)
- 6 At the demonstration field (before your audience), explain what you want to do, why it is important for the farmers to learn the new practice or improve the old one
- 7 Go through the demonstration step by step. Give enough time to answer questions and repeat difficult steps again until it is understood by the farmers
- 8 Let your audience repeat what you have done to confirm their understanding and effectiveness of the demonstration
- 9 Summarise the importance of the practice, the steps and all the equipment needed
- 10 Distribute literatures or fliers showing the steps and other materials relevant to what has been demonstrated.

### **3.2.2 Result Demonstration**

These are what we see as the outcome of improving an old knowledge or the outcome of the new one introduced. This is very useful in starting new practice and it gives the people confidence in the new idea and the extensionist.

### **3.3 Field Trips and Tours**

This involves visit to places to see the results of adopted practices, demonstration planning or farms where the practices to be introduced have been practiced successfully. Transportation systems should be provided and the places to be visit should be notified before the visit. The thing to be seen may range from results on small demonstration or test plots to extensive application of new methods.

### **3.4 Group Discussion**

Discussion is the process by which two or more persons pool their knowledge and feelings and through mutual agreement clarify the issues under consideration. There is always a leader of the group who serves as master of ceremony (moderator). He may not necessarily be the resource person. He should give room to every member of the group to air their view, prevent those with domineering attitude from dominating and he should not deviate from the initial point of discussion too.

### **3.5 Extension Schools and Farmer Training Centre**

This involves sending the farmers to conventional extension schools or farmer training centre to acquire new skills such skill could be shared with others in the community who could not attend. The duration of the school/training varies with the nature of school and the skill to be learnt.

### **3.6 Drama**

This involves the use of playlets or drama to introduce new skills or idea. The actors should understand what to do and the stage should be well set. It should not be too humorous to the extent of forgetting the message been passed across.

### **3.7 Merits of Group Method**

The group method has the following advantages:

1. It is cheaper than individual method.
2. It is possible to reach a large number of farmers at the same time. So more farmers are reached within a short time.
3. Exchange of ideas is possible among group members.

### **3.8 Demerits of Group Method**

The group method has the following disadvantages:

1. Decision making is difficult since many people are involved and the interest of all has to be satisfied.
2. Influential people may dominate the discussion and benefit more than others.
3. It is not easy to identify and address individual problems.
4. Those who do not belong to the group may be neglected.

## 4.0 CONCLUSION

In this unit, you have studied the various methods under the group method of extension education.

## 5.0 SUMMARY

In this unit you have learnt that:

- the group method of extension education is cheaper and time and energy saving than individual as many people are reached at the same time
- the various sub-methods under this method include: lectures, method demonstration and result demonstration, extension school and different kinds of meeting
- the limitation has to do with the fact that influential people may dominate and benefit more than others, non-members of the group are not reached and personal problems and needs are not easily recognized and addressed.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. List the sub-methods under the group method of extension education.
2. Mention three merits and four demerits of group contact method.
3. Give four differences between the group and individual method.

## 7.0 REFERENCES/FURTHER READING

Swanson, B.E. (1984). *Agricultural Extension a Reference Manual*. Rome: FAO.

Wilson, M.C. and Gallup, G. (1955). *Extension Teaching Methods*. Extension Circular No. 495, US. Dept of Agric, Washington D.C.

## **UNIT 4 THE EXTENSION METHOD III: MASS MEDIA METHOD**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Printed Materials
  - 3.2 Audio Materials
  - 3.3 Audio-Visual Materials
  - 3.4 Merits and Demerits of Mass Media
    - 3.4.1 Merits of Mass Media Method
    - 3.4.2 Demerit of Mass Media Method
  - 3.5 The use of Visual Aids in Forestry Extension Education
    - 3.5.1 Advantages of Visual Aids
    - 3.5.2 Procedure for Preparing Visual-Aid Materials
    - 3.5.3 How to use Visual and Materials in a Melting
  - 3.6 Importance of Using a Combination of Extension Methods
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

The use of mass media is usually an effective way of reaching many people with extension messages. The major advantage of this method is that large audience can be reached at the same time especially with newspapers, radio and television. But the message has to be general so that many people can show interest.

### **2.0 OBJECTIVES**

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

- describe the various types of methods of mass media
- list two merits and two demerits of mass media method
- state the use of visual aids and the importance of combining methods for effective extension service.

### **3.0 MAIN CONTENT**

#### **3.1 Printed Materials**

This involves the use of newspapers that are either produced daily or weekly, magazines, usually produced weekly or monthly, leaflets, posters, photographs, bulletins, calendars, books, banners (pasted in conspicuous places in the community), stickers, posters on vehicles, door posts and houses and fliers. All these are used to convey all necessary information on the new idea to be introduced to the clients.

#### **3.2 Audio Materials**

Only voice is heard. It includes the use of radio, audio cassette (messages to be passed across are recorded in form of jingles) songs and slogans.

#### **3.3 Audio-Visual Materials**

In this method of mass medium, voice is heard and pictures are seen at the same time. These include video, film show, television and slide tape.

#### **3.4 Merits and Demerits of Mass Media**

##### **3.4.1 Merits**

The merits of mass media are:

1. There is usually rapid spread of information with the facilities used.
2. Many people are reached in a short time.
3. It has a lasting impact. It stays for a very long time in memory.
4. Opportunity for repetition e.g. radio and television announcement/jingle can be made several times while copies of newspaper, magazine, books and other printed materials can be kept and referred to from time to time.

##### **3.4.2 Demerits**

The demerits of mass media are:

1. Limited information can be transmitted at a time due to time, space and cost.
2. Most target groups may not have access to receivers (e.g. television and radio). This is not common with rural farmers.

3. It requires high literacy level to read and understand printed materials.
4. Impact or success cannot be easily monitored and evaluated.
5. The method is very expensive.
6. It requires the use of specialized skills.

### **3.5 The Use of Visual Aids in Forest Extension Education**

Visual aids are pictorial element, photographs, graphical illustration or drawings used to illustrate the idea to be transferred to the farmers. One important example is the flip chart.

#### **3.5.1 Advantages of Visual Aids**

1. Since it has to do with pictures, photograph and graphical illustrations, language difficulties are easily overcome.
2. It gives mental image of the idea thereby helping to remember the messages.
3. The same message is related to many people at the same time.
4. It helps extension workers to quickly and easily deliver their messages.

#### **3.5.2 Procedures for Visual-aids Preparation**

The following procedures are necessary during the preparation of visual aids by forest extension agents:

1. Recognise where visual aids can assist to illustrate the message or idea to be passed across.
2. It must be simple in design and with very clear meaning.
3. It should contain few writings with more pictures and diagrams.
4. It must include all possible methods and results expected.

#### **3.5.3 How to Use the Visual Aids**

In using the visual aids, the following steps should be taken:

1. Arrange them in proper order and logical sequence.
2. Keep it out of sight until you are ready to use it.
3. Present it at crucial moment and when the right time comes.
4. Display one at a time and explain as much as possible.

### **3.6 Importance of Using a Combination of Methods**

It is advisable to always combine methods during extension work. For example, the individual method can be combined with mass media method. Also audio and printed materials can be used to convey the same message at the same time. Combination of methods has the following advantages:

1. Individuals have different ways of learning, so different method will suit different people.
2. One extension method will reinforce the other.
3. There may be social or educational barriers in using some methods.
4. It allows targeting certain group of people with appropriate method.

### **4.0 CONCLUSION**

You have learnt the various methods under the mass media method of extension education. Also, you have been exposed to the merits and limitation of this method in this unit too, the importance of using visual aids was also explained. Similarly, the need to adopt more than a method during extension work was explained.

