UNIT 2 EXTENSION EDUCATION – A GLOBAL PERSPECTIVE

Structure

2.1 INTRODUCTION

Globally, it is not technology or physical resources alone, but what people do with them that is of importance in the process of development. What people do with the resources depends largely on the nature and extent of the investment in their educational growth. The importance of extension of knowledge through education *vs.* the discovery of knowledge through research for overall development is not yet fully realized equally in many parts of the world. This reality is being increasingly recognized by development agencies globally where emphasis is on the use of democratic methods to attain national development objectives. This is particularly so in many Asian, African, and Latin American countries which are interested in promoting participatory development. Emerging from the acceptance of this idea is the concept of 'ways to help people to help themselves' in order to improve their level of living by aided self help through education. This concept is popularly expressed globally by the term 'Extension Education' which we have discussed in the previous unit.

Worldwide in different countries, extension education is currently associated with different sub-sectors of development and diverse providers, employing a variety of terminologies – everything from extension to advisory services to knowledge and information services. As a result, the term, extension, has become a generic phrase employed to refer to the variety of systems and providers that have emerged for communicating and transmitting information and technology for the development of different sub-sectors globally. The purpose of this unit is to introduce you to the global extension education systems by taking examples from developed, developing, and underdeveloped countries.

After studying this unit you should be able to:

• discuss the meanings of extension terminology used in different countries;

• describe change in role, approaches and paradigms of global extension systems;

- explain the extension systems that are operational in few countries; and

- summarize the areas of change and challenges faced by global extension systems.

2.2 GLOBAL EXTENSION TERMINOLOGY

In the previous unit we said that the term, extension, was first used to describe adult education programmes in England in the second half of the 19th century. These programmes helped to expand - or extend - the work of universities beyond the campus and into the neighbouring community. The term was later adopted in the United States of America, while in Britain it was replaced with the term, advisory service, in the 20th century. A number of other terms are used in different parts of the world to describe or denote extension work.

Country	Local Terminology	Meaning
Arabic	*Al-Ershad*	Guidance
Dutch	*Voorlichting*	Lighting the path
German:	*Beratung/Aufklarungc/ Erziehung*	Advisory work/Enlightenment/ Education
French	*Vulgarisation*	Simplification
Spanish	*Capacitacion*	Improving skills
Thai, Lao	*Song-Suem*	To promote
Persian	*Tarvij & Gostaresh*	To promote and to extend
Indonesia	*Penyuluhan*	Lighting the way ahead with a torch
Malaysia	*Perkembangan*	Lighting the way ahead with a torch
USA	*Cooperative Extension*	Teach people to solve problems themselves
Austria	*Forderung*	Furthering/stimulating

Source: Van den Ban and Hawkins, 2002

The Dutch use the word *voorlichting*, which means lighting the pathway ahead to help people find their way. In Indonesia the term *penyuluhan* and in Malaysia the word *perkembangan* are used which means 'lighting the way ahead with a torch'. This follows the Dutch example and Germans talk of 'advisory work' or *beratung*, which implies that an expert can give advice on the best way to reach your goal, but leaves the way for your selection. The Germans also use the word *aufklarung* (enlightenment) in health extension, to highlight the importance of learning the values underlying good health , and to stress the point that we must know clearly where we are going. Germans also speak of *erziehung*'(education), as in the USA, where it is stressed that the goal of extension is to teach people to solve problems themselves. The Austrians speak of *forderung*(furthering) or stimulating you to go in a desirable direction. The French speak of *vulgarisation* which stresses the need to simplify the message for common man, while the Spanish use the word *capacitacion* which indicates the intension to improve the people's skills, although normally it is used to mean training.

2.3 GLOBAL TRANSFORMATION OF THE MEANING OF EXTENSION

From the discussion presented in the previous section, we can understand that there is no widely accepted standard meaning for the term extension education the world over. However, over time the meaning of extension has been changed, based on its development objectives, reach, delivery, funding, etc. For your comprehensive understanding on how the meaning of extension changed overtime, examples are given below, which are taken from a number of books on extension published over a period of over 50 years.

