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Frankfurt, New York, 1985,

Cases and examples of method

Problem-solving method of RIP in Botswana

“Rural Industries Promotions” (RIP) is a non – commercial company that runs a “Rural Industries Innovation Centre” in Kanye, Botswana. It works together with the people to develop production methods that will attract workshops and small-scale industry to rural regions.

Anyone who tries something new is still regarded even today as an outsider by the various Bantu tribes. In the Innovation Centre, the staff have developed the method of permanent dialogue with the people, to persuade them to use different equipment and tools. Dialogue comprises the following:

- (1) To find out who has problems, what the problems are and what solutions the people would like, experts from the Innovation Centre regularly visit and hold detailed discussions with:
 - tribal chiefs;
 - village communities;
 - cooperatives;
 - individual artisans;
 - government officials.
- (2) After discussing with them which problems are urgent and should be given priority, the staff at the Centre look for solutions – in the literature, by contacting experts inside and outside Botswana and in practical development work in the Centre’s own workshop.
- (3) Prototypes are then constructed in the Centre and tried out (e.g. pasture fencing, millet threshers, carriers for bicycles).
- (4) The staff take these prototypes to the people who sought their help. They then get them to judge the effectiveness of the prototypes.
- (5) They discuss together how the objects can be produced (materials, tools required, methods) and together with the village communities they look for small production facilities.
- (6) When the small-scale manufacturers have accepted the work, the design is adapted to their facilities, they are given help with the first few items, and where necessary they are also given initial training.

- (7) While the manufacturer is busy with production technology problems, the representatives from the Centre try to organise a healthy production base: credit, purchase of raw materials, marketing the products.
- (8) The Centre continues to observe production over a fairly long period and watches out for any problems that may occur.

Compiled by:

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Problem-solving approach in the "Tetu Extension Project" in Kenya

The Tetu region lies in the Kikuyu highlands in Kenya's Central Province. The extension project is a part of the larger "Special Rural Development Programme" (SRDP). In this programme, innovative methods to promote rural development are tried out. They are supposed to be experiments that can be replicated and transferred to other regions.

The Extension Project in Tetu began with a basic survey of the current production methods, innovations that had already been introduced, farm types and communications (situation analysis).

The diagnosis based on this survey established that none of the previous development efforts in the region had reached the small farmers, who lacked the know-how to turn proposals into actual innovations on their farms.

The result of the situation analysis and the diagnosis were presented at several levels, so that a strategy could be worked out. Thus the first draft of the situation analysis was discussed in the project territory with officials at Province, District and Division level. Attention was drawn to bottlenecks, inequalities and the importance of specific communication techniques for particular groups of farmers.

In the course of the discussions, the officials became increasingly familiar with the difficulties faced by the region, so that they eventually agreed to change the orientation of the already existing Farmer Training Centres to cater for the needs of small farmers. The results of the situation analysis were not published or presented for consideration until these discussions had been concluded.

The plan of action comprised a special training programme for the staff of the training centres in communication techniques, criteria for selecting advisers (Junior Agricultural Assistants), establishing a card index record of farmers and farms, developing the curriculum, teachers testing the curricula on the Junior Agricultural Assistants, recruiting farmers, training and supervising them, special advisory work and evaluation. This plan had to be implemented at widely differing levels. It became apparent after only a short time that there was no point in trying to do this in Nairobi. Officials did not have enough time to read the proposals or even to come to the programme of seminars.

Thus the plan was explained, using transparencies and an overhead projector, at meetings in the countryside. After each presentation of the plan, experts, local functionaries and District leaders from various ministries sat down together to discuss the possibilities. In the process, some proposals even took on a life of their own. A report of successful meetings and the idea of not confining training pro-

grammes to agriculture even got as far as the cabinet in Nairobi. Officials at Province level were then asked how they had arrived at these proposals, which they had in fact not made! The approach came to a temporary halt when the impetus was lost. But because of good contacts and relations with the population, the project group finally succeeded in gaining renewed access to the people.

The situation analysis, diagnosis and strategy were presented at various conferences and seminars: "Nyeri Workshop on Co-ordinating Education", "Kampala Social Science Conference", "The Rural Development Seminar" and "Wamalwa Commission on Training". After three months things had settled down, and the plan could be put into practice in the first training centres.

This short introduction to the method adopted makes two conditions clear:

- (1) The problem-solving approach can be tedious, but it nevertheless mobilises many people and makes an impact over a wide area.
- (2) Time and again programmes are ruined because they do not have the agreement and political backing of everyone involved. Resources are withdrawn or not made available, people refuse to cooperate or – as in this case – permission to enter the region is cancelled.

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Deciding on extension methods in the "Kawinga RDP" in Malawi

1. General development policy situation

A National Rural Development Programme (NRDP) has been operating in Malawi since 1976. The aim of the programme, which encompasses the whole country, is to improve the living conditions of the rural poor. To fulfil development policy, both indirect and specifically devised and targeted measures are employed. The following principles underlie the attempt to implement this concept of a mass development programme to combat rural poverty:

- (1) Target groups participate in planning and implementing the programmes through target group organisations that are set up at village, area and district level.
- (2) Phased project planning and implementation is to be achieved by splitting the project into extensive and intensive phases and by appropriate control mechanisms.

The planned timescale for the implementation of projects in the NRDP is 15 – 20 years. In the first phase the project takes stock of the situation, investigates development possibilities and at the same time begins to build up the infrastructure and administration. In the second phase (extensive phase over 5 years), basic agricultural services like extension, credit and marketing are expanded. Far-reaching innovations in production technology are not introduced until the third phase (intensive phase). Finally, in the fourth phase (consolidation), rural trades and industries are developed.

To put this development concept into practice, Malawi was divided into 8 agricultural development regions, each consisting of 6 – 10 project regions. The further subdivision of these project regions then represented the lowest level for planning, implementation and control. Each of the 8 development regions was allocated a central management unit that consisted of specialists, administrative personnel and a project monitoring and evaluation department.

2. Planning the project territory of Kawinga

To help understand the methodology used in the Kawinga project, we first give a brief account of the planning stages. We then explain how decisions were made to use particular extension methods.

- Basic information was collected about the project territory and the population covered by the project.
- The major factors impeding the use of available production methods were investigated (analysis of obstacles).
- Steps were taken to establish which population groups were in a similar position regarding resource provision and obstacles (target groups).
- Drafts of possible measures were prepared to show target groups how to make better use of production methods with their given factor provision.
- The possible repercussions of these measures were quantified, and the costs of implementation were established.
- The micro and macroeconomic benefits of the various alternatives were calculated, and a decision was made on the package that offered the best combination.
- The best way to implement the chosen measures was devised.

3. Procedure for deciding on extension methods

a) Extension-specific situation analysis

The aim of this analysis is to gather information from the target groups and the existing extension organisation. The procedure adopted was as follows:

- evaluation of existing surveys by planning departments, research posts, donor institutes;
- evaluation of existing data in statistical offices, ministries, regional and district administration;
- study of documents of regional, district and field offices regarding Kawinga (programme planning, monthly reports, records of discussions, information from field advisers, files on personnel);
- comparison with documented experiences of similar projects inside and outside the country;
- discussion with experts in the ministries, other levels of administration, research establishment, traditional leaders, party functionaries, missionaries;

- interviews with 176 farmers in the project area to establish and define specific extension problems.

b) Analysis of weaknesses

Weaknesses in the extension organisation can be pinpointed with the help of data in the situation analysis. This indicates where improvements could or should be made. Typical weaknesses of a quantitative and qualitative nature are:

- adviser density;
- advisers' qualifications;
- applied methodology;
- content of extension;
- organisation and management;
- material resources.

c) Deciding on the content of extension

Extension measures (in the first year) were the result of interdisciplinary decisions by all the planners involved in the project, with the participation of the target groups and advisers. The following example illustrates the relation between the objective of development aid, extension measures, the extension concept and the actual process of extension work.

From the microeconomic angle, the gross margin from hybrid maize cultivated under optimal conditions is appreciably higher than that of single strain local varieties that can be grown again and again. But, as surveys in neighbouring territories have shown over the years, optimal cultivation conditions rarely exist in small farmer agriculture, even when the average level of advisory work is high. Thus, in the light of the limited extension capacity, variations in soil fertility and low profitability, single strain maize was preferred to hybrid maize in the first phase of the project.

d) The extension concepts

By adopting the right approach, innovations were to be spread to cover the mass of small farmers. Thus with an adviser ratio of 1 : 500 the common practice of targeting aid at progressive farmers was abandoned, since it was shown to be fairly

ineffectual. Instead, priority was given to group extension with the help of target group organisations (committees) at village and regional level.

e) Deciding on extension methods

The village development committees are the driving force behind extension and disseminate the packages of innovations. Thus, one of the first tasks of extension is to create and train a committee in every village that represents all target groups and decision makers. Depending on their level of efficiency, these committees also take charge of complementary measures (credit, reforestation, seedbeds for rice, erosion control, etc.) as well as extension itself.

Individual extension work is restricted to the following groups:

- contact farmers of the committees;
- powerful local people who have been identified as resisting extension and therefore have a negative effect on the extension effort as a whole. Advisers try to change their attitude to one of support for extension work.
- progressive farmers should only be advised on an individual basis when they are given untested innovations to try out for general use and to see if they can be transferred to other target groups.

The following group methods are recommended:

- demonstrations and group discussions;
- laying out demonstration plots;
- field days;
- group seminars in schools or village halls;
- exhibitions and demonstrations;
- campaigns involving politicians and leaders from outside;
- contacts with school teachers and pupils (communicating the latest extension information, school gardens, documentation).

The following methods can be used to disseminate information:

- use of the mobile cinema to bring people together for a film show, after which information is given and group discussion takes place;
- distribution of brochures and up-to-date extension circulars for committees (in the local language);
- putting up noticeboards in every village;
- cooperating with the local media department to devise posters, slide series, films, radio programmes and brochures.

Source:

Project Appraisal, Kawinga Rural Development Project (Malawi). Eschborn: GTZ 1979

Compiled by:

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Committees as intermediaries between target groups and development organisations in Malawi

Committees that were set up to act as intermediaries in the implementation of development measures have proved their worth in such countries as Pakistan, Nigeria and Ghana. There now follows a summary of what happened in Malawi, where these committees have operated successfully since 1969 in several regional projects of GTZ and the World Bank.

1. Reasons why committees were founded

In most cases, rural development only has a lasting effect if the target groups are given the opportunity to contribute their opinions and proposals when programmes are planned and implemented. But, because the number of advisers is limited compared with the number of those seeking advice, the extension service has to create the right conditions for group work. This means that mediating organisations have to be created that can take charge of some aspects of extension work.

The farmers' clubs that have existed in Malawi since colonial times have proved unsuitable to take on the role of intermediary because:

- members of the farmers' clubs were almost always progressive farmers;
- the clubs were mostly organised on a wider scale than the village;
- members benefited greatly (credit, joint ordering, special advice etc.), but the poorer population was hardly helped at all;
- thus only a small proportion of the rural population derived benefit from the development aid institutions, and they were principally farmers who were already privileged in terms of factor provision, know-how, and access to know-how, and production inputs.

In contrast, the committees set up after about 1969 embodied the spirit of holistic rural development and were organised so that every group in a village was involved in decisions and given the chance of participating in development. Every group had therefore to be represented on the committees. These committees concerned themselves with health, schools, road building, credit, etc., in addition to measures in the agricultural sector. By involving the target groups in decisions on measures and their implementation, the advisers were able to gauge the farmers' reactions more quickly and more accurately. In this way, both the measures and the methods were continuously assessed and adjusted.

2. The network of committees

In the Lilongwe Project (World Bank), a hierarchical structure with five levels of committee was created, although only the first three levels became fully operational:

– Village committees:

They have between 13 and 18 members and include the village leader plus a representative of the party, of women, the church and every extended family in the village. The field advisers explain the procedure and the committee members are then elected under their guidance.

– Section committees:

A section comprises about 5 villages with a total area of about 1 000 ha. A section is identical to the extension territory of an adviser. The membership of a section committee comprises the village leaders and the chairmen of all village committees and their deputies.