### **5.0 SUMMARY**

You have been exposed to the following in this unit:

- the three major groups under the mass media method (i.e. printed materials, audio materials and audio-visual materials)
- the means of achieving each of these major groups
- the fact that this method is very good at reaching many people at the same time
- the limitation that it requires high level literacy to read printed materials and huge initial capital outlay on television and radio set
- the use of visual aids during extension work
- the benefits of combining more than two methods.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Explain the various methods under the mass media method.
2. What are the limitations of using the mass media method?
3. It is advantageous to combine different extension methods.  
Discuss

## 7.0 REFERENCES/FURTHER READING

Evans, K. *et al.* (2006). Field Guide to the Future Four Ways for Communities to Think Ahead. Centre for International Forestry Research (CIFOR), ASB, World AF Centre 87p ([www.agb.cigar.irc/ma](http://www.agb.cigar.irc/ma)).

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## **MODULE 4      EFFECTIVE      COMMUNICATION      IN FOREST EXTENSION WORK**

Unit 1	Meaning and Processes of Communication
Unit 2	The Basic Elements of Communication
Unit 3	Learning/Teaching Processes and Forest Extension Education
Unit 4	The Role of the Extension Agents in Providing Organisational and Administrative Support in Forestry

### **UNIT 1      MEANING AND PROCESSES OF COMMUNICATION**

#### **CONTENTS**

1.0	Introduction
2.0	Objectives
3.0	Main Content
3.1	Meaning and Purposes of Communication
3.2	Processes of Communication
3.3	Factors Facilitating Effective Communication
3.4	Hindrances to Effective Communication
4.0	Conclusion
5.0	Summary
6.0	Tutor-Marked Assignment
7.0	Reference/Further Reading

#### **1.0      INTRODUCTION**

Communication process is another important element in extension education. Therefore, it is imperative that all extension agents have good communication skill to be effective. So in this unit, processes and roles of effective communication in extension education were addressed.

#### **2.0      OBJECTIVES**

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

- discuss the processes of communication
- define and state the purposes of communication
- explain the importance of effective communication
- identify the factors that hinder or facilitated communication.

### **3.0 MAIN CONTENT**

#### **3.1 Meaning and Purposes of Communication**

Communication is a two-way process of sharing messages between a source and a receiver directly or through a channel which may result in changes in the knowledge, attitudes, skills, or practices of the involved parties. Communication may be written, spoken or non-verbal. It can also be said to be a conscious attempt to share information and ideas with others. It consist of impacting knowledge and helping people (farmers) have a clear understanding of the knowledge or skill been transferred.

The purposes of communication include:

1. Transmission of a message, an idea or a concept from a source (extension agent) to the receiver (farmer).
2. Placement of two or more persons in a state of interaction.
3. Effective communication is very important in establishing a common understanding.
4. It is needed to achieve the desired outcome and results.
5. It contributes to the cohesiveness of a group.

#### **3.2 The Processes of Communication**

It refers to the flow of information or message from the source to the receiver and back to the source as a feedback. For this to be achieved, the following are essential:

1. It is a two-way process when people are told of a practice or the practice is demonstrated, the extension agent must be sure that such message is well understood by the receiver and can be acted upon. There must be feedback always.
2. Ideas must be communicated. It is essential that the extension agent collects facts relevant to the ideas and communicate same to the farmers clearly, accurately and appropriately.
3. Communication must be properly arranged and in logical sequence.
4. Receivers must cooperate in communications. Cooperation is assessed through listening, watching, by responding, and by regular attendance at meetings.
5. Extension workers should be able to stimulate and arouse the interest of his audience. This will guarantee their continuous coming, understanding and adoption of the new skill.
6. The use of courtesies of speech valued by rural people should characterise extensionist's words.

### **3.3 Factors Facilitating Effective Communication**

For communication to be effective:

1. There must be immediate feedback from the clients to the extension agent and from the agent to the research stations.
2. There must be knowledge and trust of oneself and each other.
3. There must be correct use of two-way communication system.
4. Proper place and time must be selected and used.
5. Appropriate words and phrases that can easily be understood by the listeners and arouse their interest should be used by the extensionist.
6. Use of appropriate channel, media, or method.

### **3.4 Hindrances to Effective Communication**

Effective communication is also faced with factors which must be considered:

1. Use of unclear, ambiguous, and un-understandable words.
2. Lack of adequate knowledge of the idea or skill by the extension worker.
3. The worker dominating discussion, no adequate provision for response or feedback from listeners.
4. Choosing time and place not conducive for listening and learning.
5. Not taken the social and educational status of the farmer into consideration.
6. Lack of effective skills in the use of selected methods.

## **4.0 CONCLUSION**

In this unit, you now have a clear definition of communication, process of effective communication, importance of communication in forest extension education and factors facilitating and hindering effective communication.

## **5.0 SUMMARY**

In this unit, we have succeeded in:

- defining communication as a two way communication system between source and receiver
- stating that effective communication could go a long way in transmitting a message, an idea or a concept from a source to a receiver using appropriate medium/method

- noting that immediate feedback, trust, usage of appropriate words, simplicity and selection of conducive time and space which enhance effective communication.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Give two definitions of communication
2. What are the factors hindering effective communication?

## **7.0 REFERENCES/FURTHER READING**

Roling, N. (1988). *Extension Science Information System Sin Agric Development. Wye Studies in Agric & Rural Dert Series*. UK: Cambridge University Press.

## **UNIT 2 BASIC ELEMENTS OF COMMUNICATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The Communicator or the Teacher
    - 3.1.1 Qualities of a Good Communicator
  - 3.2 Message or Subject Matter
  - 3.3 Channels of Communication
    - 3.3.1 Tools According to Number of People Involved
    - 3.3.2 Tools According to form of Message
  - 3.4 Audience Receivers
  - 3.5 Noise
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This unit deals with the important elements of effective communication. These elements are linked together. Any break in the link will make communication effort to be zero.

### **2.0 OBJECTIVES**

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

- explain the four basic elements of communication
- state the qualities of a good communicator
- mention the tools for communication.

### **3.0 MAIN CONTENT**

#### **3.1 The Communicator or the Teacher**

This is the person that initiates communication. In forestry, he is usually the forest extension worker. He could as well be referred to as sender of a message. He is also the source of the message and he initiates the sharing process.

### 3.1.1 Qualities of a Good Communicator

1. He must know his audience, their needs, social status and their wants.
2. He must have the mastery of the idea or message to be communicated, its content, how to present it and the right channel to use for presentation as applicable to his audience.
3. He must be interested in his audience and have their interest at heart.
4. He must be a person that can speak clearly for his audience to hear and understand. One is not expected to lead when he cannot communicate clearly.
5. He must be a person of honest report and of good credibility, as this could affect the trust people have on him and his competency (technical competences).
6. He must be able to relate easily with people realizing the need for mutual understanding.

### 3.2 The Message or Subject Matter

This is exactly what the source wants to share with the receiver. It composed of:

1. Code: the language
2. Content: what is being said and
3. Style: how it is being said.

A message may include a new knowledge (innovation), skills or practices. It could also be information on how to improve old practices for better productivity. In forest extension education, a message should be:

1. Accepted by the receiver
2. Understood by the receiver
3. Acted upon by the receiver.

### 3.3 Channels of Communication

These are the extension tools. They are avenues or media of transferring the message to the receiver. Channels are means by which the message is transmitted from the source (extension agent) to the receiver (clients). They are ways of presenting messages so that they can be seen, heard, seen & heard, touched, smelled and tasted and finally experienced (adopted).

### 3.3.1 Tools According to Number of People Involved

1. Individual contact: farm or household visit, telephone calls, personal letters, informal contacts etc,
2. Group: films/video with explanation, meetings, demonstrations (methods/results demonstration), Guided tours, field trips etc,
3. Mass media: printed materials, audio and audio visual equipment.

### 3.3.2 Tools According to the Form of Message

1. **Written:** printed materials, personal letters, circular letters etc.
2. **Spoken:** farm/home visit, meeting of all kinds, discussion groups, office calls, telephone calls and radio.
3. **Visual:** exhibition, agric shows, posters, slides, result demonstration, videos and television.
4. **Combination of spoken and visual:** Result demonstration, meetings (any meeting involving the use of visual aids, cinema and television).

