

1: Agricultural extension - Wikipedia

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Extension is also critical to move research from the lab to the field and to ensure a return on investment in research by translating new knowledge into innovative practices. Traditional extension systems focus on increasing agricultural productivity, use a top-down approach and often emphasise the transfer of technology. Alternative models have emerged that recognise other actors than traditional public extension services – including agribusiness companies, NGOs, agro-dealers, producer organisations and farmer to farmer exchanges. Many countries, especially in Latin America, have privatised and contracted out advisory services. After years of neglect and disinvestment, there has been renewed emphasis and new approaches to demand-led extension. Within the donor community, a revitalised and expanded role for advisory and information services is seen as central to pro-poor agricultural growth. Contribution to Sustainable Intensification Increasing productivity on current land requires significant investment in agricultural research and extension. Extension can provide farmers with the tools and knowledge they need to adopt new sustainable methods of farming in order to increase their yields, improve their food security and livelihoods and build resilience against climate shocks. Importantly, farmers can be encouraged to achieve more with existing resources and prevent the expansion of arable land and to restore those lands that have been degraded. The training of extension workers is also a potential driver of employment and economic growth. Many rural poor households face numerous risks, which require a more interactive extension system. In some cases, programmes training farmers themselves to become informal extension agents have proved successful in building human capital, such as Flora Kahumbe, an agro-dealer in Malawi, who was trained by RUMARK to be a private extension agent. Evidence from Nigeria shows that the higher the extension agent to farmer ratio, the more successful the extension delivery. However, no African government is currently spending even a tenth of that amount. These estimates however, do not take into account the costs to beneficiaries which can make the approach relatively costly compared to other types of programme approaches. In Ethiopia, poverty was reduced by 9. To resolve this challenge, mobile phone networks can help to disseminate knowledge given the dramatic increase in access to such networks, even in rural areas, and affordability even for the poor. Contextual advice For Sustainable Intensification to succeed, smallholders need to build up their understanding of farming systems and capacity to innovate within their own particular ecosystems. The use of videos in West African countries such as Nigeria, Benin, Ghana, Gambia and Guinea has been successful in raising awareness about potentially beneficial technologies and practices among farmers. Therefore, it can be difficult to communicate or assimilate advice for widespread use. Most producers live in a world of imperfect information, and are subject to considerable uncertainty with regard to weather conditions, pest attacks, and market options. Some of these uncertainties could be mitigated by better access to information and communication technologies ICT. Better, reliable and timely information will help farmers become more responsive to price signals and help to expand the reach and impact of extension and advisory services.

2: Extension | National Institute of Food and Agriculture

Get this from a library! Canada's agricultural extension services; a field of provincial activity with Federal participation.. [Canada. Department of Agriculture.]