– Regional committees:

50 villages with about 10 000 ha form a region that is supervised by a senior adviser. The functionaries of the committees at section level and the traditional headmen are represented on this committee. Important party members and prominent local people can be elected "ex officio".

– Group committees:

A group consists of 4 – 5 regions with about 200 villages and a total area of 40 000 ha. The membership is analogous to that of the regional committees. The group's committees are supposed to meet twice a year and to be involved in decisions on fundamental issues like the general orientation of annual programmes. (These committees have scarcely had any effect, however, because of legislative difficulties).

– Project committees:

The chairmen of group committees, headmen, the district commissioner, the chairman of the party, the project manager and top management staff meet once a year on this committee to discuss basic questions of development aid. (This committee has only an advisory function, since its decision-making powers are still unclear.)

3. Duties and achievements in the agricultural sector

- Village committees participate in extension work and relieve the burden on advisers. After instruction and practical training by advisers, the committee members give the villagers information and show them new technology. They pass on the wishes, suggestions and reactions of the target groups to the advisers and thus guarantee two – way communication. The work of the committees comprises, for example, demonstrations of protection of stores, telling farmers when to start tilling the fields, organising group work, advertising events (market days, fertiliser distribution, film evenings, field days, exhibitions). The advisory work of the committees is carried out by individual functionaries contacting particular farmers or by means of group demonstrations that are initially prepared and carried out with the advisers and later by the committee alone.
- Other activities are the distribution of maize seed and the communal production and storage of seed for the whole village – which reduces costs considerably.
- Fertilisers can be ordered jointly through the committees. This has the added advantage that the fertilisers can be taken by lorry into the villages, and the rebate on bulk purchase greatly reduces the price paid by the farmers.
- Since the committees became instrumental in granting group credit, the number of borrowers has risen considerably and the administrative costs have been reduced. 99% of borrowers repay their loans, this level being achieved by the sustained solidarity of the credit groups. If a farmer cannot repay for reasons beyond his control, the other members of the group come to his assistance. But if he is in arrears because of his own negligence he is immediately excluded from the group.
- By giving the names of farmers interested in receiving production inputs, the committees help to estimate requirements.
- The committees are becoming increasingly influential in decision making at section and regional levels, examples being the siting of markets and drinking troughs for cattle, formulating the focal points of extension work, arranging the time and place of field days, agricultural shows, etc.

4. Other functions

- setting up local markets near advisers' offices – formerly farmers had to go 12 km to the nearest market;
- improvement of sanitation in the villages by providing 200 latrines in a few months;

- insistence on beer halls staying closed during the day in the peak season;
- organisation of further training courses in agriculture for women and the appointment of a female agricultural adviser in each section;
- settling social, ethnic and religious issues, examples being the clarification of grazing rights, the allocation of land to outsiders and respect for religious groups.

General evaluation

The target population and development aid institutions have more contact with each other, and the quality of communication is much improved. This applies particularly to committees at village, section and regional level. These committees are a forum in which politicians, officials in the administration and members from all the development aid institutions can make direct contact with the target groups or their representatives.

As the committees gain more experience, they relieve the work load of the development services. As they become more efficient, the committees take responsibility for more areas of activity, such as arranging discussions, drawing up agendas and formulating requests. The advisers are increasingly being invited by the committees to take part in discussions. Gradually the committees are developing into independent self-help organisations and, as such, they have more and more influence on the objectives and strategies of programmes.

But it is not easy for the extension organisation to create committees and then to give them assistance once they are functioning. Sometimes problems arise that are similar to those encountered when working with contact farmers (→ C 6). → F 10 describes some of the points that have to be taken into account when committees are formed.

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The role of stimulation in the CFSME extension system in Kibuye, Rwanda

1. Introduction

Stimulation is an essential ingredient in agricultural extension. The reasons why it cannot be dispensed with are:

1. A society can only accept a new technology when the social values that it incorporates become an integral part of that society. Thus the adviser must not see his role as simply recommending new technologies; he must go a stage further and help to introduce any new social values associated with technology.
2. Most agricultural holdings in Rwanda have less than one hectare of land, i.e. today many families can no longer satisfy basic human requirements from agriculture alone. If a new and unknown technology is introduced, it represents yet another risk for the large agricultural section of the population. It is obvious that a population at the limits of survival will not be prepared to run even more risks. Thus, these people prefer to continue and repeat what they know, i.e. they still use the same farming methods and exploit every opportunity to extend the land under cultivation.
3. If these farmers adopt new technologies, like those recommended by technical experts, they always have to bear the extra burden. Considering the target population's low level of nutrition and health, it is not surprising that people are unwilling to accept the heavier burden that the experts require.
4. The target population has a somewhat naive perception of problems; their mentality tends to be submissive. Problems are surrounded by an aura of mystery and are felt to be inevitable: instead of being called problems, they are therefore regarded as immutable facts of life to which they are helplessly exposed. Of the need for improvement or change they have only the faintest awareness or none at all (D 6).

The aim of stimulation is therefore to help remove these obstacles to development by:

- reinforcing those social values that would be conducive to development but which are not held in sufficient esteem (honesty, diligence, entrepreneurial spirit, dynamic behaviour, being well informed, sociability, etc.) by ensuring that people who have internalised these values and demonstrate them in their daily lives enjoy more prestige;

- compensating people who incur extra costs and run higher risks by giving them tools or production inputs;
- creating an atmosphere of tolerance and mutual trust between advisers and the population so that "positive stimulation" can be practised.

If this stimulation is successful, we can try to introduce, use and retain new technologies so that:

- farmers gain confidence in new techniques and grow accustomed to them;
- farmers feel a need to find, test and improve the new techniques – which has the effect of making society more and more dynamic;
- being a progressive farmer becomes more and more a question of prestige and even of survival.

Stimulation is an indispensable element in the CFSME extension system. But it can only be effective if it is fully integrated with the other major elements of the system (→ A 8).

Stimulation cannot be undertaken at random but has to be carefully planned and prepared. It is not a question of "to stimulate or not to stimulate". By simply appearing on the scene, we provide stimulation in one way or another. In this sense the only question is: "How should we provide stimulation?" What should the means be and how should those means be used to create coordinated and effective stimulation? The following points should help to answer the above questions.

2. The various forms of stimulation and their characteristics

a) Artificial positive stimulation

- increases trust between advisers and farmers;
- increases the prestige of progressive farmers in society;
- develops the imagination and creativity of farmers, encourages them to look for appropriate solutions themselves;
- creates a dynamism in the population;
- can be replaced in phases by positive natural stimulation that accords with the aims of extension work;
- is effective in the short, medium and long-term;

- is completely in the hands of the extension organisation in terms of the measures and implements employed.

b) Artificial negative stimulation

- creates mistrust between advisers and farmers;
- is conducive to rejection of recommended technologies or the extension service;
- produces only short-term effects;
- causes farmers to see recommended technologies in a negative light. If people are against or prejudiced towards a particular technology, they are incapable of seeing its advantages, even if these can be demonstrated objectively.
- creates virtually insoluble problems of control. The adviser can issue orders and threaten a farmer, but he has no sure way of exercising effective control, and he has no effective sanctions if the farmer disobeys his instructions.
- reduces the advisers' credibility. If they apply these methods of stimulation, they soon look ridiculous, their words are soon ignored by the people and the advisers lose all credibility;
- is difficult to develop into natural positive stimulation, since the farmer only follows orders if he is threatened by punitive sanctions.

Thus the ostensible improvement is founded on fear and not on the will or know-how of the farmers. Therefore artificial negative stimulation

- encourages farmers to oppose individuals and organisations;
- stifles individual and communal initiatives;
- makes it more difficult to introduce further innovations.

c) Natural positive stimulation

- corresponds in terms of measures employed with our general targets (increasing production);
- encourages a multiplication effect when farmers imitate each other;

- is conducive to an inner dynamism in the system;
- is an incentive to farmers to think more deeply about the technologies they have successfully adopted;
- encourages farmers to continue working with advisers and searching for solutions to other problems.

d) Natural negative stimulation

- is ineffective wherever there is a simplistic view of problems, because events are naively perceived as inevitable (like fate or the will of God). Farmers see nothing significant in a change or improvement.
- often leads, because of a feeling of impotence in the face of problems, to even greater inertia in the population.

→ Figure 1 shows the methods of stimulation appropriate to the four categories described.

3. Deciding on general strategy and stimulation measures

We start with the general strategy of stimulation. When a new technology is introduced, the aim is to mobilise sufficient driving force by means of artificial positive stimulation to induce a farmer to adopt. As positive natural stimulation becomes effective, artificial stimulation must be correspondingly reduced. As soon as natural positive stimulation has developed its full potential, artificial stimulation must cease. This is the only way to guarantee that an innovation is retained for its own intrinsic value and advantage over possible alternatives.

→ Figure 2 is a general illustration of this principle. It shows how the composition of stimulation varied over six years. The height of the right-hand column corresponds with the total level of stimulation or motivating force required for adoption of a new technology. We distinguish between two main groups of incentives: those that can be used as short-term stimulation, and permanent incentives.

Short-term stimulation can only play a significant role in the first three years; in the medium and long-term it gives way more and more to the second category of permanent incentives. Among these, medium and long-term natural incentives are the most important (e.g. good harvest, good food, cash income). The effects of awareness creation and training and encouragement by advisers become in the long-term permanent features at a constant level.

We can establish through surveys what inducements are most likely to lead to adoption of innovations in each case.

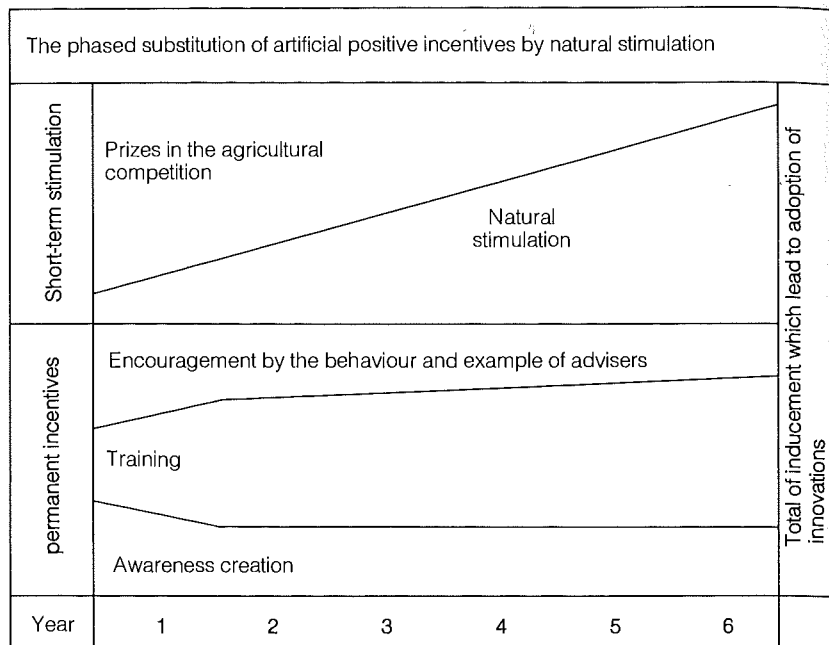
Figure 1:

A suggested typology of stimulation		
	Positive stimulation	Negative stimulation
Artificial stimulation	Visits to the farmers by the extension commission Visits to the farmers by officials Awareness creation/training Winning prizes in the agricultural competition Public display of photographs and names Announcing the names of prizewinners on the radio Visits by other farmers who are interested in adopted innovations Public praise and general recognition, etc.	Criticism Fines Conditions Punishment Ridicule, etc.
Natural stimulation	Good harvest Better nutrition Healthier family Good returns on sales Lighter workload Reduced risk, etc.	Poor harvest Malnutrition/deficient diet Sickness Poor returns on sales Excessive workload High, incalculable risks, etc.

Artificial positive stimulation, accompanied by awareness creation and training, induces the farmer to try innovations. This provides the initial incentive and motivates the farmer to accept new initiatives.