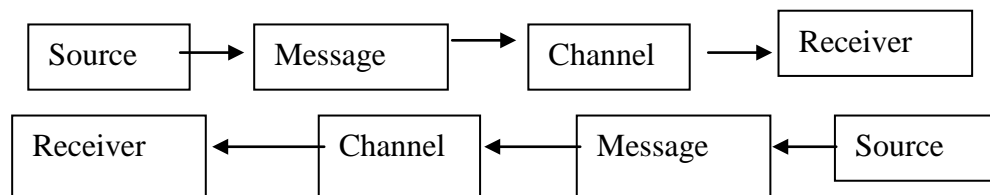
### 3.4 Audience or Receivers

This is the destination of the message or the one who receives the message. Every receiver must:

1. know exactly what the objectives of the message are
2. understand the message and what is expected of him concerning it,
3. be accepted by the communicator as he is.

### 3.5 The Two-Way Communication Link

The figure below shows the link among the elements of communication. The message which originates from a source passes through a channel to the receiver



In the feedback, the message starts from the source (now the farmers), passes through a channel to a receiver (now the extension agent).

### **3.6 Noise**

Anything that can cause distraction to learner is referred to as noise. This should be avoided as much as possible as it hinders effective communication.

### **4.0 CONCLUSION**

In this unit, the basic elements of extension education were dealt with.

### **5.0 SUMMARY**

You have learnt the following in this unit:

- the four basic elements of extension communication (the teacher, the message, the channels and the receiver)
- the tools for extension education (personal contacts, group and the use of mass media)
- the qualities of a good communicator.

### **6.0 TUTOR-MARKED ASSIGNMENT**

1. List the four elements of communication in extension and write briefly on each one of them.
2. List all the tools for extension education.
3. Explain the channels of communication

### **7.0 REFERENCES/FURTHER READING**

Leagans, J.P. *Lecture Notes on Communication in Extension*. Cornell University.

Leagues, J.P (1961). *The Communication Process in Rural Development*. Mimeo Release No. 6 Comparative Extension Publication, Cornell University, Ithaca, NY.

## **UNIT 3 LEARNING/TEACHING PROCESSES AND FOREST EXTENSION EDUCATION**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Factors Affecting Effective Learning
  - 3.2 Characteristics of Learning
  - 3.3 Characteristics of Teaching
    - 3.3.1 Five Major Elements of Learning Situation Extension Teaching Should Provide
  - 3.4 Learning and Teaching Process and Forest Extension Education
  - 3.5 Steps in Extension Teaching
    - 3.5.1 Attention
    - 3.5.2 Interest
    - 3.5.3 Desire
    - 3.5.4 Conviction
    - 3.5.5 Action
    - 3.5.6 Satisfaction
  - 3.6 Adult Learning Process
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

This section will explain the peculiarities of teaching and learning in extension education. Steps involved in extension teaching will be highlighted. Extension education's method of learning is informal. This calls for why its peculiarities have to be learnt in some detail.

### **2.0 OBJECTIVES**

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

- list the factors affecting learning process
- explain characteristics of teaching and learning process
- state the implication of learning and teaching process on forest extension education
- enumerate the steps in extension teaching
- describe the peculiarities of adult learning process.

### **3.0 MAIN CONTENT**

#### **3.1 Factors Affecting Effective Learning**

Effective learning depends on several factors especially as it has to do with informal/adult education. Some of the factors are:

1. Learning is an active process. The learner must be able to practice the new skills, adopt the new attitudes or innovations after the learning process.
2. The learners must be given enough exposure to the new ideas of innovation before they are expected to change and adopt the new ideas. This is because learning process is gradual.
3. The new ideas should always be related to the old ones and should not be introduced at a rate more than the ability of the learner.
4. Learning should commence where the learners are and proceed at rate equal to the learners' ability.
5. Learning should give sufficient room for repetition, because repetition is for emphasis.

#### **3.2 Characteristics of Learning**

The goal of extension service is to communicate ideas, facts, skills and new technologies to the farmers in such a way that these farmers will understand and practice these new ideas. For this objective to be achieved, every extension agents must bear the following characteristics in mind.

1. Extension agents must be where the learner is, so he must first understand the learner's present status, skill, belief and ideas.
2. The new idea or innovation (e.g. a named agroforestry practice) must be related to the old (e.g. old farming system of slash and burn).
3. The pace of learning must be according to the learners' ability to assimilate. This rate varies from one learner to the other.
4. There must be enough repetition.
5. The learning must be purposeful make sense to the learner and must be done at the right time (when it is needed).
6. It must be challenging and this could only be achieved by motivating the learners.
7. The learners' progress should be evaluated and appreciated. The standard demanded must be suitable to his/her abilities.
8. The consent of learning should be according to the learners' ability.

9. Since effective learning has to do with general physical and social environment, good environment should therefore be provided.

### 3.3 Characteristics of Teaching

For extension teaching to be adjudged as effective, it must have the following characteristics:

1. Clearly stated objectives. These objectives will determine the end products of the teaching.
2. Several methods should be involved in presentation of ideas to the farmers. These methods include personal visit, meetings, demonstrations, mass media and the use of printed material and flip charts.
3. It requires that learners have effective learning experiences.
4. Extension teaching has to provide good learning situations. These learning situations involve five major elements (these five elements are an instructor, learner, subject matter, physical situation and teaching aids).
5. It should link up new ideas with what is already known by the learners. The extensionist should know where his learners are and their present level.
6. There must be constant evaluation of the teaching process. This is to be sure that the objectives of teaching are realized. Some levels of improvement must be recorded among the clients.

#### 3.3.1 Five Major Elements of Learning Situation Extension Teaching Should Provide

The five essential elements the learning process is expected to provide are discussed as follow:

1. **An instructor:** This may be the extension agent or the local leader who has been trained. He provides good stimulation and guidance for learning activity.
2. **Learner:** These are properly motivated and recognize the need for learning.
3. **A body of subject matter:** This is the content of the learning process. It must be applicable to their situation, relevant to their needs and presented in a challenging and satisfying way.
4. **Physical situation:** It allows reaction to what is taught and learnt. Time should be given for response from the learners.
5. **Teaching aids:** This must be used adequately. It includes flip charts.

### **3.4 Learning and Teaching Process and Forest Extension Education**

The following basic elements are essential in teaching forest extension:

1. Equipment that will enable all the farmers to see what is going on clearly must be used and properly arranged.
2. You must begin with the present needs or problems of the farmers (what will interest them).
3. Learn how to teach step by step, avoid rushing and mingling issues together.
4. Use practical device to drive home your points.
5. Important points should be repeated several times (emphases).
6. The physical environment should be conducive.
7. At the end, give a good summary of what has been done and what is left undone.

### **3.5 Steps in Extension Teaching**

The six steps in extension teaching as presented by William (1984) are as follows:

Attention • Interest • Desire • Convection • Action • Satisfaction

#### **3.5.1 Attention**

Awareness will help a farmer to appreciate an innovation and pay attention to it. Extension teacher should first of all gain the attention of their clients in the new technology or idea to be introduced. For example if farmers are aware of the importance of incorporating trees into their existing farming system, they will pay attention to the new method of doing this.

#### **3.5.2 Interest**

The interest of the farmers can easily be aroused when they are already aware of the ideas and the fact that it will meet their needs. Interest can be stimulated by extensionists through effective communication, use of appropriate methods/aids and in an environment conducive for learning. Farmers will also show interest when the idea is in line with their felt needs.

#### **3.5.3 Desire**

At this stage, the farmer will now want to know more about the new idea especially now that he is aware that it can meet his personal need.

### **3.5.4 Conviction**

Now the farmers are of the opinion that the innovation can meet their needs, they begin to think of the new idea and have confidence in it that he will succeed if he adopts it. At this juncture, it is the duty of extension agent to provide encouragement, demonstrations and personal contact.

### **3.5.5 Action**

The farmer is ready for action. He is now determined to adopt the new idea. Extensionist should see that all materials and equipment necessary for the adoption of the new idea can easily be obtained.