1949 : The central task of extension is to help rural families help themselves by applying science, whether physical or social, to the daily routines of farming, homemaking, and family and community living (Brunner and and Hsin Pao Yang, 1949).

1965 : Extension has been described as a system of out-of-school education for rural people (Saville, 1965).

1966 : Extension personnel have the task of bringing scientific knowledge to farm families in the farms and homes. The object of the task is to improve the efficiency of agriculture (Bradfield, 1966).

1973 : Extension is a service or system which assists farm people, through educational procedures, in improving farming methods and techniques, increasing production efficiency and income, bettering their levels of living and lifting social and educational standards (Maunder, 1973).

1974 : Extension involves the conscious use of communication of information to help people form sound opinions and make good decisions (Van den Ban, 1974).

1982 : Extension is to help people identify and analyse their production problems and become aware of the opportunities for improvement (Adams, 1982).

1988 : Extension is a professional communication intervention deployed by an institution to induce change in voluntary behaviours with a presumed public or collective utility (Roling, 1988).

1997 : Extension is the organized exchange of information and the purposive transfer of skills (Nagel, 1997).

1999 : The essence of agricultural extension is to facilitate interplay and nurture synergies within a total information system involving agricultural research, agricultural education and a vast complex of information-providing businesses (Neuchatel Group, 1999).

2004 : Extension is a series of embedded communicative interventions that are meant, among others, to develop and/or induce innovations which supposedly help to resolve (usually multi-actor) problematic situations (Leeuwis and Van den Ban, 2004)

Activity 1: Examine how the meaning of extension changed over time since 1949. Write your observations.

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Check Your Progress 1

Note: a)   Use the spaces given below for your answers.

b)   Check your answers with those given at the end of the unit.

1)   Write the meanings of extension terminology used in any five countries.

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2.4   THE CHANGING ROLE AND APPROACHES OF EXTENSION

2.4.1   Changing Role of Extension

Globally, till the recent past, extension education for development has been, essentially, the responsibility of public sector, both in terms of funding and delivery. However, with the introduction of privatization, liberalization, and globalization, extension is globally viewed as comprising public, private, and semi-public systems that make up a multi-institutional, multi-sectoral pluralistic system. Also, views on extension have changed in emphasis from simple transfer of technology to organizing people for participatory development. Originally thought of as part of a 'knowledge triangle' composed of research, education, and extension, currently extension is viewed more broadly as part of innovation systems for development. These changes, involving how extension is perceived, how its aims have changed, and how it is seen to fit into a newly conceived larger system of innovations, further underscores the importance of extension as both an object of reform and an engine of innovations for development.

Extension Innovations for Development

Extension innovations for development is the process by which new knowledge, information, or technology is improved, adapted, diffused, and used, leading to social, cultural, human and economic developments.

Globally, as an object of reform, it is called upon to adopt, for example, innovative structural, funding and managerial arrangements, and as an engine for advancing innovations for development (the process by which new knowledge, information, or technology is developed, adapted, diffused and used, leading to social, cultural, human and economic development), it is called upon to take on new roles beyond traditional technology dissemination.

2.4.2 Change in Extension Approaches

The development of extension services in different fields of development in the modern era has differed from country to country. Despite the variations, it is possible to identify a general sequence of four approaches or generations (NAFES, 2005).

i)   **Colonial Extension:** experimental stations were established in many Asian, African, and Latin American countries by the colonial powers. The focus of attention, first, was on agricultural extension with more emphasis on export crops such as rubber, tea, cotton, and sugar. Technical advice was provided to plantation managers and large landowners. Assistance to small farmers and marginalized people who grew subsistence crops and livestock was rare, except in times of crisis. Colonial powers also started education and family health care extension through the establishment of schools and hospitals.

ii) **Diverse Top-down Extension:** after independence, commodity / service based extension efforts emerged from the remnants of the colonial system, with output targets established as part of five year development plans in community development, agriculture, industry, education, health and family welfare, etc. In addition, various schemes were initiated to meet the needs of small and marginalized people with support from foreign donors.

iii) **Unified Top-down Extension:** during the 1970s and '80s, the Training and Visit extension system was introduced by the World Bank. Existing extension organizations were merged into a single national service. Regular messages were delivered to groups of people, promoting the adoption of improved technologies or practices for development.

iv) **Diverse Bottom-up Extension:** when World Bank funding came to an end, the Training and Visit extension system collapsed in many countries, leaving behind a patchwork of programmes and projects funded from various other sources. The decline of central planning, combined with a growing concern for sustainable development and equity, has resulted in participatory methods of development gradually replacing top-down approaches. The fourth generation 'Diverse Bottom-up Extension' is well established in some countries, while it has only just begun in other places.