Programmes to create awareness and to train farmers and constant encouragement by the authorities and advisers have to be continued over a sufficiently long period.

Figure 2:



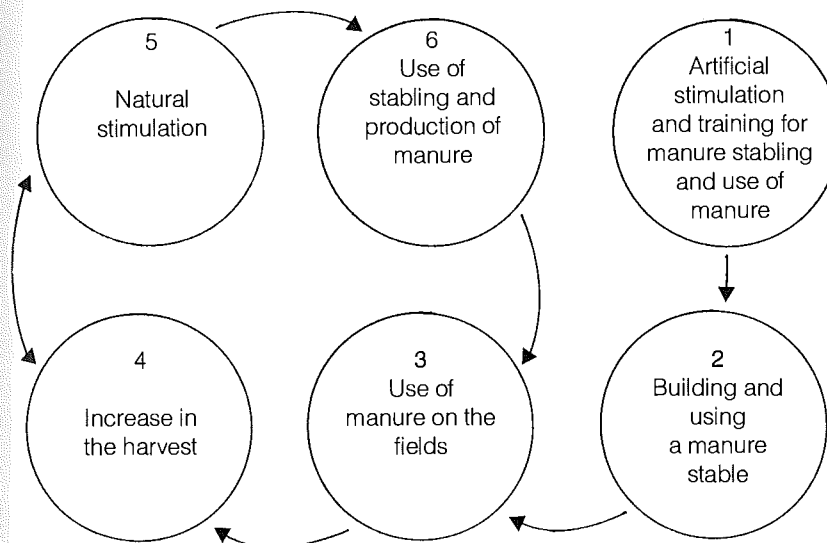
On the other hand, prizes and awards soon have to be superseded in stages by the tangible results of an adopted innovation.

In this sense, stimulation cannot be treated like a present to be handed out but should be linked to clearly defined conditions (for example, the rules of the agricultural competition).

→ Figure 3 shows the introduction and permanent adoption of an innovation in the rural community. Artificial stimulation, awareness creation and training are outside stimuli that set an independent, self-sustaining process in motion, i.e. natural stimulation. Extension in keeping with the CFSME system operates mainly in the first four stages.

Stimulation can only achieve its objectives if the recommended technologies that the farmers adopt have been properly adapted to specific circumstances and prove to be a real benefit. If this is not the case, we risk the spread and application of innovations coming to a halt as soon as we stop applying artificial stimulation.

Figure 3:



Effective stimulation should be planned as follows:

- The process of adoption should be divided into phases and a timetable drawn up;
- The three most difficult activities should be noted, i.e. where farmers are most likely to become discouraged or to give up altogether.
- We should then note activities that determine ultimate success (for example, increasing production).
- Next we determine which of the most difficult activities are also those activities on which success depends.
- We then decide on ways of encouraging and stimulating the farmers to overcome the critical thresholds that these activities represent.

→ Figure 4 illustrates this process.

Figure 4:

An example of how to plan stimulation		
Activity	Date	Stimulation
Initial information	1. 7. ●	
Training	7. 7. ●	
Decision to adopt	15. 7. ●	← Visit by agronomist
Marking out building site	21. 7. ●	
Tree felling and removal	25. 7. ●	
Building the stable	26. 7. ●	← Support from "Monagri"
	29. 7. ●	
Litter and manure preparation	1. 8. ●	← Visit by extension commission
	1. 9. ●	
Removal of manure and composting	1. 9. ●	
	9. 9. ●	
Transport of manure to fields	9. 9. ●	← Final visit by extension commission, giving points for the agricultural competition
	12. 9. ●	
Harvest	26.12. ●	← Evaluation, "Monagri" with farmers

4. Choosing the methods of stimulation

a) The competition

The agricultural competition is effective short-term stimulation that can easily be combined with the other elements of the CFSME extension system. Only one competition should be organised, otherwise it could lose its appeal and effectiveness. A competition is particularly suitable for launching new ideas.

b) Prizes

Prizes in the form of tools and other production inputs are awarded. They may be given to individuals or whole communities. At all costs a demoralising effect must be avoided, i.e. prizes should not be in the form of food aid. They should also be reserved for farmers who have demonstrated that they have used and have continued to use or maintain an exemplary innovation.

c) Incentives and encouragement

Good examples are visits by people in authority to progressive farmers and the publication of their names and photographs at central meeting places. Both measures cost little but raise the standing of farmers in the community. However, these incentives have to be repeated over a period of time if they are to be appreciated generally and to increase the prestige of the progressive farmers sufficiently for other farmers to follow their example.

d) Awareness creation/training

The act of creating and nurturing awareness is an act of stimulation. The teaching material itself often has a very stimulating effect (drawings, posters, felt pictures, demonstration fields, etc.). This kind of stimulation should not be confused with the compelling interest that prompts people to analyse problems, causes and consequences. It is usually of short duration, but it can be used to lead people from one stage to the next. The only deep and lasting stimulation is awareness creation/training that leads to the analysis of problems and creates problem awareness. Awareness creation/training awakens needs that farmers then try to satisfy by adopting concrete recommendations (the need to transform an unsatisfactory situation into a satisfactory state of affairs).

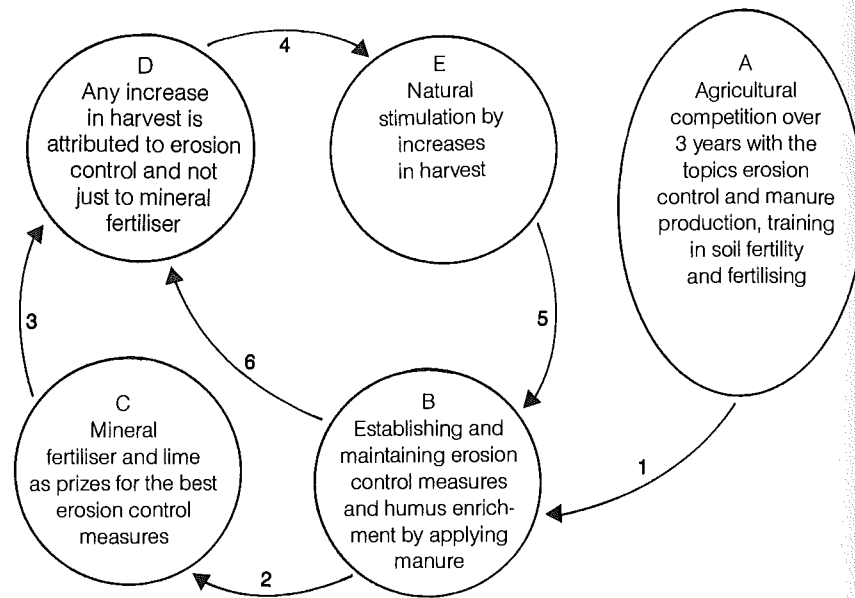
Awareness creation/training produces elements of permanent stimulation.

5. Encouraging adoption that only produces tangible results in the longterm

Innovations that produce only long-term results are not readily adopted, and they therefore create special problems for advisers. The farmers cannot see direct results, become despondent and give up. Erosion control is one of the commonest instances. In situations of this kind stimulation can intervene and perform an important role. The process is illustrated by → Figure 5.

The first two stages (A and B) are the preconditions for applying mineral fertiliser and lime. At the end of the third year, prizes of mineral fertiliser and lime are awarded for the best erosion control measures.

Figure 5:



The aim is to make people aware that the use of mineral fertiliser and lime is closely linked to the erosion control measures (D). The increase in harvest should be seen as the result of erosion control. In this way, an activity that can by its nature only bring long-term benefits is turned into an activity linked to success in the medium term. Thus the circle of natural stimulation (B,D,E) is closed more quickly and the self-sustaining forces can develop at an earlier stage.

6. Conclusions

Stimulation is an indispensable element in extension. It must be a permanent feature in any extension concept. The ways of creating incentives have to be carefully defined and programmed. A stimulation plan should be drawn up to link stimulation to the rest of the CFSME extension system (when and how to stimulate). Unplanned and careless stimulation can have serious consequences that cannot be put right. In general, we should only operate with positive stimulation so that we can create and maintain a basis of trust between advisers and farmers.

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Compiled by:

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Awareness creation and training in the CFSME extension system in Kibuye, Rwanda

1. Introduction

Extension work is not confined to organising the dissemination of new means of production and production technologies. It must go further and strive to let the farmers in a region and their social communities (families, cells, sectors, community, etc.) gain experience, learn and acquire the skills to master the new inputs and technologies for themselves.

This calls for:

- simple technology;
- organisation which is simple and clear for the farmers;
- reasonable costs for purchase and maintenance;
- an open socio-cultural milieu that is dynamic, prepared to innovate and able to adapt its social values to new technologies and new inputs, but conversely is also able to modify new inputs and technologies and adapt them to its social values.

Thus extension is not only a structured organisation but also a driving force for socio-cultural and economic developments. The whole process of extension includes awareness creation and education whose aim is to ensure that recommended technologies and measures are mastered by the target population, in other words function as integral parts in rural life. Within the CFSME system (→ A 8), these elements combine with extension services and infrastructure, methods of stimulation, recommended methods and measures and the evaluation process to form a total unit.

2. What is awareness creation/training?

It is difficult to draw a distinction between the two activities. As awareness is developed, the desire to find solutions through education increases. When solutions to problems are proposed, this encourages people to broaden and deepen their thinking: they become increasingly aware. Although awareness creation and training complement each other, we are nevertheless going to characterise them individually.

Awareness creation begins when a problem is defined aptly and with precision, which is the starting point for analysis. Analysis goes on to reveal the structure, nature and details of the problem and helps those involved to distinguish clearly between these basic factors. The object of the analysis is to make people more interested and motivated to examine the basic factors in more detail and to arrive at a fuller understanding. However, this is only possible with special training that provides the necessary knowledge and information.

Reliable problem analysis enables us:

- to determine the direct and indirect causes of problems;
- to estimate the direct and indirect consequences in the short, medium and long term;
- to work out how to start tackling problems and under what conditions this can be done.

After the analytical phase, the search for solutions begins. This involves combining the elements of a solution found in analysis and training to produce a final solution that is fully adapted to the particular circumstances. Thus training constitutes one aspect of awareness creation. On the other hand, people can go through training and not develop problem awareness, i.e. if we do not provide an opportunity for them to formulate and analyse the problems. Programmes that are devised by people without a developed problem awareness can hardly be called integrated and tend to be technocratic and to be written from a narrow specialist viewpoint.

Awareness creation/training is an open-ended activity; it is a continuous process and develops in parallel with the changing situation.

Awareness creation develops in phases, and we can distinguish four levels that are shown in → Figure 1.

It is the aim of awareness creation/training to develop liberating awareness and thus to encourage initiative and problem-solving behaviour.

Success in this sphere of activity is dependent on:

- the organisation of work;
- the teaching materials;
- the teachers and advisers.

Figure 1:

Stages of awareness				
Stage of awareness	Submissive awareness	Pre-critical awareness	Critical awareness	Liberating awareness
State of mind attitude	- Mystification of problems	- More or less explicit problem formulation	- Observing the environment	- Search for solutions
	- Fatalism	- Dissatisfaction with the current situation	- Analysing problems	- Individual and group creativity
	- Allowing oneself to be dominated by the problem	- Vague, sweeping resentment	- The will to build on one's own strengths and potential	- Readiness to experiment
	- Submitting to fate	- Need for exchange of ideas	- The will to create one's own future	- Analysis and synthesis
	- Resignation			- Initiative and problem-solving actions
	- Feelings of guilt			
	- Preserving tradition			
	- Many rituals and recurring activities			
	- Little innovation			

3. Organisation of work (taking a sector as an example)

3.1. Basic data

a) Priority extension topics (for 1981/2)

Defining extension topics on the basis of development strategy, developing targets and fixing priorities are important processes within the CFSME system. For this reason they are described in detail, the results providing the basic data that underlie awareness creation/training. Five topics were selected for the year in question and they appear at the top of Figure 2.

b) Intervention strategy

Overall goal:

- improving the living conditions of the population

Objective:

- improvement of the food supply and reduction of supply deficiencies by 10% a year.