### **3.5.6 Satisfaction**

There should be satisfaction in whatever change that emanated from the new idea. If there is no satisfaction with the first change, accepting another change will be too difficult.

## **3.6 Adult Learning Process**

For an adult learning process to be effective, certain criteria must be met. These criteria are enumerated in this section:

1. Since the learning is informal, there should be no formalities such as curriculum, uniforms, rules and stipulated regulations. These could discourage farmers from participating in the learning process.
2. The extensionist, (the teacher) must be acceptable to the community, win their affection, confidence and trust. He should be able to display his skill boldly.
3. The learning process should not be cumbersome as it involves adult farmers. It should be straight forward and be practical oriented.
4. The language of communication must be simple, understandable to the farmer.
5. Several methods are available for effectiveness. Spoken word should be accompanied with written words, picture and other teaching aids.
6. The content of the teaching must address the immediate needs of the farmers.
7. Finally, the extension agent must have the mastery of the subject to be taught. He should be able to transmit information effectively.

## 4.0 CONCLUSION

This unit has afforded you the opportunity of understanding the basic principle behind learning and teaching process as related to extension education. Also the six steps involved in extension teaching process have been enumerated.

## 5.0 SUMMARY

You have learnt that:

- effective learning depend on several factors
- the principle guiding learning and teaching process are very important
- adult education should not be made formal, cumbersome and without any specific objectives
- extension agent must be a person who has gain the confidence of his audience and is accepted by them.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. Explain briefly, the six stages of adult learning process
2. State the five factors that have great impacts on learning process
3. What are the four characteristics of teaching?

## 7.0 REFERENCES/FURTHER READING

William, G.I.K. (1984). Already Cited.

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## **UNIT 4 THE ROLE OF EXTENSION EDUCATION AGENTS IN PROVIDING ORGANISATIONAL AND ADMINISTRATIVE SUPPORT IN FORESTRY**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 The General Functions of Extension Education
  - 3.2 Roles of Forest Extension Education Providers
  - 3.3 Roles of Farmer in Participatory Extension Activities
  - 3.4 List of Some Selected Forest Innovations for Extension Practice
    - 3.4.1 Agroforestry System
    - 3.4.2 Wood lot Establishment
    - 3.4.3 Plantation Development
    - 3.4.4 Wildlife Conservation
    - 3.4.5 Prevention of Indiscriminate Bush Burning
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

The major role of extension education is to provide both organizational and administrative support for forestry sub-section of the economy. This role is achievable when participatory approach is applied by extension providers. Forestry administration and policy are fully the prerogative of the state government in Nigeria presently. Forest investment is usually very huge. Capital, land and labour for forestry project are beyond the reach of the masses. Also the gestation period of the product involved is long (longer than for food crops). Also the scarcity of planting, lack of technical-know-how and the unwillingness to plant trees by farmers make private investments in forestry project to be very unpopular. This is a great challenge in the right direction to extension agents.

## 2.0 OBJECTIVES

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

- state the role of extension education in providing both organisational and administrative support to the management of forest and wildlife resources
- outline state the roles of both extension workers and the farmers in participatory extension activities
- List some forest innovations for extension practice.

## 3.0 MAIN CONTENT

### 3.1 The General Functions of Extension Education

The general function of extension education cannot be overestimated. The first assignment of extension education is to prepare the mind of the farmers and make them willing to receive the technology to be transferred to them. This requires a great and systematic effort as rural farmers in developing countries are tradition bound. They may not receive this technology until they are properly convinced that it will improve their living condition and is compatible with their farming system.

Secondly, extension education helps in the dissemination of results of research to farmers and takes the farming problems back to the research station. Thirdly, through extension education, management and professional skills are gained by the farmers. This is usually achieved through training and guidance.

### 3.2 Roles of Forest Extension Education Providers

The several roles of extension education providers can be summarized as follows:

1. To help farmers to express and communicate their problems.
2. To motivate farmers to participate in planning and implementation of new ideas e.g. planning agroforestry extension activities.
3. To guide the implementation of new ideas.
4. To provide technical advice and technical know-how. This is usually done along with the farmers.
5. To facilitate the incorporation of farmer's knowledge into the new technologies.
6. To organize meetings and programmes.
7. To arrange with farmers to visit demonstration plots.
8. To liaise with appropriate organisation (research stations e.g. Forestry Research Institute of Nigeria) for new ideas.

### **3.3 Roles of Farmers in Participatory Extension Activities**

Farmers equally have some roles to play in participatory extension education. These roles are to:

1. Communicate their needs and problems to extension agents (feedback).
2. Suggest perceived possible solutions to these needs and problem.
3. Participate in planning and implementing forestry extension activities.
4. Practice new skill/technologies and use new knowledge introduced by the agents.
5. Give feedback on new skills and knowledge to extension agents after adoption.

### **3.4 List of some Selected Forest Innovations for Extension Practice**

#### **3.4.1 Agroforestry System**

The objective of agroforestry extension education is to enable farmers to adopt the new practice and incorporate it into their current farming system for maximum productions. Agroforestry is a collective name for all land-use system and practices where woody perennial plants are deliberately grown on the same land management unit as agricultural crops and/or animals, either in a spatial mixture or temporal. There must be significant ecological and economical interaction between the woody and non-woody components (Lundgren, 1987). This serves as a modern alternative to the old tradition farming systems (fallow period and slash and burn). Crops and / or animals and trees are obtained at the same time, reducing conflict on land and allow the efficient and maximum utilization of land. Adoption of this concept requires the service of forestry extension education.

#### **3.4.2 Woodlot Establishment**

Family or individual woodlot can be established by farmers. The use of fast growing exotic tree species with multiple purpose can be introduced. For example, a woodlot of *Ghricida sepinum* or *Leucaena leucecephala*. The leaves will be available as mulch material and fodder, the stem can be used as yam stakes, poles and firewood, the shade will protect from sun, the trees can create microclimate and there is soil fertility enhancement.

### **3.4.3 Plantation Development**

To augment the supply of goods and services from the natural forest, extension agents can educate and encourage farmers to plant trees, and take care of those planted by the government. This will go a long way in solving wood scarcity and deforestation.

### **3.4.4 Wildlife Conservation**

Wildlife is conserved when their habitat is protected. Through extension education, farmers can imbibe the idea of protecting wildlife by protecting their environment. Rearing of wildlife by farmers by using new technology can be introduced to farmers

### **3.4.5 Prevention of Indiscriminate Bush Burning**

Judicious use of forest and wildlife resources and understanding the need to conserve the natural resources are gray areas where extension education can address. There is rampant indiscriminate bush burning by rural farmers due to ignorance of the effect of their action.

## **4.0 CONCLUSION**

You have learnt in this unit, the various roles and functions of extension in providing support for forest and wildlife resources management. The duties of extension agents and farmers in participatory extension service have also been learnt. Some of the areas in forestry where extension service is essential are listed in this unit.

## **5.0 SUMMARY**

In this unit, you have studied that:

- extension education will prepare the mind of farmers to receive new ideas and practice new skill
- extension education will help in the dissemination of research findings to farmers to improve their lot and meet their needs
- forest extension education should be made participatory. So the roles of both the extensionists and farmers in participatory extension work are clearly itemised in this unit
- forestry extension should be more intensify in the area of agroforestry system, woodlot establishment, plantation development, bush burning and wildlife conservation.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. What are the roles of forest extension agents?
2. List some forestry activities where extension work is needed.

## **7.0 REFERENCES/FURTHER READING**

Lundgreen, B.O. (1987). *Institutional Aspects of Agroforestry Research and Development*. In: Stepler, H. A. and Nair, P.K.R. *Agroforestry: a Decade of Development*. Nairobi ICRAF p 43 – 51.

Zelege Ewnetu, Temu, A.B. eds (1999). *Introducing Agroforestry: a Teaching Guide for the Technical Level*. Training and Education Report No. 45 Nairobi, Kenya: ICRAF 68p.