References Agricultural extension work has a venerable, albeit largely unrecorded, history. It is a significant social innovation, an important force in agricultural change, which has been created and recreated, adapted and developed over the centuries. Its evolution extends over nearly four thousand years, although its modern forms are largely a product of the past two centuries. Today, the organizations and personnel engaged in agricultural extension encompass a diverse range of socially sanctioned and legitimate activities which seek to enlarge and improve the abilities of farm people to adopt more appropriate and often new practices and to adjust to changing conditions and societal needs. The term "extension" The use of the word "extension" derives from an educational development in England during the second half of the nineteenth century. Around , discussions began in the two ancient universities of Oxford and Cambridge about how they could serve the educational needs, near to their homes, of the rapidly growing populations in the industrial, urban area. It was not until that a first practical attempt was made in what was designated "university extension," but the activity developed quickly to become a well-established movement before the end of the century. Initially, most of the lectures given were on literary and social topics, but by the s agricultural subjects were being covered by peripatetic lecturers in rural areas Jones, The growth and success of this work in Britain influenced the initiation of similar activity elsewhere, especially in the United States. There, in many states, comparable out-of-college lectures were becoming established by the s True, , During the first two decades of this century, the extramural work of the land-grant colleges, concerned with serving the needs of farm families, was to expand dramatically and become formally organized; but the use of the term "extension" continued and has persisted as the designation for the work. The overt use of the notion of "extending" relevant and useful information to the adult population at large, however, predates the university extension movement. Earlier in the nineteenth century, a British politician, Lord Henry Brougham, an influential advocate of formal education for the poor and of mass adult education, founded the Society for the Diffusion of Useful Knowledge in Its objective was "imparting useful information to all classes of the community, particularly to such as are unable to avail themselves of experienced teachers, or may prefer learning by themselves. Similar, albeit short-lived, societies were also established before in several other European countries, India, China, Malaysia, and the United States in Virginia Grobel, ; Smith, The distant origins The dissemination of relevant information and advice to farmers, however, has a long if chequered history prior to the emergence of modern forms of agricultural extension in the nineteenth century. The first known example was in Mesopotamia roughly, present-day Iraq around B. Archaeologists have unearthed clay tablets of the time on which were inscribed advice on watering crops and getting rid of rats - important for mitigating any potential loss of taxation revenue from farmers Ahmed, , as quoted in Bne Saad, An important advance was the beginning of agricultural writings. Though few have survived, the earliest were written during the ancient Greek and Phoenician civilizations, but some of them were adapted by Roman writers. From the second century B. At around the same period in imperial China, early forms of advancing and disseminating agricultural information also began. That landowners and their tenants should improve their production was a matter of concern to the state since, from the sixth century B. The support of relevant agricultural research and the dissemination of information and advice had certainly begun by the late Han Dynasty A. The Sung and Yuan Dynasties with their firm local government administrations were notable in organizing and promoting agricultural research, extension work, and the teaching of agriculture and sericulture, much facilitated by the invention of woodblock printing, which allowed agricultural treatises and practical handbooks to be widely distributed. Necessary conditions for agricultural extension to evolve Apart from the importance of farmers and agriculture in the society and economy concerned, several conditions appear to be necessary for the initiation and organized development of agricultural extension work. The prime condition is that information has been assembled, systematized, and made available on good or progressive or new agricultural practices

suited to a particular environment, and is based on either or both the accumulation of experience or findings from research however rudimentary. Second, this information is used, among other things, to educate professional agriculturists who may further enlarge or refine this body of knowledge or become active promoters and disseminators of it. Third, an appropriate administrative or organizational structure exists by and within which the dissemination activities may be established and conducted. Fourth, there is a legislative or some other official mandate or influential proponent which prescribes or enables that agricultural extension work is desirable and must occur. Fifth, there are invariably a variety of antecedents which have attempted protoforms of agricultural information and advice dissemination. In addition, the incidence of critical situations, such as famine, crop failure, soil exhaustion, or altered economic conditions or relationships, may create an immediate cause for initiating the organization of extension work. All or several of these conditions have been present in the evolution of modern forms of agricultural extension. Towards the Modern Era The direct antecedents of organized agricultural research and dissemination of its results which occurred in nineteenth century Europe and North America can be traced back to the "renaissance" which began in the fourteenth century. Between and , European society became transformed from its medieval feudal forms into recognizably modern social systems. It was a period of complex, multistranded development. Along with the growth of national states and European exploration and "discovery" of the rest of the world was the "new learning. All of this was considerably facilitated by the invention of printing using movable type, usually attributed to Gutenberg around , and the rapid diffusion over Europe of the printing press, for whose output there existed a ready market. The earliest known renaissance agricultural text was written in Latin by Pietro de Crescenzi in and was translated into Italian and French. This became the first book on agriculture to be printed in the mid-fifteenth century. Others soon followed, often based on the old Latin texts or on the collected wisdom of farmers and their families. By the mid-eighteenth century, throughout much of Europe, progressive landowners frequently aristocrats and their agents and a few similarly minded farmers were being known as "improvers. At their regular meetings and demonstrations, locally and regionally, landowners and leading farmers exchanged ideas and information and discussed farming improvements. Two main forces underlay the movement. First, many landowners were eager to learn of ways to improve their estates and the production capabilities of their tenants so as to increase the value of their estates and their rental incomes. Secondly, progress was being made towards modern science and its application to agriculture, especially in agricultural chemistry and plant physiology Russell, These societies sought to alter radically the traditional modes of farming by initiating experiments, arranging demonstrations, disseminating information, and advocating the adoption of innovations. It was considered almost a duty by their elite membership to make their initiatives and activities known to "the generality" of farmers through publishing their proceedings and reporting their meetings in newspapers Hudson, Although such agricultural societies initially spread slowly - the first had been formed at Rezzato near Milan in Coletti, - they had become common throughout much of Europe by , and a small number had been established by that year in the young United States and eastern Canada. It is not possible, here, to enter into detail on the interactions between a growing scientific knowledge of agriculture and its application in practice, the many examples of increasingly widespread agricultural improvement, and the numerous personalities involved in Europe and North America during the century or so after Reference must, however, be made to one figure whose ideas and activities were of pivotal significance to the developments of the time, and later. This was Philipp Emanuel von Fellenberg , who in purchased the estate of Wylhof, which he renamed Hofwyl, near Bern in Switzerland Gray, ; Guggisberg, Over the next decade or so, he established agricultural schools at Hofwyl for the children of peasants and of the poor and for the aristocracy and their agents. Although not the first agricultural schools in Europe, those of von Fellenberg became a model for many more which were established before , especially in Denmark, Germany, France, and the United Kingdom, thus assuring a cadre of trained agriculturists. At Hofwyl, von Fellenberg also established an experimental-cum-model farm to test and develop suitable husbandry practices and technology. He publicised the work at this veritable "educational colony" through a journal and agricultural festivals shows at Hofwyl and by welcoming a large number of visitors from all over Europe and maintaining a voluminous correspondence with these and others. Many of his visitors became active proselytes of his methods,