Major Changes in the Indian Extension System

India's extension system has experienced major changes since the late 1990s in governance structures, capacity, organization, management, and advisory methods. The changes involve the decentralization of extension service provision to the local level, the adoption of pluralistic modes of extension service provision, and financing, the use of participatory extension approaches, capacity training of extension beneficiaries to express their demands, and capacity training of service providers to respond to the demands of beneficiaries. The reform initiatives reflect the view that development in all sectors requires demand-driven, accountable, need specific, purpose-specific, and target-specific extension services (Rivera, et.al., 2001)

2.5   GLOBAL PARADIGMS OF EXTENSION

Globally, any particular extension system can be described both in terms of both *how* communication takes place and *why* it takes place. It is not the case that paternalistic systems are always persuasive, nor is it the case that participatory extension initiatives are necessarily educational. Instead there are four possible combinations, each of which represents different extension paradigms for development as follows (NAFES, 2005):

i)   **Technology Transfer for Development** (Persuasive + Paternalistic): this paradigm was prevalent in colonial times, and reappeared in the 1970's and 1980's when the Training and Visit system was established in many Asian countries. Technology transfer involves a top-down approach that delivers specific recommendations to people about the practices they should adopt for development.

ii)   **Advisory Development Work** (Persuasive + Participatory): this paradigm can be seen today where government organisations or private consulting companies respond to people's enquiries for development with technical prescriptions. It also takes the form of projects managed by donor agencies and NGOs that use participatory approaches to promote development through pre-determined packages of technology.

iii)   **Human Resource Capacity Building for Development** (Educational + Paternalistic): this paradigm dominated the earliest days of extension in Europe and North America, and later in Asia and Africa, when universities gave training to people who were too poor to attend full time courses. It continues, today, in the extension activities of colleges, research organizations and development departments around the world. Top-down teaching methods are employed, but people are expected to make their own decisions about how to use the knowledge they acquire for development.

iv)   **Facilitation for Development** (Educational + Participatory): this paradigm involves methods such as exposing people to learning experiences, and person-to-person exchange of extension communication. Knowledge is gained through interactive processes and the participants are encouraged to make their own ideas / decisions for development. The best known agricultural extension examples in Asia are projects that use Farmer Field Schools or participatory technology development.

Change in Role, Approaches and Paradigms of Global Extension Systems

Globally, it must be noted that, there is some disagreement about extension roles, approaches and paradigms. About extension role, some argue for public delivery of extension services, some argue for private delivery and some argue for public-private partnerships. About extension approach, some favour diverse / unified top-down extension, while some support diverse bottom-up extension. In case of paradigms, some experts believe that the term extension should be restricted to persuasive function, while others believe it should only be used for educational activities. There are economic (for role), efficiency (for approaches) and philosophical (for paradigms), reasons behind the above agreements or disagreements. However, irrespective of role, approach, and

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paradigm, we are concerned with the practical point of view, of how extension is useful for the development of any sector. In this context, the above discussed extension roles, approaches and paradigms are currently being organized under the name of extension for development pragmatically, if not ideologically, in one part of the globe or another.

Activity 2: Visit a nearby extension and development worker's office, and enquire about the changing role and approaches of extension. Compare their views with those given in the above section and write your observations.

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Check Your Progress 2

Note: a) Use the spaces given below for your answers.

   b) Check your answers with those given at the end of the unit.

1) How the role of extension is changing?

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2) Name the four extension approaches, in general.

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3) Name the four global paradigms of extension.

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2.6   GLOBAL EXTENSION SYSTEMS

In this section, we will discuss briefly the extension education systems of a few countries, including India.