## **MODULE 5      PLANNING AND CONDUCTING VILLAGE FORESTRY EXTENSION WORKS**

- Unit 1      Procedure in Planning and Conducting Village Forestry Extension Work
- Unit 2      Monitoring and Evaluation of Village Forestry Extension Works
- Unit 3      Local Leaders in Village Forestry Extension Works
- Unit 4      Characteristics and Emergence of Leaderships for Forest Extension Works

### **UNIT 1      PROCEDURES IN PLANNING AND CONDUCTING VILLAGE FORESTRY EXTENSION WORK**

#### **CONTENTS**

- 1.0    Introduction
- 2.0    Objectives
- 3.0    Main Content
  - 3.1    Planning and Preparing for the Village Extension Work
    - 3.1.1    Analysis of the Present Situation
    - 3.1.2    Adequate Consultation
    - 3.1.3    Identification of Needs and Wants
    - 3.1.4    Determination of Specific Objectives
    - 3.1.5    The use of Extension aid(s) and Method(s)
    - 3.1.6    The Action Plan
  - 3.2    Conducting the Village Forestry Extension Work
    - 3.1.1.    Execution of Action Plan
- 4.0    Conclusion
- 5.0    Summary
- 6.0    Tutor-Marked Assignment
- 7.0    References/Further Reading

#### **1.0    INTRODUCTION**

Programme planning involves the use of effort and resources as well as organizational abilities to achieve the best possible result in helping to improve agricultural and its farmers (William *et al.*1984). Extension programmes in forestry when well planned and properly executed could go a long way to prevent deforestation, make more wood available for consumption, increase farm yield, reduce dependence on farm inputs like inorganic fertilizer and chemicals and farmers multiple land use

concept. To initiate forestry programme, several steps and procedure are involved. These steps and procedures are well explained in this unit.

## **2.0 OBJECTIVES**

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

- explain the procedures in planning and conducting village forestry work including the use of flip charts as extension aids
- conduct forestry extension work among local farmers in rural communities.

## **3.0 MAIN CONTENT**

### **3.1 Planning and Preparing for Village Extension Work**

As the general saying goes “he who fails to plan has planned to fail”, adequate planning and preparation is absolutely essential before conducting extension service. This is necessary so that the time and fund involved will not be a waste in-adequate preparation indicates that the extension agent is not skilled, knowledgeable, and sure of the new idea he is trying to introduce. This may eventually discourage the farmers and as a result they may lose interest in the worker and his idea.

To initiate a forestry programme therefore, the following procedures should be followed at the planning stage:

#### **3.1.1 Analysis of the Present Situation**

The present status of the farmers must first of all be analyzed. The following should be considered among these farmers, current farming systems (e.g. shifting cultivation, crop rotation, mixed farming, arable cropping), manner of land preparation, bush burning methods, culture, market location, economic status, social-political systems, ability of the people and more importantly their felt needs.

#### **3.1.2 Adequate Consultation**

The extension agent should interact with the local leaders, previous extension agents who have visited the community and key informants who can have useful knowledge of the community. Also, other professional workers in the area should be consulted.

### **3.1.3 Identification of Needs and Wants**

The needs of the people are determined with their relative importance. Also their problems are identified especially in the area of forest resources utilisation. Possible solutions and objectives are agreed on.

### **3.1.4 Determination of Specific Objectives**

Both the extension agents and the farmers discuss and determine the specific objectives and goals to be achieved at the end of the extension work. This information is necessary for planning the extension work in the village. They could also assist to determine the extension targets and identify the extension units. The target could be individual farmers or group of farmers.

### **3.1.5 The Use of Extension Aid(s) and Method(s)**

The use of extension agents reviews all relevant materials to the extension objectives, targeted villagers and methods. This information is simplified and presented in a format such as drawings, diagrams and charts. The type of audience will determine the extension method best appropriate. Combination of methods could be considered.

### **3.1.6 The Action Plan**

A simple action plan involving all preliminary finding is developed. The action plan includes:

1. Extension objectives
2. Expected outcome/result or impact on beneficiaries
3. Target e.g. individual or group or entire village
4. Extension methods
5. Support materials and aids
6. Activities to be carried out in orderly manner,
7. Time and period responsible. This is the primary tool of the extension worker as it indicates the specific action to be carried out, by whom, when, where and what accomplishments are expected at the end.

## **3.2 Conducting the Village Forestry Extension Work**

After planning, the next stage is the approval of the action plan by the village administration or village leaders. This is essential to obtain their full support and cooperation and could be source of resistance to the extension work as village or local leaders are very influential.

### **3.2.1 Execution of Action Plan**

This is the practical aspect of forestry extension work. All resources are hereby mobilized into action. It is essential that the conduct of the extension work is in accordance with the approved action plan. However, these steps are very important and should be followed when conducting forestry extension work in rural communities:

1. Conduct must adopt the participatory manner or two-way communication process.
2. The topic should be thoroughly discussed and the presentation of the subject matter clear and easy to understand.
3. The flip chart or any other teaching aids must be used appropriately with good and logical transition from the use of one flipchart to the next.
4. Enough time should be allocated to questions and clarification from the audience.
5. The presentation should not be too slow or too fast, too long or too short.
6. It should give room for monitoring and evaluation. Monitoring indicators for assessing impacts must be clearly stated.

## **4.0 CONCLUSION**

In this present unit, how to plan, prepare and conduct forestry extension work has been explained and properly itemized. So you have learnt the various steps and procedure to be followed when initiating forestry extension programme.

## **5.0 SUMMARY**

In this unit, you have learnt that:

- There should be adequate planning before embarking on extension programme in rural communities. This is to prevent failure and loss of interest in the workers and their innovations
- The procedures to be followed of the planning stage should start by analyzing a farmer's present situation, status and farming system
- Appropriate method(s) and aids (flip charts) should be used when conducting village forestry extension work and must adopt the participatory approach.

## **6.0 TUTOR-MARKED ASSIGNMENT**

1. Why is adequate planning essential before embarking on any forestry extension work among rural farmers?
2. What procedures are to guide our planning?
3. List some of the important steps for the conduct of extension work.

## **7.0 REFERENCES/FURTHER READING**

Evans *et al.* (2006). Field Guide to the Future Four Ways for Communities to Think Ahead <http://www/asb.cigar.org/a/scenarios> 87p.

Forestry Extension Manual – Internet

## **UNIT 2      MONITORING AND EVALUATING FORESTRY EXTENSION WORK**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Monitoring of Forestry Extension Work
    - 3.1.1 Definition of Monitoring
    - 3.1.2 Importance of Monitoring
    - 3.1.3 Monitoring Indicators
      - 3.1.3.1 Types of Indicators
      - 3.1.3.2 Characteristics of Indicators
    - 3.1.4 Method and Tools for Information Gathering
  - 3.2 Evaluation
    - 3.2.1 Meaning of Evaluation
    - 3.2.2 Different Types of Evaluation
      - 3.2.2.1 On-Going Evaluation
      - 3.2.2.2 Terminal Evaluation
      - 3.2.2.3 Ex-Post Evaluation
    - 3.2.3 Advantages of Evaluation in Forestry Extension Work
    - 3.2.4 Degree in Evaluation Process
      - 3.2.4.1 The First Degree of Evaluation Process
      - 3.2.4.2 The Second Degree of Evaluation Process
      - 3.2.4.3 The Third Degree of Evaluation Process
  - 3.3 Steps in Evaluation Process
  - 3.4 Differences between Monitoring and Evaluation
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

Monitoring and evaluation are very important aspect of forestry extension work. Monitoring of extension works is a continuous process. It involves the collection of information and reporting on an ongoing extension work in any community. Evaluation is a very useful tool guiding educational programme and teaching efforts. It helps to assess the performance of extension works. Therefore, evaluation should be carried out after every extension work in any community.

## 2.0 OBJECTIVES

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

- list the tools for extension monitoring and extension indicator
- explain monitoring and evaluation as related to village forestry extension work
- explain the types of evaluation
- state major differences between monitoring and evaluation.