recognizing their practical value in disseminating useful information on agriculture - and other topics. A crucial missing element, however, was an effective means by which the "generality" of farmers could be directly given information, advice, and encouragement. This required itinerant agriculturists who could meet farmers in their home localities, give instructional talks and demonstrations, advocate superior or new practices, and have discussions with the farmers. The notion of "itinerancy" was not new: The first examples of itinerant agricultural lecturers-cum-instructors were in parts of New England and New York in the 1790s True, and in France, where a first migratory agricultural teacher was appointed in the Gironde in 1791, followed by nine more in various areas of the country in succeeding years Boulet n. In Europe, agricultural science was evolving rapidly by the 1800s, with notable strides being made in Germany by Justus von Liebig at Giessen, and with the establishment of agricultural experiments at Rothamsted in England in 1842 by John Bennet Lawes and Henry Gilbert. Agricultural societies and their shows were flourishing. Numerous publications and periodicals were aimed at farmers. Agricultural schools, if not commonplace, had been established in most European countries. Thus a small minority of younger landowners and farmers had received a formal education in their calling, while purposely trained agriculturists were available to be engaged as estate agents or teachers. Many of the more progressive landowners employed agents to travel around their estates to urge improved methods on their tenants. The main element necessary to create modern agricultural extension services was for legitimate authorities to establish the necessary organizations - and the germ of this had already been present in France, Germany, and the United States. The birth of modern agricultural extension services The first agricultural extension service of a modern kind came into existence as the result of a crisis and the initiative of the occupant of a high office of authority. The crisis was the outbreak of potato blight in Europe in 1845. In Ireland its effects were particularly severe because the predominantly peasant population relied on potatoes in their diet, and "the potato famine" persisted until 1850. The new British viceroy appointed to Ireland in 1845, the Earl of Clarendon, soon after his arrival in Dublin wrote a letter Jones, to the president of the Royal Agricultural Improvement Society of Ireland founded in 1844, which acted as the central society for numerous local agricultural societies. This letter, no less than an official directive, urged the society to appoint itinerant lecturers to travel around the most distressed districts to inform and show small farmers, in simple terms, how to improve their cultivation and how to grow nutritious root crops other than potatoes. Over the four years of its existence, the scheme was funded to about half its total cost by landowners and charitable donations, with the remainder coming from government-controlled funds Jones, 1846. After some ten years, the system grew rapidly, influenced in part by the crisis among vine growers resulting from the devastation caused by phylloxera aphid infestations, and became formalized Jones, 1856. Although officially they were part of the activities of the agricultural associations, their work was in all cases supported heavily by state funds, and their advice was free to farmers. By the close of the nineteenth century, agricultural extension systems modelled to a considerable extent on the German Wanderlehrer had spread: Meanwhile, in France the first national, wholly state-funded agricultural extension service was established in 1884. In 1884, the minister of public instruction in the reforming Third Republic issued a circular letter strongly commending the system and advocating its extension J. This law was given practical effect by a decree in 1885 and an explanatory ministerial circular early in 1886. From then on, each professeur was a state-appointed civil servant. His duties included giving agricultural instruction to trainee primary school teachers. Mainly, however, under the responsibility of the Ministry of Agriculture, he was to be "nomadic" within his departement, "to keep farmers informed regarding modern discoveries and new inventions which could be applied economically and with advantage," "to be a populariser vulgarisateur of progress," "to carry enlightenment into the heart of the countryside. The growth of agricultural education and extension work in continental Europe was to have a strong impact on the emergence of comparable activity in the United Kingdom. An official commission on technical education in the early 1880s included a detailed review of the European developments Jenkins, 1884. It was to be part of the services provided by the local government authorities. They either employed their own agricultural officer or more commonly sponsored lectures and travelling schools on agriculture especially dairying as part of the university extension system. This meant drawing on the staffs of the agricultural departments which were being created in new institutions of higher education. Government funds were available to support these activities, but funding also