Results:

- increase in agricultural production by 5% a year.
- diversification of production.

Resources:

- budget for an agricultural competition (CA)
- a social development centre (CSD)
- a nutrition centre (CN)
- the "Umuganda"
- groups in the target population
- an agricultural expert for two days a week
- female social worker for one day a week
- the extension commission consisting of: the sector advisers, the cell representatives, technical personnel working in the sector, a female social worker and three progressive farmers
- a tree nursery
- six seed-propagation fields.

c) Methods of intervention

Intervention is a part of the CFSME extension system that is described in → A 8.

3.2. Drawing up a programme for the educational work

The plan of action for training is drawn up on the basis of the data derived from the extension system, the selected topics and the intervention strategy. The programme reproduced in → Table 1 was drawn up at the annual meeting of cell representatives and the technical personnel of the communities.

→ Table 1 calls for further clarification

- Practical activities in the fields and the events to promote awareness creation and training are coordinated and belong together.
- A precisely defined topic is prescribed for each month and is the focus of all

Table 1:

Annual programme of events in 1981/2 to create awareness/train the population of the Ngoma sector									
Priority extension topics		1. Manure stable	2. Reforestation	3. Improvement of the banana grove	4. Vegetable garden and fruit trees	5. Erosion control measures			
Activity	Duration	Themes of events	Timetable of events in the Ngoma sector					Work in the field	Timetable of visits to the cell by extension commission
			Umuganda in cells	CSD-groups	CN	Cooperatives	Class-room		
Awareness-creation	1 April - 14 May 1981	The population problem	A 3. 4. B 10. 4. C 17. 4. D 24. 4. E 8. 5.	1. 6. 4. 2. 7. 4. 3. 8. 4.	2. 4.	1. 7. 4. 2. 8. 4. 3. 9. 4.	7. 10. 4. 8. 17. 4.	– Preparation of tree nurseries and seed propagation fields – Personnel become familiar with the area	
Stable	15 May - 31 July 1981	Circulation of minerals and nutrients Stable building, preparing and using stable manure	A 15. 5. B 22. 5. C 29. 5. D 5. 6. E 12. 6. A 19. 6. B 26. 6. C 3. 7. D 10. 7. E 17. 7.	1. 4. 5. 2. 5. 5. 3. 6. 5. 1. 1. 6. 2. 2. 6. 3. 3. 6.	7. 5. 4. 6.	1. 5. 5. 2. 6. 5. 3. 7. 5. 1. 2. 6. 2. 3. 6. 3. 4. 6.	7. 15. 5. 8. 22. 5. 7. 12. 6. 8. 19. 6.	– Building a model stable with the extension commission – Helping the farmers to build a stable	A 27. 7. B 28. 7. C 29. 7. D 30. 7. E 31. 7.
Reforestation	1 Aug. - 30 November 1981	Making people receptive to reforestation	A 31. 7. B 7. 8. C 14. 8. D 21. 8. E 28. 8.	1. 3. 8. 2. 4. 8. 3. 5. 8.	6. 8.	1. 4. 8. 2. 5. 8. 3. 6. 8.	7. 10. 8. 8. 17. 8.	– Marking out future reforestation	A 23. 11. B 24. 11. C 25. 11. D 26. 11. E 27. 11.
		Where can we reforest?	A 4. 9. B 11. 9. C 18. 9. D 25. 9. E 2. 10.	1. 7. 9. 2. 8. 9. 3. 9. 9.	3. 9.	1. 8. 9. 2. 9. 9. 3. 10. 9.	7. 11. 9. 8. 18. 9.	– Digging planting holes	
		Choice of trees	A 9. 10. B 16. 10. C 23. 10. D 30. 10. E 6. 11.	1. 5. 10. 2. 6. 10. 3. 7. 10.	1. 10.	1. 6. 10. 2. 7. 10. 3. 8. 10.	7. 9. 10. 8. 16. 10.	– Planting cuttings	
Improvement of banana groves, vegetable garden and fruit trees	1 Dec. - 15 Jan. 1981/2 16 Jan. - 14 Mar. 1982	How do you improve a banana grove? The three categories of food Fruit and vegetable husbandry	A 4. 12. B 11. 12. C 18. 12. D 8. 1. E 15. 1. A 22. 1. B 22. 1. C 29. 1. D 29. 1. E 5. 2. A 12. 2. B 12. 2. C 19. 2. D 19. 2. E 26. 2.	1. 7. 12. 2. 8. 12. 3. 9. 12. 1. 4. 1. 2. 5. 1. 3. 6. 1. 1. 1. 2. 2. 2. 2. 3. 3. 2.	3. 12. 1. 1. 2. 6. 3. 7. 4. 2.	1. 8. 12. 2. 9. 12. 3. 10. 12. 1. 5. 1. 2. 6. 1. 3. 7. 1. 1. 2. 2. 2. 3. 2. 3. 4. 3.	7. 11. 12. 8. 18. 12. 7. 8. 1. 8. 15. 1. 7. 12. 2. 8. 19. 2.	– Improvement of a banana grove with the extension commission – Seed distribution – Establishing a vegetable garden with the extension commission – Helping farmers to establish a vegetable garden and to plant fruit trees	A 25. 1. B 26. 1. C 27. 1. D 28. 1. E 29. 1. A 8. 2. B 9. 2. C 10. 2. D 11. 2. E 12. 2.
Erosion control	1 March - 30 Apr. 1982	Soil fertility, loss of humus, leaching of nutrients Erosion control measures	A 5. 3. B 5. 3. C 12. 3. D 12. 3. E 19. 3. A 26. 3. B 26. 3. C 2. 4. D 2. 4. E 9. 4.	1. 1. 3. 2. 2. 3. 3. 3. 3. 1. 5. 4. 2. 6. 4. 3. 7. 4.	3. 3. 1. 4.	1. 2. 3. 2. 3. 3. 3. 4. 3. 1. 6. 4. 2. 7. 4. 3. 8. 4.	7. 12. 3. 8. 19. 3. 7. 9. 4. 8. 16. 4.	– Marking out ditches along contour lines – Planting 500 m of hedge for wind protection with the extension commission – Helping farmers to set up erosion control	A 26. 4. B 27. 4. C 28. 4. D 29. 4. E 30. 4.
Conclusion of agricultural competition	1 May - 15 May 1982							– Final visit by the extension commission – Final celebration and presentation of prize winners	A 3/4. 5. B 5/6. 5. C 7/8. 5. D 10/11.5. E 12/13.5. 14/15. 5.

extension activities. These topics make up the basic programme for awareness creation and training. In the CSD/CCDFP the basic programme can be extended, but the first meeting each month is reserved for the topic of the month.

- Training by means of the Umuganda takes place cell by cell. Every month, one Umuganda-day is devoted to awareness creation and training. This training is the job of the agricultural field adviser in the sector.
- The weekly meetings in the CSD/CCDFP are chaired by the female social adviser. The first meeting each month is reserved for the topic of the month. Later meetings are for other topics, ideally supplementary ones.
- The monthly meetings of the nutrition centre (CN) are chaired by a female nutrition adviser. Among other things, the monthly topic is discussed.
- The monthly meetings with various cooperatives are arranged by the community adviser. These meetings deal, among other things, with awareness creation and the training of members of the cooperative on the various monthly topics.
- The meetings for awareness creation and training in schools can be arranged by the senior teacher in the zone.
- The teaching materials to be used at these meetings are prepared at the CCDFP level.
- Three training staff per community are instructed in the use of the teaching materials by the "Service d'Animation et Formation" (SAF).

3.3. Organisation of a session for awareness creation and training (July: stable manure)

- a) Discussion of the population problem (stagnating production with high birth rate):
 - relate the importance of stable manure to the development problems;
 - how is the preparation and use of stable manure related to other problems?
- b) Recapitulation of topics dealt with at the earlier session on: "circulation of minerals and nutrients" followed by discussion.

- c) Discussion of the main topic of the day using a montage on a felt board.
 - building a manure stable
 - preparing and using stable manure
- d) Inspection of a composting unit belonging to a progressive farmer and then discussion.

3.4. Teaching materials for awareness creation and training

The teaching materials are the tools of the trade for the staff in charge of training. They help them

- to involve the group in defining and analysing the circumstances prior to discussion;
- to present problems in a precise and graphic form;
- to repeat and summarise important statements and interrelations at the end of a session.

The teaching materials help the farmers to grasp and think about the topic under discussion and they also make the meetings more enjoyable occasions. But to be successful, they have to be adapted to the group and the specific circumstances of the rural environment. The following points have to be borne in mind:

- the composition and size of the group;
- the educational level of those taking part;
- the venue (open air or specially equipped rooms);
- the level of education of the training staff using the teaching materials;
- the facilities for transporting teaching materials;
- the ways in which they can be used and how easy they are to handle, etc.

3.4.1. Producing teaching materials

We now describe picture materials for use on felt boards and written instructions for the training staff.

a) The advantages of the felt-picture method:

- illustrations can be built up stage by stage;
- pictures can be altered and regrouped in the course of presentation and discussion;
- these materials are easily transported on a bicycle (the felt board rolled up or folded and the pieces of felt kept in a bag);
- they can easily be combined with other teaching aids (blackboard, natural objects, etc.);
- very low purchase and maintenance costs;
- simple technology, easy to use;
- encourages dialogue; groups can be actively involved by the training staff in placing the pieces on the board and moving them around; the groups can interpret the pictures for themselves.

→ Picture 1 shows the felt board method being used at an open air training session on a hill in Rwanda.

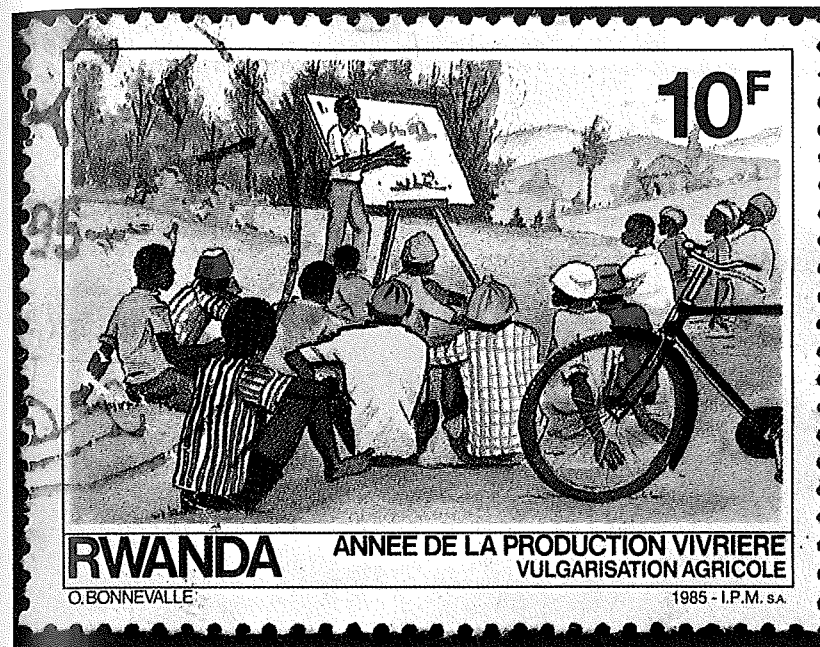
b) Explanatory text

The text that accompanies the felt board materials is always an excerpt from the same basic story: "The story of the Family Majyambere". Each topic can easily be related to all the others (circulation of nutrients in the soil, population problem, food, family planning).

Each explanatory text has the same format:

- first page: introduction to the topic
- second page: the general aims of the session
- following pages: text organised as follows:

Picture 1:



Number of felt pieces and short description	Aims of individual pieces	Important details to be discussed or explained	Model text
---	---------------------------	--	------------

- last page: suggested questions to stimulate discussion.

When the training staff and group chairmen are provided with a statement of aims, details to be explained and model texts, they find it much easier to monitor their own work. The sample text gives them the appropriate vocabulary, suitable examples and handy comparisons.