## 3.0 MAIN CONTENT

### 3.1 Monitoring of Forestry Extension Work

This is usually carried out during the design and preparation phase of extension works and it continues throughout the project lifetime. In this case project inputs are compared with the expected result. It makes use of baseline. Information collected during the design and preparation phase of the project. The components of monitoring include indicators, methods and tools and communicating of monitoring findings to end users.

#### 3.1.1 Definition of Monitoring

Zelege and Temu (1999) defined monitoring as a continuous process of information collection, recording and reporting on an on-going extension programme.

#### 3.1.2 Importance of Monitoring

The importance of monitoring forestry extension work includes the following:

1. It helps to keep track of the progress of extension works/activities in relation to set objectives.
2. It facilitates timely identification and removal of constraints.
3. It allows the implantation of corrective measure, by providing quick and continuous feedback to the extension workers.
4. It provides opportunity and data for redesigning activities.
5. It assists in monitoring all the resources used.

### 3.1.3 Monitoring Indicators

Indicators are the variables that can help to assess the impact of extension works after specified period of time. That is, they measure changes in a given situation at a given time. Introduction of agroforestry practice may increase farmers' crop yield. The level of increase which can be measured could be regarded as an indicator. Increase in crop yield will subsequently lead to more income and improved standard of living. Increase in income is another indicator that can be used to assess the impact of the new idea on the farmers.

#### 3.1.3.1 Types of Indicators

There are broadly two distinct types of indicators. These are:

1. **Primary indicators:** These are indicators that can be measured directly. It is also known as discrete indicators.
2. **Secondary indicators:** These are relative measures that are not derived directly but they are derived from primary indicators.

#### 3.1.3.2 Characteristics of Indicators

A good indicator should be:

- 1 valid; it should be able to measure what is intended to measure.
- 2 reliable; consistent in measuring.
- 3 relevant to the extension objectives.
- 4 specific and gives precise data.
- 5 cost effective and cheap collection of data for monitoring.

### 3.1.4 Methods and Tools for Information Gathering

The methods and the tools are presented in the table below:

Methods	Tools
(1) Surveys (a) Formal	Administration of well structured questionnaires. This method is limited to those that are educated among the respondents.
(b) Informal	The use of checklist and interview schedule which is filled and retrieved on the spot by the change agents.
(2) Field visit	Observation, discussion, question and answer.
(3) Tour	Observation and open ended discussion
(4) Meeting	Discussions

(5) Random and spot checks	Use of seasonal calendars and activity plans.
(6) Reports	Discussion of findings, analysis of questionnaires and interview guide, use of descriptive statistic and graphs (pie-chart, histogram, line graph, and bar charts)

## 3.2 Evaluation

### 3.2.1 Meaning of Evaluation

Evaluation is commonly defined as a process for assessing and monitoring results to ensure conformity with agreed plan, improving on-going activities and assisting management in future planning (ICRAF, 1999). To an extension worker, it is the act of determining the values of his teaching or activity. It is also the process of determining the strength and weakness of extension programmes among the rural people.

### 3.2.2 Different Types of Evaluation

There are basically three types of evaluation that can be used in forestry extension education. These are listed and explained below.

#### 3.2.2.1 On-going Evaluation

This is usually integrated with monitoring. It starts at the beginning of the conduct of extension works and continues.

#### 3.2.2.2 Terminal Evaluation

This is usually carried out at the end of the extension programme. It measures the overall effects and impacts of the programme on the rural farmers. This will go a long way to justify the resources (human, fund and material) committed into the programme.

#### 3.2.2.3 Ex-Post Evaluation

This is usually carried out long after the end of a programme. This is to assess the contribution of the extension work to rural livelihood few years after the introduction of the programme in line with the set objectives and some monitoring indicators. It helps to identify the level of adoption and practice long after the extension work has been carried out. This is more relevant in forestry where the tree component has a long gestation period. Enough time has to be given before the impacts can be evaluated appropriately.

### **3.2.3 Advantages of Evaluation in Forestry Extension Work**

The following are some of the advantages of evaluation in forestry extension work:

1. Evaluation is very useful in assessing achievement and effectiveness of extension works. This is usually carried out in accordance with set goals and action plan.
2. It helps to identify the strong and weak points of the extension. This will give room for strengthen the weakness.
3. Evaluation provides a good record of lessons learnt. The lessons are both good and bad experiences in the conduct and adoption of the extension work. This will give room for adjusting and improvement.
4. It identifies the level of effectiveness of the methods and aids used in the programme. This gives room for review of methods.
5. The extension agents are fulfilled when success is achieved as indicated by the evaluation report.
6. Information gather will help to improve on the programme in the nearest future.
7. Evaluation will assist the agents an opportunity of reporting to the problem about their activities and the merits in their programme.

### **3.2.4 Degrees of Evaluation Process**

Evaluation process has three major degrees discussed as follows.

#### **3.2.4.1 The First Degree of Evaluation Process**

This is the everyday observations and evaluation of work that is done and is done continuously. Information is collected through observation during visits, meetings and discussion.

#### **3.2.4.2 The Second Degree of Evaluation Process**

This is through informal studies. It involves the systematic way of evaluating the work done in phases. Information is collected through the use of questionnaires interview guides and report forms filled out by farmers.

#### **3.2.4.3 The Third Degree of Evaluation Process**

This is the formal scientific studies which entail comprehensive surveys and experimental studied.

### 3.3 Steps in Evaluation Process

Whatever is the degree of evaluation involved, the following steps are still very relevant and should be followed:

1. Defining the problems and activities to be carried out in a clear term.
2. State the objectives of the activity on yearly basis. This will indicate the direction to be followed and the changes which the programme will achieve.
3. List the changes that are expected to come out of the execution of the extension work.
4. Selection of methods of data collection and sample size. The sample size must be large enough so as to represent the whole population adequately.
5. Data collection: The method set out for data collection must be followed. The instruments and procedures must be applied for data collection as planned.
6. Analysis of Data, interpretation and Storage: Raw data are meaningless until they are analyzed. Tables, frequencies, percentages, charts and comparisons are basic means of data analysis. After the analyses and interpretation, the result is stored in electronic device and hard copy for reference purpose by possible users. These users include the farmers, collaborators, project staff, other interested agencies, donor agents and the general public.

### 3.4 Differences between Monitoring and Evaluation

The following are some of the differences between monitoring and evaluation:

1. Monitoring is for short term while evaluation is for long term.
2. Monitoring is majorly concerned with the various extension activities but evaluation has to do with the effects of the activities as they relate to set objectives.
3. Monitoring ensures that implementation goes on as planned while evaluation assesses the overall impacts and effects of the programme.
4. While monitoring is a continuous process, evaluation is a periodic exercise.

### 4.0 CONCLUSION

In this unit, you have just gone through the meaning of monitoring and evaluation and their usefulness. Also, the methods and tools for

information gathering during monitoring and monitoring indicators have been learnt. In this unit too, you have been exposed to the different types of evaluation and some relevant steps in evaluation process.

## 5.0 SUMMARY

In this unit, you learnt that:

- monitoring is carried out during the design and preparation phase or extension work
- monitoring is needed to be able to keep the track of the progress of extension work, help to quickly identify and remove constraint to the extension programme and for monitoring the resources input into the programme
- evaluation is the process for assessing and monitoring extension results to ensure conformity to action plan
- that evaluation can either be ongoing, terminal or ex-post evaluation
- evaluation is very good at assessing achievement
- the major different between monitoring and evaluation is that the former is for short term while the latter is for long term
- that evaluation is in main three degrees namely every day, observations, informal studies and the formal scientific studies.

## 6.0 TUTOR-MARKED ASSIGNMENT

1. What is the relevance of monitoring forestry extension programme?
2. What do you understand by the word evaluation?
3. Explain the steps involved in evaluation process.

## 7.0 REFERENCES/FURTHER READING

ICRAF (1999). *Introducing Agroforestry a Teaching Guide for Technical Level*. Training and Education Report No. 45 Nairobi: Kenya.