had to be provided by the local county authorities Jones, By the turn of the century, such work existed throughout Great Britain. This system and its underlying legislation, however, did not apply to Ireland then entirely a part of the United Kingdom. There, agricultural extension work became established in as a result of the initiative of Horace Plunkett, well known for his advocacy of agricultural cooperation. An official committee in , chaired by Plunkett, reviewed the developments in Europe and North America Report, Recess Committee, and set out to adapt the various systems to suit Irish conditions. In , a Department of Agriculture and Technical Instruction was established in Dublin, governed by a board of representative Irishmen. This initiated itinerant agricultural instruction, organized within each county as in Britain and similarly resourced partly from local and partly from central funds. Many visitors and several official delegations from North America to Europe, particularly from the mid-nineteenth century onwards, reported back on the progress in agricultural research and education, including the itinerant teachers. In the United States and eastern Canada, agricultural societies had become common during the first half of the century and, usually supported by their state or provincial legislatures, some had at times sponsored itinerant lecturers in agriculture. However, two other developments after were of more significance to the evolution of agricultural extension in the United States. First was the Morrill Act of , signed by President Lincoln during the Civil War, which was seminal in the creation of state colleges "of agriculture and the mechanic arts" in the northern United States; its land-grant provisions enabled the states to establish and fund their colleges.

3: Agricultural Extension | IFPRI

Canadian County OSU Extension Service. Home Events List.

Directorate of Agricultural Extension Services Mr. Theophilus Osei-Owusu Ag. We are responsible for the overseeing of agricultural technology diffusion through the management of an extension delivery service in the country. VISION To establish an efficient and demand-driven extension service in a decentralised system through partnership between the government and the private sector for provision of quality service to our clients. Extension Policy formulation and Planning; Review various extension approaches, framework document on RELCs, FBOs and private service providers in extension to improve on extension service delivery. Facilitate in the human resource development at all levels in extension delivery. Disseminate information on appropriate approaches to all extension service providers. Collaborate with other agencies in facilitating the formation, sustenance and management of Farmer Based Organisations. Promoting strong research-extension-farmer linkages. Provision of Technical support to the regions and districts in the planning and implementation of extension activities; Facilitate in planning sessions at the district and regional levels and regional management meetings. Provision of technical materials on agricultural technologies. Provision of logistics for field staff throughout the country. Monitoring and Evaluation of all extension activities under the Ministry of Food and Agriculture. Provision of information on agricultural technologies We shall provide the following services in accordance with the specified time frame: SERVICE Provision of information on agricultural technologies 1 – 3 days Provision of technical leaflets on agricultural technologies 1 – 2 weeks Field officers provide services in communities to farmers 3 – 4 days Adoption of best extension methodologies for effective and efficient service delivery. Effective collaboration with stakeholders involved in extension service delivery. Excellence by developing our human resource. Prompt and effective response to public complaints. Create the necessary environment for effective participation of our clients in extension programme formulation, implementation, monitoring, and evaluation to ensure that their needs are met. Need maximum cooperation from the general public in terms of freely expressing their reservations to enhance our services to the people. Be courteous and receptive to our staff.