2.6.1   India

In the Indian context, there are four major organizational streams devoted to extension work for development of various sub-sectors. These are:

i)   First Line Extension System – comprising mainly Union & State Ministries; Research Councils and their Research Institutes functioning under various Ministries; National and Sate Institutes for Development of different sectors; and Central and Sate Universities.

ii)   Second or Middle Level Extension System – comprising mainly State Departments for Development.

iii) Third Level Extension System – comprising mainly Village Level Extension Workers under State Departments.

iv)   Development Extension work by Non-Government Organizations, Voluntary Organizations, Business and Corporate Houses.

The extension organizations under these four extension systems, with examples, are given blow for your understanding.

Extension System	Organizations
First Line Extension System	• Union and State Ministries of Agriculture, Rural Development, Health & Family Welfare.
	• Indian Council of Agricultural Research (ICAR), Indian Council of Medical Research (ICMR), Council of Scientific and Industrial Research (CSIR), Indian Council for Social Science Research (ICSSR), Indian Council for Forestry Research (ICFR).
	National Institutes of Rural Development (NIRD), National Institute for Health and Family Welfare (NIHFW), National Institute for Agricultural Extension Management (MANAGE).
	• Central Universities, State Agricultural Universities, State Health Universities, General Universities.
Second or Middle Level Extension System	• State Departments of Agriculture, Animal Husbandry, Environment, Panchayat Raj and Rural Development, Revenue, Health and Family Welfare, Education, Energy.
	• State Institutes for Rural Development (SIRD).
Third Level Extension System	• Village Level Extension Workers for various Line Departments.
NGOs and Voluntary Organizations	• Council for Advancement of People's Action and Rural Technology (CAPART).

> ## The Council for Advancement of People's Action and Rural Technology
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> The voluntary sector in India plays a major role in extension and development, through mobilising communities and catalysing people's initiatives for change, as well as through direct implementation of interventions around specific issues. Formal recognition of the role of voluntary organisations in the Seventh Plan documented to the formation of the Council for Advancement of People's Action and Rural Technology (CAPART) in 1986, as a nodal agency for catalysing and coordinating the emerging partnership between voluntary organisations and the Government for sustainable development of rural areas. CAPART was formed by amalgamating two agencies, the Council for Advancement of Rural Technology, and People's Action for Development India. CAPART is an autonomous body, registered under the Societies Registration Act, 1860, and functions under the aegis of the Ministry of Rural Development, Government of India. Today, this agency is a major promoter of rural development in India, assisting over 12,000 voluntary organizations across the country in implementing a wide range of development initiatives.

Indian extension programmes for development can be classified under four distinct stages

- Community Development

- Technological Development

- Development with Social Justice

- Infrastructure Development

Some important extension programmes in each of the stages, with commonly used abbreviation, and, year of initiation, are presented.

Year	Popular Abbreviation	Extension and Development Programme
Community Development		
1952	CDP	Community Development Programme
1953	NES	National Extension Service
1954	CDB	Community Development Block
1957	Panchayati Raj	Democratic Decentralization
Technological Development		
1960	IADP	Intensive Agricultural District Programme
1964	IAAP	Intensive Agricultural Area Programme
1964-1965	ICDP	Intensive Cattle Development Project
1966	HYVP	High Yielding Variety Programme
Development with Social Justice		
1951	NFWP	National Family Welfare Programme in 1951
1970-1971	SFDA	Small Farmers' Development Agency

	MLFA	Marginal Farmers' and Agricultural Laborers Programme
	DPAP	Drought Prone Areas Programme
1972-1973	PPTA	Pilot Project for Tribal Development
1974	T&V	Training and Visit Programme
1978-1979	IRDP	Integrated Rural Development Programme
1979	TRYSEM	Training of Rural Youth for Self-Employment
1980	NREP	National Rural Employment Programme
1982	DWCRA	Development of Women and Children in Rural Areas
1983	NAEP	National Agriculture Extension Project
1986	CAPART	Council for Advancement of People's Action and Rural Technology
1986	TMO	Technology Mission on Oilseeds
1989	JRY	Jawahar Rozgar Yojana
1993	EAS	Employment Assurance Scheme
1994	DPEP	District Primary Education Programme
1994	SFAC	Small Farmers Agri-business Consortium
1994	PPP	Pulse Polio Programme
1999	SGSY	Swarnjayanti Gram Swarozgar Yojana
2005	NRHM	National Rural Health Mission
Infrastructure Development		
1999	NATP	National Agricultural Technology Project
2004	PURA	Providing Urban Amenities in Rural Areas
2006	NAIP	National Agricultural Innovation Project
2006	NREGA	National Rural Employment Guarantee Act.