Williams, G.K. *et al.* (1984). *A manual for Agricultural Extension Workers in Nigeria Lies Shyraden*. Ibadan: Nigeria 169p.

## **UNIT 3 LOCAL LEADERS IN VILLAGE FORESTRY EXTENSION WORKS**

### **CONTENTS**

- 1.0 Introduction
- 2.0 Objectives
- 3.0 Main Content
  - 3.1 Concept of Leadership
  - 3.2 Types of Leadership in villages
    - 3.2.1 Democratic Leadership
    - 3.2.2 Autocratic Leadership
    - 3.2.3 Laissez Faire Leadership
  - 3.3 Types of Leaders
    - 3.3.1 Situation Leaders
    - 3.3.2 Dictatorial Leaders
    - 3.3.3 Traditional or Hereditary Leaders
    - 3.3.4 Charismatic Leaders
    - 3.3.5 Professional Leader
  - 3.4 Importance of Local Leaders in Extension Work
    - 3.4.1 Acceptance of New Ideas or Innovations
    - 3.4.2 Easy Access to Farmers
    - 3.4.3 Enhance the Successful Implementation of programmes
    - 3.4.4 Useful in Reaching Many More Farmers
    - 3.4.5 Support for Extension Work
    - 3.4.6 Fulfillment of the Basic Principle of Extension
  - 3.5 Limitations to the Use of Local Leader in Extension Work
    - 3.5.1 Misconception and Wrong Interpretation of New Ideas/Innovations
    - 3.5.2 Introduction of Personal Opinions
    - 3.5.3 Difficulty in Identification and Training of the Leaders
    - 3.5.4 Inability to Surrender for Adequate Training
    - 3.5.5 Selfishness and Personal Interest
- 4.0 Conclusion
- 5.0 Summary
- 6.0 Tutor-Marked Assignment
- 7.0 References/Further Reading

### **1.0 INTRODUCTION**

The importance of leaders especially in rural communities cannot be over estimated. Basically, leaders have two major functions they perform in the success of any extension programme in their respective communities. First, they bring about the support needed for extension

work and secondly, they increase and influence the amount of extension teaching that can be done by the agent. Leadership is an important element in social change in the acceptance or rejection of any forestry innovative or new technique to be introduced.

## **2.0 OBJECTIVES**

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

- explain the concept of leadership
- describe different types of leaders in any social system
- list the importance of local leaders in forest extension works.

## **3.0 MAIN CONTENT**

### **3.1 Concept of Leadership**

A leader has been defined as individual whose ideas and action has enough weight or power to influence the thought and behavior of others. A leader can initiate interaction more frequently with group members to achieve a set goal or objective. A leader must be performing such leadership role, consistently before he can be referred to as a leader. A leader has followers and command respect among them. He arms himself with power and authority he uses to control the action of others.

### **3.2 Types of Leadership in Villages**

Leadership is broadly categorized into three namely: Democratic leadership, Autocratic leadership and Laissez Faire leadership.

#### **3.2.1 Democratic Leadership**

Under the democratic leadership, the direction and decision emerge as a result of group discussion with the leader moderating the discussion. Under this category, leaders do not impose his will and ideas on his subjects. Every member is given room to air their view and compromise on the best option is agreed at the end of the debate. The leader himself is always involved in every activity personally with the member, no matter how mean the assignment is. He does not stand to give instruction only while members are busy working.

#### **3.2.2 Autocratic Leadership**

Under the autocratic leadership, all decision and policy are done by the leader single handedly. He usually does not consult with members of his

group. These sets of leaders dictate what to be done and who to do it. He stands aloof from participation while others are busy doing something.

### **3.2.3 Laissez Faire Leadership**

The third category of leadership, the laissez faire gives complete freedom to group members to make decision without interference. He gives suggestions only when asked, he makes little effort to encourage group to take concrete decision. In short there is total liberty to subjects to act according to their desire.

## **3.3 Types of Leaders**

### **3.3.1 Situational Leaders**

These are leaders who emerge to lead their people during a particular prevailing situation. As soon as the situation is brought under control, these set of leaders cease to function as leaders. In Nigeria, military leaders usually take over the government especially when there is problem. They immediately hand over to civilian government as soon as there is relative peace. This is an example of situation leaders (e. g. Gen. Abdusalam Abubakar rtd.).

### **3.3.2 Dictatorial Leaders**

These are the type of leaders who assumed leadership position due to some prevailing situation and after getting to the position of authority, he wants to stay in power perpetually even when it is against the wish of his followers and of the group he is leading. These types of leaders usually use their acquired power and authority to suppress every member of his group from using their initiative. He makes sure he subdued them so that there will be no opposition or threat to his leadership.

### **3.3.3 Traditional Leaders**

This type of leadership is got by custom and tradition, its rule therefore according to the local laws and custom of the land as laid down by their ancestral fathers. The quality and personality of these as of leaders do not matter once he is from a ruling family, he is qualified to be the leader at the demise of the incumbent leader; leadership is by hereditary.

### **3.3.4 Charismatic Leaders**

This is the type of leaders that people will follow blindly and whole heartedly without questioning. These leaders usually have good qualities

like education, high level of intelligence, ability to speak oratory and very courageous. Their characters and good qualities enable them to influence others easily e.g. Late Chief Obafemi Awolowo of Nigeria and Late Kwame Nkurumah of Ghana.

### **3.3.5 Professional Leaders**

This type of leadership is through expertise, training or technical competence. This type of leaders are well educated and knowledgeable than their subjects so they could easily understand, and appreciate and endure innovations and new ideas. Example of this type of leader include Agricultural extension workers, medical officers, Pastors etc.

## **3.4 Importance of Local Leaders in Extension Work**

### **3.4.1 Acceptance of New Ideas or Innovations**

Rural people will easily accept and adopt new ideas or technology when and if such idea is approved by their local leaders. This is because of the trust and confidence rural people have for their leaders. Once an idea is accepted and welcome in a social community by the leader, such idea will be received and practiced by every member of the community.

### **3.4.2 Easy Access to Farmers**

Local leaders usually give easy access to farmers by extension agents. This easy access and contact will enable the extension agents to know their needs and problems. The success of any extension worker depended on the ability of the programme to meet the need of the people. To be able to get the detail of these needs, the extension agents will have to go through the local leader before he can have contact with the farmers.

### **3.4.3 Enhance the Successful Implementation of Programmes**

When a local leader is carried along, well trained and involved in extension work, such work is bound to have tremendous success and yield good output. There will be no disruption of the programme even in the absence of extension agents.

### **3.4.4 Useful in Reaching Many More Farmers**

Local leaders, when well trained and integrated into the programme, they could assist to reach effectively other farmers the extension agent could not reach due to time factor and other constraints.

### **3.4.5 Support for Extension Work**

Leaders will defend extension worker and the change they have come to introduce against unfair criticism and antagonism. Support of the leaders will bring about favourable attitude to the extension work.

### **3.4.6 Fulfillment of the Basic Principle of Extension**

Local leaders will help extension workers to fulfill the basic principles of extension work. This principle is helping the farmers to help themselves. The leaders may be able to explain better than the change agents in certain circumstance because of their closeness to their people.

## **3.5 Limitations to the Use of Local Leader in Extension Work**

The following limitations could hinder the effective use of local leaders. Extension agents should therefore overcome the hindrances by adequately carrying along these leaders when planning for any change programmes. These limitations are enumerated as follows:

### **3.5.1 Misconception and Wrong Interpretation of New Ideas/Innovations**

Local leaders have the tendency of misinterpreting the programmes, the new ideas or innovations due to lack of proper perception and understanding of the programme's objectives. When this happens, the credibility of the programmes is brought to question by members of the community the extension work is meant for.

### **3.5.2 Introduction of Personal Opinion**

The local leaders may introduce their personal opinion to the programme which may not be to interest of the entire community members the extension work is aimed at. These opinions may deviate from the overall objective of the programme.

### **3.5.3 Difficulty in Identification and Training of the Leaders**

It will take more of the extension worker time and effort to locate and train a competent and committed leaders, care has to be taken not to appoint and train wrong leaders.