4: The beginning of the end: The demise of cooperative extension in Canada

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The term was later adopted in the United States of America, while in Britain it was replaced with "advisory service" in the 20th century. A number of other terms are used in different parts of the world to describe the same or similar concept: Another program area provided by extension agents is 4-H and youth activities. Many extension agents work for cooperative extension service programs at land-grant universities. They are sometimes referred to as county agents, or extension educators. Often confused with Extension agents, Extension specialists are subject matter experts usually employed as scientists and university professors in various departments in the land-grant university system. Subjects range from agriculture, life sciences, economics, engineering, food safety, pest management, veterinary medicine, and various other allied disciplines. These subject matter specialists work with agents usually in a statewide or regional team environment to support programs within the cooperative extension system. Definitions of extension[edit] There is no widely accepted definition of agricultural extension. The examples given below are taken from a number of books on extension published over a period of more than 50 years: 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. Agricultural extension has been described as a system of out-of-school education for rural people. 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. 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 standard of living and lifting social and educational standards. Extension involves the conscious use of communication of information to help people form sound opinions and make good decisions. Assistance to farmers to help them identify and analyze their production problems and become aware of the opportunities for improvement. Extension is a professional communication intervention deployed by an institution to induce change in voluntary behaviors with a presumed public or collective utility. Extension is the organized exchange of information and the deliberate transfer of skills. 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. Extension is the process of enabling change in individuals, communities and industries involved in the primary industry sector and in natural resource management. It is known, however, that Chinese officials were creating agricultural policies, documenting practical knowledge, and disseminating advice to farmers at least 2, years ago. For example, in approximately BC, the minister responsible for agriculture under one of the Zhou dynasty emperors organized the teaching of crop rotation and drainage to farmers. The minister also leased equipment to farmers, built grain stores and supplied free food during times of famine. The British Government arranged for "practical instructors" to travel to rural areas and teach small farmers how to cultivate alternative crops. This scheme attracted the attention of government officials in Germany, who organized their own system of traveling instructors. By the end of the 19th century, the idea had spread to Denmark, Netherlands, Italy, and France. The term "university extension" was first used by the Universities of Cambridge and Oxford in to describe teaching activities that extended the work of the institution beyond the campus. Most of these early activities were not, however, related to agriculture. Four generations of extension in Asia[edit] Agricultural extension meeting in Nepal , Agricultural extension meeting in Laos , The development of extension services in modern Asia has differed from country to country. Despite the variations, it is possible to identify a general sequence of four periods or "generations": Experimental stations were established in many Asian countries by the colonial powers. The focus of attention was usually on export crops such as rubber , tea, cotton, and sugar. Technical advice was provided to plantation managers and large landowners. Assistance to small farmers who grew subsistence crops was rare, except in times of crisis. After independence, commodity-based extension

services emerged from the remnants of the colonial system, with production targets established as part of five-year development plans. In addition, various schemes were initiated to meet the needs of small farmers, with support from foreign donors. Existing organizations were merged into a single national service. Regular messages were delivered to groups of farmers, promoting the adoption of " Green Revolution " technologies. The decline of central planning, combined with a growing concern for sustainability and equity, has resulted in participatory methods gradually replacing top-down approaches. The fourth generation is well established in some countries, while it has only just begun in other places. While it seems likely that participatory approaches will continue to spread in the next few years, it is impossible to predict the long-term future of extension. Compared to 20 years ago[timeframe? Among academics working in this field, some have recently argued that agricultural extension needs to be reinvented as a professional practice. Evolution of extension system and operationalisation of approaches Future extension education initiatives.

5: ~Extension Services, Bedrock Of Agricultural Development™ | Independent Newspapers Nigeria

Agricultural extension (also known as agricultural advisory services) plays a crucial role in promoting agricultural productivity, increasing food security, improving rural livelihoods, and promoting agriculture as an engine of pro-poor economic growth.

6: Directorate of Agricultural Extension Services ~" Ministry of Food & Agriculture

The Department of Agriculture Extension is the only agency in Bangladesh that provides public crop-based extension services. The frontline extension agents are attached to "blocks" that are the hub of information flow to an Upazilla, which is in turn sub-divided into three "unions" (each union comprising a cluster of villages).

7: Agriculture for Impact Agricultural Extension

Agricultural and rural extension services can also help farmers and produce processors to organize themselves to meet their mutual agricultural interests. A long tradition in extension is group promotion and group organization, and FAO's commitment to these purposes is well known.

8: Mississippi State University Extension Service |

Agricultural extension and advisory services Extension and advisory services are critical for facilitating smallholder and enterprise access to technology and knowledge. Advisory services increasingly play a brokering role to support inclusive multi-stakeholder innovation processes - linking key actors such as producer organizations, research.

9: Welcome! ~" Canadian County OSU Extension Service

Almost all extension services lack something crucial - female participation is very low. Women, on average, comprise 43% of the agricultural labour force in developing countries and account for an estimated two-thirds.

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