3.4.2. Teaching materials for creating awareness of the population problem: "The Story of the Family Majyambere"

The history of this particular family and their hill is unfolded as in a novel. By juxtaposing the good and bad brothers, each on his half of the hill, a dramatic effect is achieved and the whole story is made more entertaining. The audience can identify with what they see, view it objectively and then apply it to other situations. The materials used are shown in → Picture 2.

A second run-through is used to show how the story of the family relates to the history of the country in general and to the specific situation of the group. The scope of the topic is broadened as follows:

1st Aim:

To show and discuss the development of culture and society from the beginning of this century.

Details to be dealt with:

1910 – 1960:

- establishment of a large number of foreign mission stations in the country
- creation of a colonial administration
- setting up hospitals and health centres
- importing a wide variety of technologies
- road building and importing vehicles
- beginning of extensive export production (coffee, natural resources)
- appreciable population growth
- opening the country to all nationalities in the world.

1960 – 1980:

- independence
- emancipation of the peasant population
- rise in aid from abroad
- rapid population growth
- shortage of agricultural land
- resorting to land of lower fertility
- reduction of fallow
- accelerated urbanisation
- increased dependence on other countries
- social problems
- start of industrialisation
- many new desires and needs of the population
- change in social values and explanations of this phenomenon
- considerable undernourishment and malnutrition
- new social class of functionaries.

2nd Aim:

Working with the participants, to find and analyse the connections between the different aspects of this development.

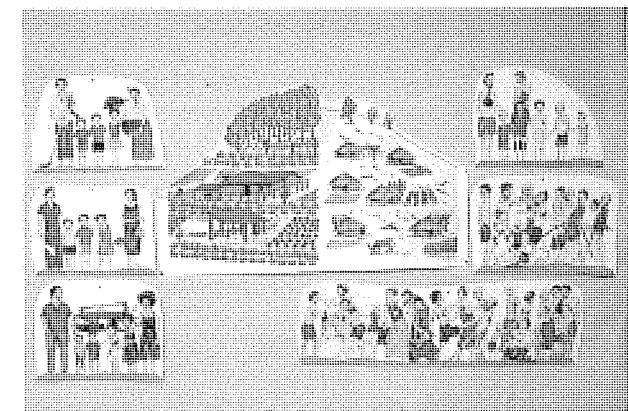
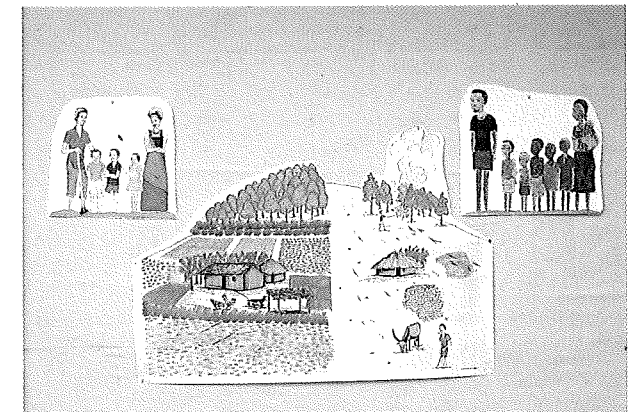
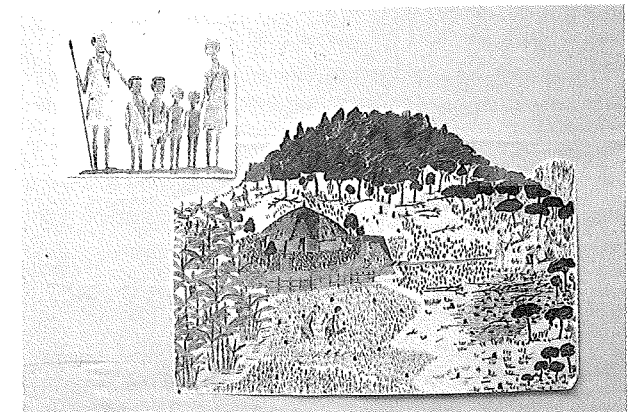
Details to be discussed:

- hospitals reduce the mortality rate
- population growth increases water pollution
- education encourages crafts and industry
- more schools mean more migration from the land
- flight from the land creates social problems
- population growth creates supply problems, etc.

3rd Aim:

To develop with the participants the thesis that all progress, all improvement, demands change, the adaptation of people to the new situation, if development is to be harmonious.

Picture 2:



Details to be discussed:

– if the agricultural land available per family decreases, the farming methods must be changed to raise the yield per unit of area – if more sophisticated and more complicated tools and machines are introduced, precision and punctuality become important social values if the system is to function properly – if medicines reduce the death rate, it also becomes necessary to reduce the birth rate – if the population lives in closer proximity, hygiene becomes a vital precondition for survival, etc.

4th Aim:

To develop and discuss with the participants what the consequences would be of technical and economic developments without adaptation of social values and the prevailing mentality.

Details to be discussed:

– corruption – environmental pollution and an increase in certain diseases – low productivity in relation to the available production means – waste of resources – impoverishment of the soil – social tension, etc.

5th Aim:

Summary: 5 prerequisites of harmonious development and discussion of how they complement each other:

1. provision of good quality food for all the family;
2. increasing agricultural production;
3. increasing production in crafts and industry;
4. school education for children;
5. family planning.

3.4.3. Teaching materials for training on the topic: manure stable

1st Aim:

Clarifying the role of manure in the development process

Details to be discussed:

– manure helps to increase and diversify agricultural production – increasing and diversifying agricultural production helps to improve the food supply – development is not possible in a poorly fed population, because malnutrition debilitates health and prevents full development of physical and mental abilities.

2nd Aim:

Discussion of the technical construction of a manure stable

Details to be discussed:

– choosing and preparing the site – levelling to prevent urine flowing away from the stable, since this would be a loss of valuable nutrients – measuring out the stable (4 m² for the first large livestock unit and 2 m² per additional animal) – making supports out of charred wood (to prevent wet or dry rot) – digging holes for corner supports – measuring the height – digging a pit to prevent loss of nutrients and to keep the area round the stable clean – building a fodder rack – making the stable door – use of roof gutters – trough – building costs.

3rd Aim:

Discussion of the techniques of stable manure preparation

Details to be discussed:

– importance of litter – the various materials that can be used instead of straw, their absorption properties and their mineral salt content (swamp straw, wood shavings, sawdust, husks of maize cobs, millet, etc., dried grass, etc.) – storing and composting manure.

4th Aim:

Discussion of the technique of using stable manure

Details to be discussed:

– season and dates for applying manure – losses through ammonia evaporation – immediate digging into the soil – ways of delivering manure to the fields – crops to be manured – including fertilising in rotations – dosages, etc.

5th Aim:

Exchange of experience of stable manure

Details to be discussed:

– increasing yields (example of farmers, results of evaluation of farmers' fields, model plots, etc.) – erosion-inhibiting effect of manuring through better soil cover, better take-up of water and water retention by the soil (sponge effect) – calculating the value of stable manure by comparison with mineral fertilisers and also from yield increases.

→ Picture 3 shows most of the visual materials used in training on the topic "manure stable".

After the general aims of the session and the details to be discussed have been agreed, the next step is to make pictures and visual aids and to write the explanatory text for the training staff's brochure. The special characteristics of the target group and the specific situation in which the material will be presented must be borne in mind all the time.

To develop good teaching materials, it is essential that:

- texts and pictures are compatible with the socio-cultural context of the region, so that the group has no difficulty in identifying with the material.
- the target group perceives and interprets the material correctly. For this reason systematic testing is essential (→ E 13).

4. The training staff

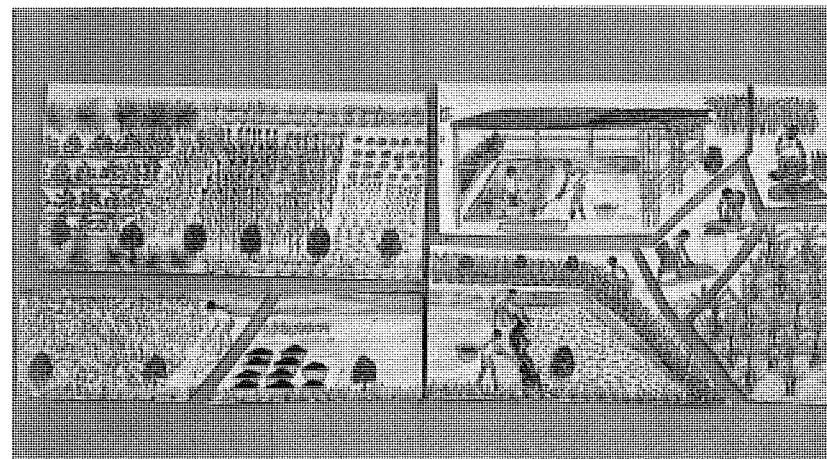
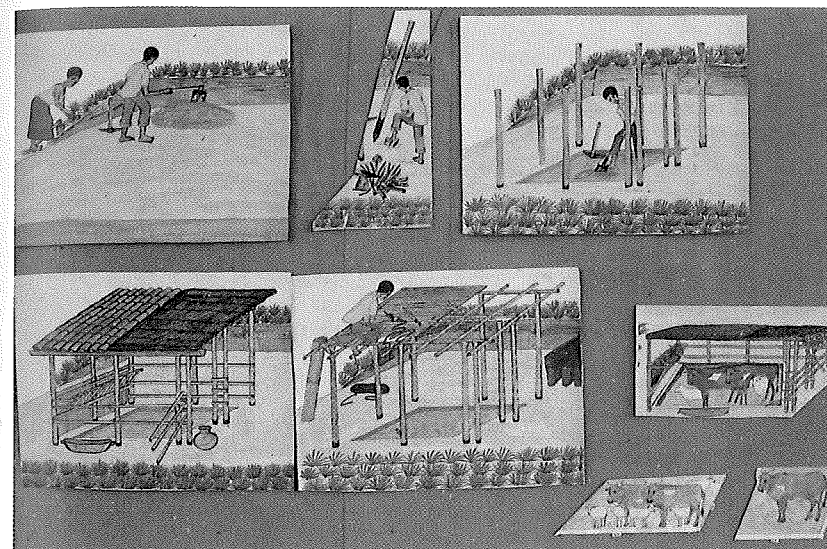
Taken together, the organisation and methodology of extension and the teaching materials provide a clear operational framework and indicate the content of extension work. But the success of extension depends largely on the good will, the attitudes and abilities of the training personnel (community agronomists, social workers, advisers, etc.). Since extension without general education of the population is condemned to failure from the start, the training of advisers in methodology and teaching techniques is of crucial importance. A good adviser must of necessity be a good teacher.

Induction and training of teaching staff

The main aims of this training are that training staff should:

- learn more about methodology and teaching techniques;
- practise using teaching materials;
- develop positive views and attitudes to educational work;

Picture 3:



- thoroughly work through and think through the major topics dealt with in the teaching materials.

Training personnel are inducted and trained mainly by CPDFP/CCDFP, the centre for development and continuous training in the prefecture or the communities. The programme should always be as concrete and relevant as possible. → Figure 3 is an example of such a programme.

Afterwards the three participants return to their own communities, where they organise a seminar for their colleagues in keeping with the plan drawn up on the fourth day. Meetings with the target population are also planned between 8 and 10 o'clock on day 4.

Figure 3:

Model training programme for advisers on the introduction of new teaching materials		
Day 1.	10 – 12.00 14 – 16.00	Presentation of new teaching materials Group work on various aspects of the topics
Day 2.	8 – 10.00 10 – 12.00 14 – 16.00	Presentation of the results of group work and other contributions to the theme Second presentation of the teaching materials and general discussion. Group activities with the teaching materials.
Day 3.	8 – 10.00 10 – 12.00 14 – 16.00	Continuation of group activities Training session with a group of farmers. One adviser is in charge of this group session and uses the new teaching materials. The others observe their colleague. Evaluation of the morning group session with discussion of the approach of the adviser in charge, his way of conducting the session, how he handled the materials, assessing the behaviour and reactions of the group of farmers (→ E 12).
Day 4.	8 – 10.00 10 – 12.00	Devising a programme for introductory seminars at community level (CCDFP) for technical and social personnel in the communities. Handing out the teaching materials. Further information.