### **3.5.4 Inability to Surrender for Adequate Training**

The leader may not have enough time devoted for training that can enable them to be effective; leaders without adequate training cannot be effective.

### **3.5.5 Selfishness and Personal Interest**

Some local leaders may seize the opportunity given them by the agent to acquire cheap popularity, prestige and personal gain within the community. This selfishness and personal gain seeking usually prevent them from contributing meaningful to the agent's assignment and the programme.

## **4.0 CONCLUSION**

In this unit, you have been exposed to the various roles played by local leaders in the success of any forestry extension work. Also, you have learnt about the concepts and types of leaders and the problems of using local leaders in extension work in this unit.

## **5.0 SUMMARY**

In this unit, you have learnt the following:

- concept of leadership. Under this, you learnt the definition of a leader as a person whose ideas and actions have enough power to influence others and carry them along
- categorisation of leadership: These are democratic leadership, autocratic leadership and laissez-faire leadership
- types of leaders: These are charismatic leaders, situation leaders, dictatorial leaders, traditional leaders and professional leaders
- importance of leadership and limitation to the use of leaders in extension programme.

## **6.0 TUTOR-MARKED ASSIGNMENT**

- 1a. Who is a leader?
- b. Explain four roles a leader can play for the success of any extension programmes in his community.
- 2a. Write concisely on the types of leaders available.
- b. Distinguish between dictatorial and democratic leadership.

## **7.0 REFERENCES/FURTHER READING**

Williams, S.K.Y. *et al.* (op.cit)

Jibowu, L. (2000). *Essentials of Rural Sociology*. Gbemisodipo Press Ltd.

## **UNIT 4 CHARACTERISTICS AND EMERGENCE OF LEADERSHIPS FOR EXTENSION WORKS**

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### **1.0 INTRODUCTION**

The role of local leader in the success of forest extension work cannot be over estimated. This is because no extension work can be successful unless local leaders are carried along. As a result, it is therefore essential to enumerate the qualities of leader who can make extension work successful. How these leaders came into being is also issue handled in this unit.

### **2.0 OBJECTIVES**

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

- explain the qualities of local leaders who can contribute positively to extension work in rural communities
- state the qualities of leaders and factors influencing the emergence of leaders.

### **3.0 MAIN CONTENT**

#### **3.1 Characteristics of Leaders**

Leaders must possess some good qualities before they could command the respect of their followers and gain their support and confidence. Leaders with good qualities are those that can influence the thought and belief of their subjects. The good qualities of local leaders are summarized as follows:

1. Honesty and trustworthy: for a leader to be able to have the support of his followers, he must show high level of honesty and must be trustworthy. A dishonest and unfaithful leader cannot enjoy the loyalty of his subjects.
2. A good leader must be able to lead by example, practice what he wants others to adopt especially new ideas and technology introduce by extension agents. It should not be a deceiver.
3. A good leader may be sympathetic and empathetic. He should be able to share in the feelings of his followers and willing/readily carry share in their burden.
4. Another good quality desired of any local leader is stability. He must be physically and emotionally stable. He must be stable, calm and coordinated at all time, even when under pressure.
5. A leader must be consistent with his word. He should be the type that changes his word and decision very frequently. In an attempt to be flexible, democratic and listen to his subjects, he should be a person that is firm and consistent.
6. He must be a confident person. He must be able to face the groups' problems with boldness as this quality can instill courage into his followers.
7. He must be a good teacher and also a good guide.
8. A good leader should be able to carry his people along at all times, distribute leadership roles and adequately surprise and give instruction where and when necessary. Local leaders with these qualities are good assets to forestry extension among rural farmers.

#### **3.2 Selection of Local Leaders**

In any social group, there must always be somebody to lead this group. This is usually one of the group members. There are several ways by which one of this group members assume leadership role some of these ways are therefore explained.

### **3.2.1 Selection by Someone Outside the Group**

This can be referred to as external selection such leader is selected by someone outside the group. This outsider is usually a superior or professional leader, who has the power to appoint somebody to serve. This method of selection is peculiar to the military, churches and business organization. It is not a good method of leadership selection in any voluntary group.

### **3.2.2 Self Imposition**

This is a method whereby a member of the group who has strong desire for leadership imposes himself on the group as their leader. This is sponsored by self aggrandisement and egoistical. Self imposed leaders are usually domineering. Since this leader is not democratically elected by majority of the group member, he may not enjoy the support and cooperation of his followers. This type of leadership will hinder the success of any extension work.

### **3.2.3 Selection According to Tradition and Custom**

This method relies on age long tradition and culture of the people. In Nigeria, for example rider people in the community. Obas (Kings), traditional rulers are highly respected. For any extension programme to be success in this type of set up, the extension agents must first of all win the support of the local leaders. The extension agent must have the approval of the traditional leader.

### **3.2.4 Selection by the Group**

This is a democratic method of selection where members elect or select the right person to lead them. Selection can be through election where the person with the highest vote emerges as leader or through selection where an individual is unanimously appointed by members of the group. This is the best method by selection. It is some that a person with good and desirable qualities will be selected. This leader will enjoy the cooperation of his followers. This type of leader will contribute to the success of extension work.

## **3.3 Factors Influencing the Emergence of Local Leaders**

Factors influencing the selection of local leaders are many and interrelated. These factors are enumerated as follows.

### **3.3.1 Size of the Group**

For a small group, the person who participated actively in the group discussion especially at the early stage of the group is more likely to be selected as their leader.

### **3.3.2 Nature of Activity to be Carried Out**

A person who is the most knowledgeable especially in the activity to be carried out is likely to emerge as the leader. The knowledge may be as a result of his expertise, training or educational background.

### **3.3.3 Level of Participation**

A person who is seen to always participate in discussion and make useful suggestion could as well be considered to be capable of leading the group such a person is always punctual and committed to the group or community.

### **3.3.4 Character of the Individual**

At all times, a leader should be honest, approachable, faithful and dependable. These are the leaders that can gain the confidence of his group members. Any individual with these good qualities is a good candidate for the position of local leader.

### **3.3.5 Past Record of Outstanding Performance**

A member of the group with past record of outstanding performance in a particular endeavor could emerge as a local leader. His past outstanding performance could influence his selection.

## **3.4 Training of Leaders**

For any leader to be effective in extension work there must be adequate training by the profession leader (i.e. the extension officer). During the training process, (train the trainer), the extension agent should ensure that:

1. the leaders understand the prevailing situation and the duty demand of them by their group members.
2. the leader has a good knowledge of the extension programme he is a good knowledge of the extension programme he is to bring to his group.
3. the leaders are provided good opportunities of practicing what they have learnt and encourage their members to also practice it.

4. the leaders evaluate the practices used in training and provide feedback to extension agents.
5. the leaders are giving adequate training and assistance that can help them to be effective in their duties.

#### **4.0 CONCLUSION**

The good qualities expected of any local leader, method of selection of leaders, factors influencing leadership selection and training of leaders have been learnt in this unit.

#### **5.0 SUMMARY**

In this unit the following has been explained:

- A leader must possess some good qualities which include loyalty, dependability, physical and emotional stability, sympathetic and empathetic, generous and consistent with words
- Selection of leader can be through an external person, self imposition due to personal ego and pride, traditional or hereditary and selection by the group (democratically elected leader)
- Factors influencing the selection of leader which include size of the group, personal qualities, type of job involved, level of participation in discussion and past records of outstanding performance
- Leaders are to be trained adequately for them to be effective as tools in extension work

#### **6.0 TUTOR-MARKED ASSIGNMENT**

1. List some of the qualities of a local leader.
2. Why do you think these qualities are essential for leaders who can effectively participate in any extension programme.
3. Discuss three of the methods of leadership selection.
4. Explain five factors that can influence the selection of a local leader.

#### **7.0 REFERENCES/FURTHER READING**

An Introduction to Rural Sociology. Ibadan, Nigeria: Jumak Printers.

William, S.K.T. (1984) (op cit).