2.6.2 The United States of America

In the United States of America (USA), an extension agent is a university employee who develops and delivers educational programs to assist people in economic and community development, leadership, family issues, agriculture, environment, and in many other developmental issues. Another programme area that extension agents provide is 4-H and Youth. Many extension agents work for Cooperative Extension Service programs at Land-Grant Universities. They are sometimes referred to as county agents or educators. For your understanding, their extension work is briefly described below.

Cooperative Extension Service: Cooperative Extension Service in the United States is publicly supported, informal adult education and development organization. Established in 1914 by the Smith-Lever Act, it constitutes one of the largest adult education programmes in the world and consists of three levels

of organization - federal, state, and county. The Cooperative Extension System involves many organizations, including: USDA Cooperative State, Research, Education and Extension Service, over 100 State Land-Grant Universities and Colleges, and over 3,000 county governments. Land-grant partners include historically black universities and colleges, Native American universities and colleges, and informal partnerships with Hispanic institutions of higher education. Its overall objective is to plan, execute, and evaluate learning experiences that will help people acquire the understanding and skills essential for solving farm, home, and community development problems.

4-H : 4-H in the United States and Canada is a youth organization administered by the Cooperative State Research, Education, and Extension Service with the mission of "engaging youth to reach their fullest potential while advancing the field of youth development. The name represents four personal development areas of focus for the organization
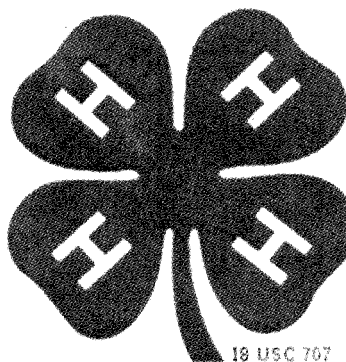
- Head
- Heart
- Hands, and
- Health

Fig. 2.1: Official 4-H emblem

The official 4-H emblem is a green four-leaf clover with a white H on each leaf standing for Head, Heart, Hands, and Health. White and green are the 4-H colors. The white symbolizes purity and the green represents growth (Fig 1) .

The 4-H pledge is:

> I pledge my head to clearer thinking,
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> my heart to greater loyalty,
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> my hands to larger service,
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> and my health to better living,
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> for my club, my community, my country, and my world.

The 4-H motto is "To make the best better", while its slogan is, "Learn by doing" (sometimes written as "Learn to do by doing"). The goal of 4-H is to develop citizenship, leadership, and life skills among youth through mostly experiential learning extension programmes. The organization has over 6.5 million members in the United States, from ages five to nineteen, in approximately 90,000 clubs. Though typically thought of as an agriculturally focused organization as a result of its history, 4-H, today, focuses on citizenship, healthy living, and science, engineering and technology extension programmes. Today, 4-H and related programmes exist in over 80 countries around the world. Each of these

programmes operates independently, but cooperatively through international exchanges, global extension education programs, and communications.

2.6.3 Israel

In Israel, the agency responsible for extension service is the Joint Centre for Extension run jointly by the Government and Settlement department. The representative of the Government works as the head of the extension service. The main sections of the centre are briefly described below.

Training or Guidance Section in New Settlements: there has been much immigration after 1948, and Israel at that time had few graduates for extension work. So, they engaged volunteers to act as extension instructors in the new settlement villages. They trained new instructors and created facilities for in-service training of old instructors.

Publications Division: The publications division publishes four types of publications

- leaflets - for new settles in simple Hebrew language

- bulletins- for old settlers with detailed extension information

- instructors' news sheet – a monthly publication giving instructions to village instructors about day to day extension work

- advanced extension publications which are more complete studies with a research background.