The question of evaluation, the fifth component of the CSFME method, is described in the same detail as awareness creation and training. The basic aims are explained. The special considerations involved in evaluating training events are given in working paper → E 12.

When we have the results of evaluation, we can turn our attention to the specific task of improving the organisation, the teaching materials and the training of teaching staff. Awareness creation activities and training should be evaluated once a year by the community personnel and the CCDFP.

Finally, → Table 4 lists the teaching materials that were made by the "Service Animation et Formation" up to 1982 in Kibuye.

Table 4:

Topics of felt-board courses and posters in PAK up to July 1982				
	Course	Poster	Text Kin.	Text French
Topics to increase awareness				
1. The population problem	x		x	x
2. Circulation of nutrients	x		x	x
3. Reforestation	x		x	x
Agricultural topics (included in the agricultural competition)				
4. The fight against erosion	x	xx	x	x
5. Compost: compost pit, compost heap		xx	x	x
6. The manure stable and use of manure	x	x	x	x
7. Fodder cropping		x		
8. Small animal breeding: hares, chickens	x	x	x	x
	x		x	x
9. Integrated tree plantation	x	x	x	
10. Growing vegetables and fruit	x	x	x	x
11. Improved banana growing	x	x	x	x
12. Coffee	x	x	x	x
13. Growing potatoes		x	x	x
14. Improving living conditions, building latrines		x	x	x
Other topics				
15. Nutrition I (Three categories of food)	x	x	x	x
16. Nutrition II (Feeding babies)	x		x	x
17. Water hygiene	x		x	x
18. Family planning	x		x	x

→ Table 5 shows the logical order in which the topics are treated. To increase the target group's sensitivity, they are preceded by the course "The population problem". The topics are then dealt with in detail in keeping with the "5 prerequisites of harmonious development". Also, when special topic areas are treated, awareness creation courses are held before solutions to problems are proposed. The unequal distribution of materials over the five main groups is explained by the differing areas of emphasis in this project. There are special organisations and projects for developing crafts, for family planning and school education in Rwanda.

Table 5:

Topic areas and topics in PAK, Kibuye, in the recommended order (July 1982)				
The population problem				
Increase and diversification of agricultural production	Development of rural crafts	Development of health	Development of family planning	Development of school education
<ul style="list-style-type: none"> x The circulation of nutrients o Maintenance and improvement of soil fertility x The fight against erosion x Compost x Manure stable and use of manure x Fodder cropping x Reforestation <p>Further topics to be appended in any order</p> <ul style="list-style-type: none"> x Vegetable and fruit growing x Improved banana growing x Coffee x Growing potatoes o Intensive large stock keeping o Crop rotations and green manuring 	<ul style="list-style-type: none"> o Crafts 	<ul style="list-style-type: none"> x Water hygiene x Improvement of living conditions x Building latrines x Nutrition x Feeding babies o Feeding children o Inoculation o Deficiency diseases 	<ul style="list-style-type: none"> x Family planning 	
x = existing materials o = materials in preparation				

Sources:

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Photographs:

Regina GÖRGEN, Volker HOFFMANN

Compiled by:

Volker HOFFMANN

“Majeutics” – GRAAP’s pedagogic approach to self-development

GRAAP is the abbreviation of “Groupe de Recherche et d’Appui pour L’Autopromotion Paysanne” – a group to research into and promote self-help in the peasant population. GRAAP was founded in 1975 in Bobo-Dioulasso in Burkina Faso where it still operates today and can be contacted via P. O. Box (B. P.) 785.

The founders of GRAAP were the last three technical advisers of the “Fédération des Groupements Villageois de la Région de Bouaké”. When it was founded the basic pedagogic approach and the first batches of teaching material had already been developed. The methodology and the materials aim to encourage self-help among villagers so that they can themselves improve their living conditions. The following description of method is a free translation of excerpts from the two GRAAP texts to be found in the bibliography at the end of this contribution.

1. What does majeutics mean?

Majeutics is about helping rural people to stop passively submitting to the pressures of the modern world and to become dynamic participants in the development of their country. It is about, in a way, helping the villagers to give birth to a new life, springing from the life of their ancestors but adjusted to present conditions. This is what majeutics means, the method that we are going to describe for helping villagers in their self-advancement. The original meaning of majeutics is in fact the art of midwifery.

Majeutics thus refers to a pedagogic method that helps people to discover truth. By using a dialectic discussion arising from a number of carefully selected questions, people are prompted to use their own inner resources to arrive at a deep level of truth.

2. What is this method based on?

Considering what we have just said about majeutics, its starting point, its foundation and form are all dependent on the life and culture of the rural people.

Village culture:

African rural cultures are in general oral civilisations. This means that people express themselves and exchange ideas principally through the spoken word. This

oral expression is supplemented by physical and artistic expression (dances, postures, gesture, paintings, sculpture, carvings). Through these forms of expression thought is expanded, the life of the community and the people is enlarged.

This oral culture permits all adults to express themselves to anyone about the realities of life (family, marriage, land, work, etc.). In this way a reservoir of diverse knowledge is created which belongs to the community as a whole. Thus, the "palaver" occupies a position of central importance in village life.

Here we see one of the major differences from western cultures, which are dominated by writing and audio-visual communication. These are mass means of communication that affect many individuals, but in isolation. They do not give rise to dialogue; there is no mutual exchange and discovery. What is worse, these means of communication allow only a few people, generally the intelligentsia, to express themselves, as if they were the only possessors of knowledge, while the masses have no means of expressing their point of view in return. This creates a mentality that divides people into classes: the teachers, the intellectuals who cast knowledge in their own mould, and the taught who submit to it.

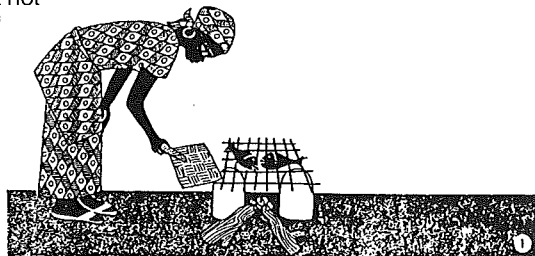
Consequences of this pedagogic method

This method was constructed gradually, showing respect for the cultural realities of village life and resolutely turning away, for the moment, from modern communication methods and the mentality that they have created.

It is based above all on the spoken word – the means of expression at the heart of the community. It involves helping villagers to express as a group the realities of their lives, with all the changes occurring at present, and their ideas and wisdom.

With this method we seek to make maximum use of concrete style, the poetic language of the village, comparisons and proverbs. Verses, proverbs and folktales can have the effect of questions put to the listeners and forcing them to think. An example is the proverb below:

"When you are roasting something,
if you fear to let it get hot
it won't get cooked."



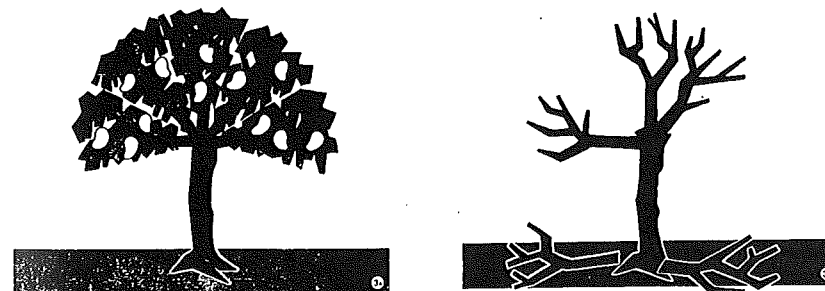
This method uses visual representation but only as a supplement to the spoken word. The objectives of these visual aids are:

- to help people remember and internalise what has been said;
- to stimulate the villagers to express themselves;
- to render explanations or new ideas more comprehensible.



For example, to generate discussion about health problems, one can present a picture of a sick man next to a healthy man. In the same way, the vitality of the village can be discussed by comparing a diseased tree with a fruit-laden, healthy tree.

This teaching method, beginning with oral expression, sometimes gives rise to spontaneous physical expression in the form of personal gestures or songs and dances.



3. The pedagogic approach

Villagers are dynamic, active people. It is their way of life that must be observed, since it is their way of life that has to be renewed and constantly improved. That is why the first step in this approach is to get the villagers used to looking, observing their lives and behaviour patterns in a conscious way and sharing their observations with each other.

The more this act of sharing allows different social groups (male or female, young or old) to say what they understand about the reality of life, the closer the group comes to a true recognition of reality. But, as we all know, reality has many sides to it and the villagers sometimes say: "A roof must have two sides for it to be complete."

Sharing experience entails discussion, which should in turn lead to an analysis of facts and situations. Analysis and **thought** constitute the second step in this approach. Analysis must be carried out in such a way that it brings out as much as possible the truth of the facts and situations studied together with their consequences. It should also lead to deep thought in order to uncover the roots and causes of situations. "You must pull a weed out by its taproot, if you don't want it to grow again", say the villagers.

It is often impossible to complete analysis without outside help in the form of extra information and basic knowledge. The GRAAP method gets the villagers used to looking for this supplementary material themselves.

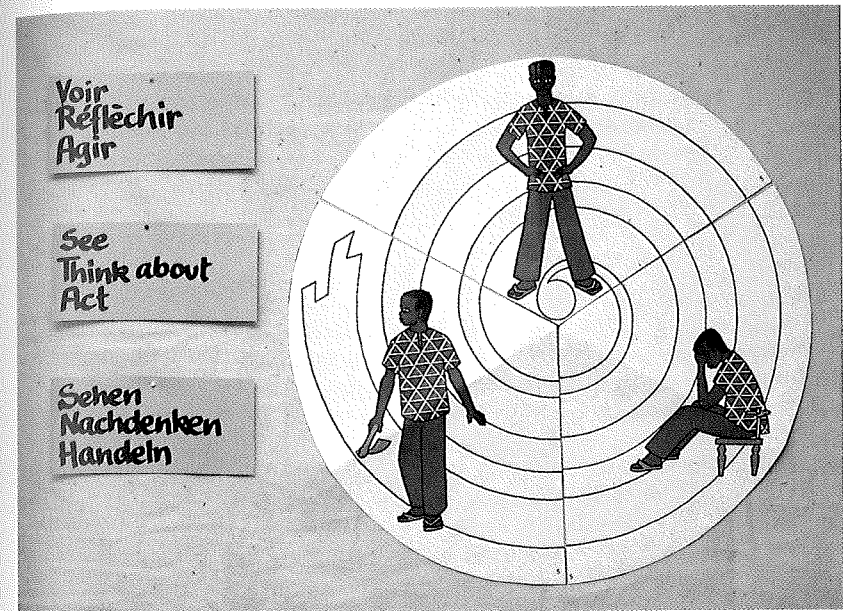
Some basic knowledge (biology, economics, geography, etc.) is indispensable for the villagers' understanding of the "why and how" of the phenomena that touch them. It prevents them from looking for solutions in magic, or executing technical instructions without understanding them. On the contrary, this training will give the villagers a chance to participate in the development of their village and their country in a responsible and intelligent manner.

Reflection should help the villagers to make more profound judgements on the meaning of facts and situations and to discover what to do to improve the life of the whole community.

The solutions they discover have next to be realised through **action**, which is the third step in this approach. So that this action can be carried out, it is necessary to determine priorities, to assess the real potential of the community, to undertake technical and practical training, etc. To achieve all this, the community must organise itself.

This teaching method is not set and invariable. Indeed, it is always changing in response to changing reality. It inspires new actions which in turn bring about new

situations that must be analysed and acted upon in a never-ending spiral of seeking and acting by the community to improve its own life.



4. Three important elements of majeutics

This method has three major components: questions, groups and sub-groups, and the "Animateur". They are all linked by teaching materials in the form of felt board pictures accompanied by detailed instructions for the Animateur.

4.1. Questions

People who live their whole lives in a certain environment often find it difficult to see and analyse objectively the various aspects of their lives in that environment. But we can help them to do so by the skilful use of questions.