Audio Visual Aid Section: with the help of equipment supplied by the USA, this section prepares the talks, slides, and other audio visual material for extension work. With the help of special extension vehicles, and with the help of the General Information Bureau of Israel, they go to villages for extension work. The other activities of this section are evening discussions in the settlements, demonstrations, organizing village exhibitions, contests, and excursions.

Home Economics Section: this section trains the women to take care of home, family, child, cooking, etc. There is an advisory council with representatives from ministries, the Jewish agency, and national organizations for different types of settlements. This council decides home extension programmes for the villages and carrys out those programmes with the help of home economics extension workers who are professionals, but volunteers, from the old settlements.

Auxiliary Farms: under this section, non-agriculturists, or, persons having some area in their compounds, are persuaded to grow vegetables and fruits, maintain livestock, poultry, etc. It has five objectives, viz., national education, economic benefits, health benefits, improving aesthetic appearance, and training for agricultural settlements. The Government provides loans and extension instructors to the auxiliary farms. Further, students in the elementary schools are given training in practical agricultural work and they do the work on their own auxiliary farms. A majority of auxiliary farms are run by boys of 10-14 years age with a good income. A majority of extension instructors are women, and Israel's experience suggests that women extension instructors are more successful.

2.6.4 China

Modern extension service started in China in 1915 with a sponsored popular lecture of promoting forests. This was followed by extension programmes on cotton production and extension campaign to eliminate illiteracy in 1918. During this period the priority areas for extension work were

- first - literacy

- second - agriculture and economic reconstruction

- third – rural health

- fourth - citizenship education.

In 1924, a division of extension was started in Nanking Agriculture College, and in the same year a national committee of agriculture extension service was organized. After independence, in 1949, China started extension work for the development of all sub sectors under five year plans. The challenge now facing the Chinese extension system is that there is a lack of money to support the system that has been set up. The overall demand for technology innovation and diffusion now appears to be far greater than when the collective system of rural production was intact. While demand has risen, the practical difficulties of meeting this demand have also multiplied, as the system has to serve millions of production units, as against limited numbers under the previous collective system of rural production. The situation has worsened because of lack of funds from the government. It seems that the government will gradually reduce financial support to the extension organization and farmers will have to pay some money for the service they receive. In this context, the Chinese government is envisaging some changes for the extension system in China. These are

- shifting extension approach to participatory methods

- strengthening extension especially at the lower levels, with more staff and training

- development of peoples' organizations.

2.6.5 The Philippines

The extension programme in the Philippines has a very prominent place in the Asian and Far Eastern countries. It has organized national, provincial, and municipal levels. Under the Local Government Code of 1991, the Congress of The Philippines decentralized authority to local Governments to manage and supervise basic services, including extension which had, until then, been the responsibility of the ministries. Resources and assets were transferred, as well as powers to generate resources, locally, for funding extension and development projects by a total reorganization of the extension system. The extension methods used are from individual to group extension, from mass to folk media, and information technology. In more recent programmes, the Key Production Area development approach is used which focuses on priority areas best suited for specific commodities which are based on agro-climatic suitability and the availability of markets for the products. By this approach, efficient utilization of scarce resources is ensured and the farmers' investments paid off. The empowerment of farmers and fisher folk plays a central role in the approach and agrarian reform will give farmers access to land and water resources. Building on the Philippines tradition of 'schools on the air' a pilot project was established

in 1992 with the Government and The Philippine Council for Agriculture, Forestry and Natural Resources Research and Development. After having established the outside information needs of local farmers (by participatory methods), short term training programmes are broadcast on the air, and supplemented with printed materials or videos.

2.6.6 Bangladesh

The Comilla project in Bangladesh which aroused the interest of the rural development workers all over the world could be considered a giant leap forward for the extension work in Bangladesh. In the early 1960s (then East Pakistan), a National Academy was started at Comilla to train government officials in rural development. Kotwali Police Station of the District was the experimental laboratory for developing and testing rural development methods focusing agriculture development. By trial and error, the Academy developed a comprehensive approach with a particularly interesting feature for extension agents. It facilitated an agreement between the local people and the Academy to carry out activities such as ¬ organizing themselves into village cooperatives, and, it became the principal agency for non formal education, which is the theme of extension in development work.