Questions are an essential part of the pedagogic method that we are proposing. In this approach questions are our major tool. In order to make each villager feel that he is being addressed personally, the questions are as simple and direct as possible. They are always open questions so that the villagers cannot respond with "yes" or "no" but are compelled to discuss, search and think.

Sometimes questions have to be posed that do elicit only a brief response, but then we always follow them with "why?" or "how?" so that each person is forced to explain his point of view.

When the prepared training topics and pictures are used, the introductory questions are grouped under the heading: questions for stimulating awareness. Others are suggested as the investigation proceeds. These questions can be modified as the need arises, according to circumstances and the stage reached in the investigation. The Animateur should be able to replace these questions with proverbs, tales or comparisons whenever appropriate. Using this method, the villagers should ask each other questions during discussions.

4.2. Groups and sub-groups

This teaching approach aims to get each person to express himself so that there will be an interchange of ideas among members of the community. One of the essential elements of this method is therefore the group and especially a relatively homogeneous group. Such a group is not always easy to constitute. The customs of the people often militate against it.

Sometimes certain groups in the community cannot express themselves freely in front of others, for instance women in front of men, the young in front of the old.

One helpful way of giving everyone the opportunity to express himself is to create sub-groups of the various categories of participants. Also, when there are too many participants to allow each individual to speak, sub-groups of no more than ten people are a good solution.

After discussion by sub-groups, it is essential that the results are shared with the whole group, and for this purpose each group should nominate one or two spokesmen who can report the results of their group's discussion to all participants. This may sometimes be the only way to establish dialogue between the various categories of people in the community.

This method of reporting is generally very animated and promotes further discussion. It is enlightening because each sub-group contributes facts and points of view that are sometimes very individualistic.

When it is a question of selecting from several alternatives and getting down to action, the group and sub-group enable all those in the community to involve themselves equally and to share responsibility. Thus there is less risk of the burden of responsibility falling on one man or sub-group.

This also prevents the solution to problems becoming the province of a few in-

dividuals who could try to exploit opportunities for their own benefit at the expense of the community.

4.3. The Animateur

If village communities are to benefit from this teaching method they must be helped by an Animateur. The role of the Animateur can be likened to that of a mirror. As a result of the questions he asks and which are discussed in the groups, the community is given the chance to see all the positive and negative aspects of its life as we see the reflection of our faces in a mirror. By asking questions, he can help the community to analyse its situation and find ways of changing it.



As well as using majeutics, the Animateur can provide some basic education and technical and practical training for his fellow villagers. We would like to emphasise that "basic education" means the scientific explanation of phenomena, permitting people to understand the "how and why" of human, animal and plant biology, economics, etc.

The Animateur has felt board pictures to help him to achieve these objectives, but they can in no way be a substitute for the dynamic qualities and drive that a good Animateur needs. Since the programmes deal with problems in a general manner, each Animateur must adapt the material to his particular area and circumstances. He may, therefore, have to reformulate the questions and translate them, look for proverbs and comparisons and bear in mind events and specific situations in his region.

The Animateur can only be successful in this work if he is thoroughly familiar with his community. For this reason the Animateur should ideally be a man or woman

from the village in question. Otherwise, if he or she is a stranger, the individual must make every effort to become acquainted with the area and as quickly as possible train "Animateurs" from the area. In cases like these, the role of the Animateur is therefore only to back up locally recruited personnel.

After all that has been said about the role of the Animateur, it is obvious that he is not the fount of all knowledge, who imposes his ideas and solutions on others, but someone who helps the community of which he is a member to observe its life, to reflect upon its problems, to take the initiative and commit itself to building a better life.

5. Topic-based training packs for tackling specific problems

When we speak to villagers about their problems, we find that a number of topics frequently recur, for example:

- lack of money;
- lack of water;
- problems of communication with better educated people;
- the exodus of young people to the cities;
- lack of health facilities;
- high rates of infant mortality.

The village people who experience these problems every day are naturally fully aware of them. But the pedagogic approach just described should help them to become aware of the causes of those problems and thus to resolve them.

To help them, we propose teaching aids or picture packs on a variety of specific themes. Others can be devised in the same way on the same or other topics. Thus, we propose two programmes to help villagers tackle the problems of:

- communication with better educated people;
- the exodus of young people to the cities.

Together with the villagers we have also devised and worked out:

- the role of rural people in the nation;
- the part played by the rural economy in the nation's economy.

These two programmes try to bring the villagers to the realisation that they are the roots, the foundation on which the whole life of the nation rests. This should strengthen their self-confidence and remove their feeling of inferiority in the face of modern life, so that they can take their own life in hand and organise themselves to take their place on an equal basis with other categories of citizens in the nation.

As well as these and similar picture series that aim to promote awareness, there are also topics that are more solution-oriented, whose aim is to communicate basic knowledge and practical training. But the goal of all these picture materials is always the same: to give the villagers an effective mental stimulus to tackle their problems in a dynamic and critical manner and to encourage them to assume a responsible position in the evolution of their village and their nation.

6. Summary

We leave the reader with → Table 1 as a summary of the majeutics of GRAAP.

GRAAP's materials are now being used in 17 African countries, and there are now training packs on a wide range of topics. Three books are available from GRAAP that introduce this method of training – one for teachers, one for Animateurs and one to show how educational picture series are produced. Together with CESA0 (Centre d'Etudes Economiques et Sociales d'Afrique Occidentale), GRAAP publish a magazine "Echanges", whose aim is to broaden and deepen know-how in peasant communities.

An example of training packs focussing on awareness creation and dealing with the topic "Living in a Green Environment" can be seen in → G 11.

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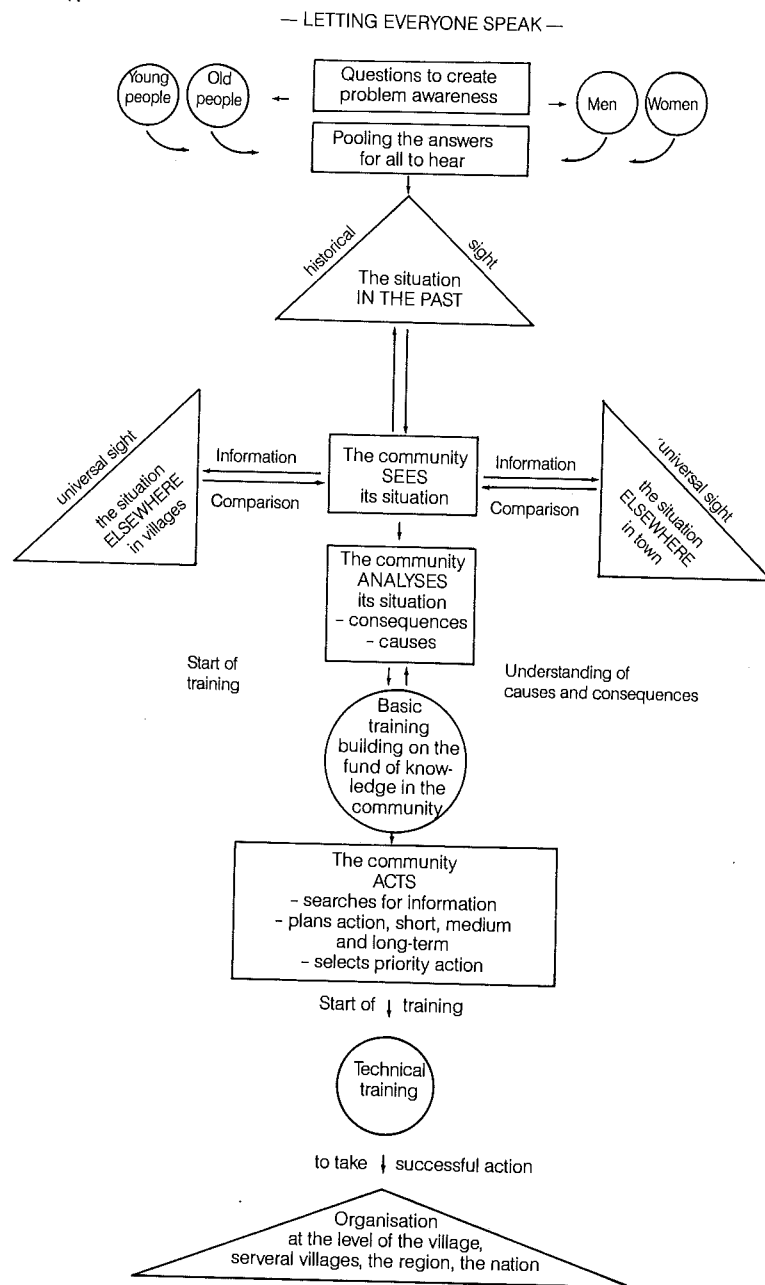
GRAAP: Pour une pédagogie de l'autopromotion. Animateur's book, Bobo-Dioulasso, GRAAP, 1st edition, 1985

GRAAP: Dessiner. Grammaire du dessin au tableau de feutre pour une pédagogie de l'autopromotion. Bobo-Dioulasso, GRAAP, 1st edition, 1984

Compiled by:

Volker HOFFMANN

Table 1:



A table of contents of an extension programme: the "Goat Project" in Ngozi, Burundi

Extension projects or extension departments of development projects are repeatedly faced with the task of keeping a written record of an extension programme. However, they are often not sure what belongs in this kind of report. It is hoped that the following, freely translated breakdown of the extension programme in a project to develop goat keeping in Ngozi in Burundi will provide some guidance.

Extension programme in the project to develop goat keeping

1. Introduction

- 1.1. Outline of the evolution of the project
- 1.2. The current situation in the project
- 1.3. Reason for this report and its objectives

2. The target groups and their situation

- 2.1. The economic and social importance of goat keeping in the region
- 2.2. The state of goat keeping in the project territory
- 2.3. Characteristics of the goat keepers
- 2.4. Where and how to start improving goat keeping, and the potential adopters of innovations

3. Objectives-oriented project planning (ZOPP)

- 3.1. Resources, potential and preliminary achievements by the project
- 3.2. The people involved, the people affected and their probable interests
- 3.3. The hierarchy of problems of the target group
- 3.4. The hierarchy of aims
- 3.5. The project planning matrix
 - 3.5.1. The project purpose
 - 3.5.2. The overall goal
 - 3.5.3. The results
 - 3.5.4. The activities
 - 3.5.5. The important assumptions
 - 3.5.6. The objectively verifiable indicators
 - 3.5.7. The sources of verification

4. The project organisation

- 4.1. Important organisational principles
- 4.2. The organisation chart of the department of training and extension
- 4.3. Job descriptions
 - 4.3.1. National director
 - 4.3.2. German project leader
 - 4.3.3. Leader of the department of training and extension
 - 4.3.4. Province adviser
 - 4.3.5. Leader of the specialist group for monitoring and evaluation (M&E)
 - 4.3.6. Community adviser
- 4.4. List of institutions with which the project collaborates
- 4.5. Organisations whose cooperation is sought

5. Technical extension topics (in most cases shown without detailed breakdown)

- 5.1. Description of local breeds of goats and cross breeds
 - 5.1.1. General description
 - 5.1.2. Meat yield
 - 5.1.3. Milk yield
 - 5.1.4. Reproductive capacity
 - 5.1.5. Use of carcasses and hides
- 5.2. General problems of goat keeping in the project territory
 - 5.2.1. The traditional form of goat keeping
 - 5.2.2. Constraints on goat keeping in the region
- 5.3. Feeding goats
- 5.4. Stabling goats
- 5.5. Breeding
- 5.6. Milk yield
- 5.7. Herd management
- 5.8. Animal health and hygiene

6. Methodology of training and extension

- 6.1. The extension approach
- 6.2. Information and feedback
 - 6.2.1. Translating technical information at three levels (the project, community advisers, goat keepers)
 - 6.2.2. Training and advanced training for advisers
 - 6.2.3. Training programme for newly appointed advisers (six-month practical on the breeding station)

- 6.3. The extension and training system
 - 6.3.1. Discernible phases of adoption and dissemination of innovations
 - 6.3.2. Extension and training measures
 - 6.3.2.1. Awareness creation and training
 - 6.3.2.2. Incentives to adopt innovations
 - 6.3.2.3. Practical training and complementary extension
 - 6.3.2.4. Provision of resources
 - 6.3.2.5. Selecting extension aids
 - 6.3.2.6. Purchasing, making and using extension aids
 - 6.3.2.7. Model programme for extension meetings
 - 6.3.2.8. Description of the advisers' duties at meetings
 - 6.3.2.9. Description of the advisers' duties when supervising innovations
 - 6.3.2.10. Description of the advisers' duties when visiting farms
- 6.4. The monitoring and evaluation system
 - 6.4.1. The important indicators and their classification
 - 6.4.2. The system of reports
 - 6.4.3. Continuous up-dating of tables and diagrams
 - 6.4.4. Decision-oriented and action-oriented surveys
 - 6.4.5. Interpretation of data and corrective action

7. Operational planning

- 7.1. Programme for expanding the extension organisation to other territories
- 7.2. Annual programme
- 7.3. Monthly programmes for province advisers
- 7.4. Monthly programmes for village advisers

8. Appendix

Sources:

HOFFMANN, V., SCHULZE ALTHOFF, K., NGENDAKUMANA, S., NIYONZIMA, G.: Programme de Vulgarisation au Projet de Développement de l'Élevage Caprin. Ngozi, Burundi, 1984

Projet Caprin: Guide de l'Élevage Caprin au Burundi. Ngozi, Burundi, 1986

Compiled by:

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“Extension Centre Day”: festivities and agricultural exhibition by CARDER Atlantique, Benin

With the help of a GTZ project, the agricultural extension service in the Atlantic Province of the People's Republic of Benin was reorganised. A detailed account is given in → B 5. The creation of 27 extension centres (CVA = Centre de Vulgarisation Agricole) had repercussions on the agricultural exhibitions planned by CARDER's audio-visual unit.

Originally only seven exhibitions were to be organised in the main villages in the sectors, but after detailed discussion it was decided to decentralise arrangements and thus come into closer contact with the target groups. The “agricultural exhibition” thus became an extension centre day (journée du CVA). The council (conseil consultatif) took on its first important duty and it was an indication by the project that it was taking seriously the idea of participation by target groups in the new extension structure.

1. Planning

In August 1984 the following plan was drawn up:

Title

Extension centre day (agricultural exhibition 1984)

Aims

1. to demonstrate the services available from CARDER and to make them better known throughout the province;
2. to encourage greater exchange of ideas and information between CARDER personnel and the target groups;
3. the exhibition to be planned and carried out in such a way that it can be used by the consultative councils of all the extension centres as a method of increasing sensitivity to problems, of advising farmers and stimulating discussion;
4. thus the organisation and running of the extension centre day to become the first real task of the newly created councils;

5. the experience of preparing and running the extension centre days to tell the councils whether they should think in terms of one large-scale central exhibition (CARDER day) in 1985.

Timing

1. The exhibition is officially opened at the same time as the new headquarters of CARDER.
2. It then travels round to each extension centre in CARDER Atlantique.

Target groups

1. the workers and farmers in each extension centre (members of the extension contact groups and other farmers);
2. the personnel of CARDER;
3. guests and visitors at the official opening of the new headquarters.

Budget

Two million Francs CFA for 1984

Content

1. The content of the exhibition was chosen from the following services offered by CARDER:
 - the 11 service units available from CARDER
 - marketing
 - plant protection
 - supply of production means
 - the extension system and extension centres
 - storage facilities
 - literacy programmes

- the cooperative programme
 - the vaccination campaign
 - fishing
2. Interesting innovations for the farmers and the rural population, such as:
 - new varieties of seed;
 - plant protection treatment (beans, grain storage);
 - use of mineral fertiliser;
 - improved fallow;
 - etc.
 3. Presentation of the harvest results of the season 1984/5 (or only of the main season 1984) achieved by production cooperatives and extension contact groups.

Method

It is important to devise a methodology that allows the councils in the extension centres to develop a common strategy. Building on the agricultural exhibition, the extension centre day could also comprise:

- an agricultural competition between the various extension contact groups of the centre;
- an intensive discussion of the successes and failures in the last cropping season;
- a discussion between the farmers and authorities to analyse the needs of the target groups and to identify where attention should be focussed in the following season.

The display articles must therefore be accompanied by written instructions describing the aims, methods and running of the extension centre day. The actual programme of the day is decided by the councils after receiving proposals from CARDER.

Running the extension centre day

Responsibility for implementing the programme lies with the audio-visual unit of CARDER working together with the relevant departments, service units and individuals.

2. Implementation

The audio-visual unit began preparations on the basis of this planning.

The overall concept was defined in more detail and discussed at length in the four extension centres and modified to take account of local wishes and requirements. The topics for fourteen display boards were decided, designed, tested and produced.

To back up the national literacy campaign in which CARDER is also involved, it was decided to draw up all textual material for the exhibition in the national language (Fon). To ensure correct translation, the project sought the assistance of the "Provincial Service for Literacy and the Rural Press" (SPAPR).

The extension centres used one of the display boards to advertise their own activities. Texts and ideas on presentation were worked out with the representatives of the centres; the final format was then decided by the extension centres alone.

Finally a transportable circular tent with stout bamboo posts and a heavy tarpaulin to protect the display boards from wind and rain was constructed.

The exhibition was mounted for the first time on 29th November 1984, coinciding with the opening of CARDER's new headquarters. After the opening ceremony, a special meeting was held of all 29 leaders of centres, who were shown the exhibition again and given more detailed explanations. They were also given carefully worked out teaching guidelines (Fiches pédagogiques) for each display board. Then proposals for planning an extension centre day were worked out at a joint session. This plan was immediately written up as "Technical Instructions" (Fiche technique), the text of which we reproduce in free translation.

3. Technical instructions for an extension centre day

What is an extension centre day?

An extension centre day is an event that is planned and carried out by all the councils of extension centres in our province. The aim of the day is to make the services

of CARDER Atlantique better known and to encourage the exchange of ideas between CARDER personnel and the target groups, i.e. it is a way of making people sensitive to problems, giving advice and generating discussion.

The extension centre day is coupled with an exhibition prepared by the audiovisual unit of CARDER. This exhibition is for the use of extension centres and consists of fourteen display boards illustrating the organisation of CARDER, the extension centre and the services that they make available for the rural population.

The high point of an extension centre day is the meeting attended by the various groups: the extension contact group of farmers, members of production cooperatives, farmers not in any organisation and the personnel of CARDER. When the council of a centre organises this kind of meeting, various activities can take place: discussions on the situation analysis, evaluation and planning of extension work, a competition, entertainments, the announcement of farmers' successes and awards, etc.

The extension centre day is rounded off by a film show using the film bus belonging to CARDER.

How is an extension centre day organised?

The exhibition is being shown for the first time at the opening of the new headquarters of CARDER Atlantique in Abomey-Calavi on 29th November, 1984.

During December and January it will travel to all the extension centres in the province. Each sector and each extension centre will be notified well in advance when the event is to be held.

1. The extension centre chooses a suitable location for the exhibition, preferably next to the extension centre itself. If access to the extension centre and the site is difficult, the alternative location must be central, so that the extension centre day will run smoothly.
2. The extension centre team, with the help of council members, must ensure that the extension centre day is adequately advertised. Posters advertising the day should be prepared by the audio-visual unit. On the day of the event, the cinema bus should advertise it over loudspeakers. It is important to inform and invite all official representatives well in advance.
3. The council is responsible for the preparation of the programme in detail. The following is a possible schedule:

11.00 – 12.00 Declaring the day open and tour of the exhibition

12.00 – 17.00 Exhibition open to visitors, demonstrations and explanations by the staff of the extension centre.
Exhibition of the produce of extension contact groups and production cooperatives.
Exhibition of the production inputs and equipment available at the extension centre.

17.00 – 18.00 Second organised tour of the whole exhibition

18.00 – 20.00 Discussions, games, talks, dancing, awarding prizes won in the agricultural competition

20.00 – 22.00 Cultural programme, film, slide show, music, dance, etc.

Demonstrations can be of improved seed and maize cobs of the Poza-Rica variety, the seed dusting drum, spraying equipment, maize grinder, oxen for ploughing and transport, and whatever else the centre makes available to farmers.

All councils, except the one in the first centre, can get more information by taking part in other extension centre days in their area.

4. The exhibition comprises:

- a tarpaulin 10 x 10 m and bamboo posts for constructing a tent;
- 14 display boards on stands;
- sundry items.

Early on the morning of the extension centre day, the materials are delivered to the site. Under the guidance of an experienced technician sent by CARDER headquarters, the council sets out the exhibition. The extension centre is responsible for the security of the materials and objects displayed.

5. The extension department and the audio-visual unit of CARDER will give the council all the help needed to make the extension centre day a great success.

This help consists of:

- a) a practical introduction for everyone involved before the day starts;
- b) technical instructions on running the whole day's programme and detailed instructions on all 14 display boards;

c) the presence and help of a member of the audio-visual unit's staff throughout the day. He is assisted from time to time by other colleagues from headquarters;

d) a budget from which the CARDER management subsidises the costs of the day. If other costs are incurred, they have to be borne by the individual extension centre or finance has to be planned by the council and raised during the day itself.

How should we use the extension centre day to improve our extension system?

Whether an extension centre day is successful or not depends above all on the commitment of the council. It should regard the day as its primary task in the first cropping season when the new extension system is used. The extension centre thus has the opportunity to make itself and CARDER known to the rural population as an organisation with popular appeal in the service of farming.

By commenting on the services of the extension centre and making proposals, the farmers can become actively involved in the extension system. Our aim is to make the target group realise that the extension centre is their concern. A well organised extension centre day can make our work substantially more effective, because on the one hand the target groups find out what services are being offered, and on the other hand CARDER staff learn more about the needs of farmers.

4. Evaluation

The evaluation of the whole campaign was overwhelmingly positive, but it also revealed many points where improvements could be made in future.

Preparation for the extension centre day was the biggest and most complex job ever undertaken by the audio-visual unit, which does not have a specialist trained in the use of media. The personnel, building on a general agricultural training, have had to acquire their skills largely unaided. In this sense, the preparation and implementation of 28 exhibitions was a huge on-the-job training programme. The weaknesses and deficiencies that it revealed were dealt with in a training programme run in 1985/6.

By being actively involved in the extension centre day's programme, the staff of the audio-visual unit had ample opportunity to test their own media material and their skill in presentation to the target groups. The feedback gave them important clues on how to improve their materials and how to plan future extension centre days.

The extension centre day was very well received by the target groups. The leaders of the extension centres have estimated that more than 25 000 people in the whole province took part. The exhibition was often seen by more than 2 000 people, especially in the more remote regions. The councils in all the centres have taken over planning and organisation with great enthusiasm. Without exception, the farmers have not objected to sacrificing a working day and have taken an active part in folk activities and exhibiting produce in the agricultural competition.

The exhibition itself, showing the services offered by CARDER and the extension centre, was very well attended, but it became clear that more explanation was essential. Even people who could read the keyword texts and explanations often did not understand the meaning. The carefully devised illustrations on their own were even less effective in communicating the message. Thus, if misunderstandings were to be avoided, each display board had to have its own carefully worded explanatory text, and the public had to be given a chance to ask questions. This was not always possible in view of the mass of visitors.

It is advisable to reduce the number of display boards in future exhibitions and they will have to be tested more thoroughly to check that they are fully comprehensible. A well informed individual should stand by each display board to answer questions.

All centres complained that the 50 DM subsidy provided by headquarters was too low. Food and drink for the staff involved and the fee of the obligatory folk music and dance groups cost several times this amount and could not simply be recovered from the visitors or the farmers' groups. Also some extension centres claimed that good folk groups would only perform and successful farmers would only exhibit in the competition if they were provided with transport.

Since most investment in materials has been made in the first year, it seems reasonable to raise the level of subsidy for the running costs in the following years.

With unanimous agreement, the extension centre day was repeated the following year. This event, held after the first cropping season, has played a very important role in the reorganisation of the extension system and has been a positive factor in the rapid adoption of the extension system by the target groups.

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