2.6.7 Sri Lanka

The extension approach in Sri Lanka centres around collective action by many departments as against a single department and emphasizes use of group extension methods. The basic concepts underlying the above approach are the people centred, bottom-up participatory planning in the preparation of divisional, district, and provincial programmes, based on people's needs, identified through problem census, problem analysis, and a problem solving processes. For example, in agricultural extension, Farmer Reference Groups (FRGs) have been established with common interests and similar resource endowments. The FRGs are the most important link between the extension officer and the community.

2.6.8 Pakistan

The rural community development programme in Pakistan is called the Village Aid Programme which was initiated in 1952. The letters A, I, and D in the title, although pronounced 'Aid', are an abbreviation for part of the full title – Village Agricultural and Industrial Development, or, more simply, 'V-AID'. The extension workers under this programme are called V-AID workers (VAWs). The aim of the V-AID programme is to assist villagers, both individually and collectively, to plan and implement self-help programmes designed to eliminate, or reduce, their common problems, and to reach agreed goals of development. The types of assistance rendered by the VAWs to the villagers are designed to give them the confidence and the ability to act through organized effort, with a minimum of outside help. V-AID extension programmes changed the concept of government assistance, from unilateral government planning and super imposition of programmes upon the villagers - in a word, doing things for villagers – to one of supplementing the organized efforts of the villagers in planning and implementing their own programmes for development. Basic Democracy System, Rural Works Programme, Integrated Rural Development Program, Peoples Works Programme, Barani Area Development Program, Traditional Training and Visit (T&V) Extension System are the other major extension and development programmes of Pakistan.

2.6.9 Lao People's Democratic Republic

In the Lao People's Democratic Republic (PDR), the extension approach is based on many years of experience involving a set of policies, principles, structures, and processes that should be applied in all provinces and districts, and by all projects that support extension activities. Project managers, provincial staff, and field workers are expected to plan and adapt their extension activities in response to the demands made by village authorities and farming households in a flexible manner. The Lao extension approach is based on the policies of the government, particularly the Strategic Visions for Various Development Sectors and the National Growth and Poverty Eradication Strategy (2004). These policies, and past experience, have led to the identification of following guiding principles.

- Decentralised
- Pluralistic and participatory
- Need based
- Integrated
- Gender-sensitive
- Group-based
- Sustainable.

The extension structure of Lao PDR consists of two parts

- Government Extension Service
- Village Extension System

The Government Extension Service has three levels: the National Extension Service, the Provincial Extension Service, and the District Extension Service. Staff at the Provincial level is called subject matter specialists and staff at the District level is being retrained as generalists. The Village Extension System involves three groups of people: the village authorities, who plan and manage extension activities as part of their own development plans; production groups that are formed by villagers with a common interest, and; village extension workers who facilitate activities of production groups and help extend information to other members of the community. The village extension workers are appointed and compensated by the community, while receiving technical support through the Government Service.

Check Your Progress 3

Note: a) Use the spaces given below for your answers.

   b) Check your answers with those given at the end of the unit.

1) Name the four distinct stages of extension programmes for development in India.

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2)   What is the meaning of 4-H in the extension system of USA?

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3)   What is V-AID?

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2.7   GLOBAL CHALLENGES FOR EXTENSION SYSTEMS

Extension systems, globally, are forced to adapt to funding constraints. Also, the global perspective on extension is no longer that of a unified public sector service, but of a multi -institutional network of knowledge and information support for the development of people (Swanson and Pehu, 2004). While the most vital element of the extension process is constituted by objectives (Karami, 1994), the emphasis on various extension objectives differs globally from country to country (van den Ban, 1986). The goals, for example, shift from the creation of surpluses for a metropolitan context only, to providing income generating opportunities for small and marginalized people; to increasing equity in rural areas; to broad, integrated rural development; or to organizing rural people to allow them to bring about their own development and countervail exploitative forces (Roling, 1982). Following are some of the challenges for extension systems, globally, in promoting and achieving the changes in extension that will advance extension's potential to enhance development (Rivera, 1997).

Advice : complement the focus on development with attention to distribution of benefits of development, but with increasing concern for sustainability of natural resources and the environment, plus the organization of people into relevant associations to increase people-centred development.

Stakeholders: promote the participation of people in extension programme development activities (programme planning, implementation, and evaluation), and widen the present focus of inclusive development.

Source of Information: complement the present focus on development research as the exclusive source of information with a capitalization on local knowledge, public-private partnerships and networking.

Information Channels: complement the dominant role of face-to-face extension with information technology, both for cost effective delivery and for empowerment of the rural and urban poor.

Institutional Management: move from evaluation of performance related extension to result related extension; and facilitate interrelations coordination of public and private extension services.

Technology Transfer: shift away from a linear, sequential model of generation, transfer and utilization of technology towards a model that recognized each stakeholder's ability to gather and apply new information, and, thus, shift away from a message oriented and target oriented development approach to concern for the quality of the interactions and the role of government in providing a platform for those interactions.

Funding: balance public funding / support for extension with people's and private contributions, whereby government funding primarily justified by positive externalities, poverty targeting and industrial development.

2.8   LET US SUM UP

In this unit, we started by looking at the global extension terminology and understood that though terminologies differ, the overall meaning of extension is almost similar. Later, we discussed the global transformation of the meaning of extension over time, its changing role, approaches, and the global paradigms of extension, and concluded that there have been some disagreement about extension roles, approaches, and paradigms. However, irrespective of role, approach, and paradigm, we are concerned with the practical point of view, of how extension is useful for the development of any sector. Later, we discussed global extension systems of few countries including India. In the end, we discussed the global challenges for extension systems.

2.9   KEYWORDS

Al-Ershad	:	guidance
Voorlichting	:	lighting the path
Beratung/Aufklarunge /Erziehung	:	advisory work / enlightenment/ education
Vulgarisation	:	simplification
Capacitacion	:	improving skills
Song-Suem	:	to promote
Tarvij & Gostaresh	:	to promote and to extend
Penyuluhan	:	lighting the way ahead with a torch
Perkembangan	:	lighting the way ahead with a torch
Forderung	:	furthering / stimulating
Cooperative Extension Service		Cooperative Extension Service is the publicly supported, informal adult education and development organization in the USA.

4-H (Head , Heart, Hands, and Health)	:	4-H in the United States and Canada is a youth organization administered by the Cooperative State Research, Education, and Extension Service with the mission of "engaging youth to reach their fullest potential while advancing the field of youth development".
V-AID	:	Village Agricultural and Industrial Development is a rural community development programme in Pakistan.

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2.11 CHECK YOUR PROGRESS - POSSIBLE ANSWERS

Check Your Progress 1

1) (i) Al-Ershad (Arabic) : Guidance (ii) Voorlichting (Dutch) : Lighting the path (iii) Beratung / Aufklarungc / Erziehung (German) : Advisory work / Enlightenment/ Education (iv) Vulgarisation (French) Simplification (v) Capacitacion (Spanish): Improving skills.

Check Your Progress 2

1) The changing role of extension includes change from public delivery of extension services to private delivery to public-private partnerships. The changes involve the decentralization of extension service provision to the local level, the adoption of pluralistic modes of extension service provision and financing and the use of participatory extension approaches.

2) The four extension approaches in general are: Colonial Extension; Diverse Top-Down Extension; Unified Top-Down Extension and ; Diverse Bottom-Up Extension.

3) The four global paradigms of extension are: Technology Transfer for Development (Persuasive + Paternalistic); Advisory Development Work (Persuasive + Participatory); Human Resource Capacity Building for Development (Educational + Paternalistic) and Facilitation for Development (Educational + Participatory).

Check Your Progress 3

1) The four stages of extension programmes for development in India are programmes for: Community Development; Technological Development; Development with Social Justice and; Infrastructure Development.

2) The meaning of 4-H in the extension system of USA represents four personal development areas of focus for the organization, viz., Head, Heart, Hands, and Health.

3) The rural community development programme in Pakistan is called the V-AID. This stands for Village Agricultural and Industrial Development or more simply, V-AID. The extension workers under this programme are called V-AID workers.