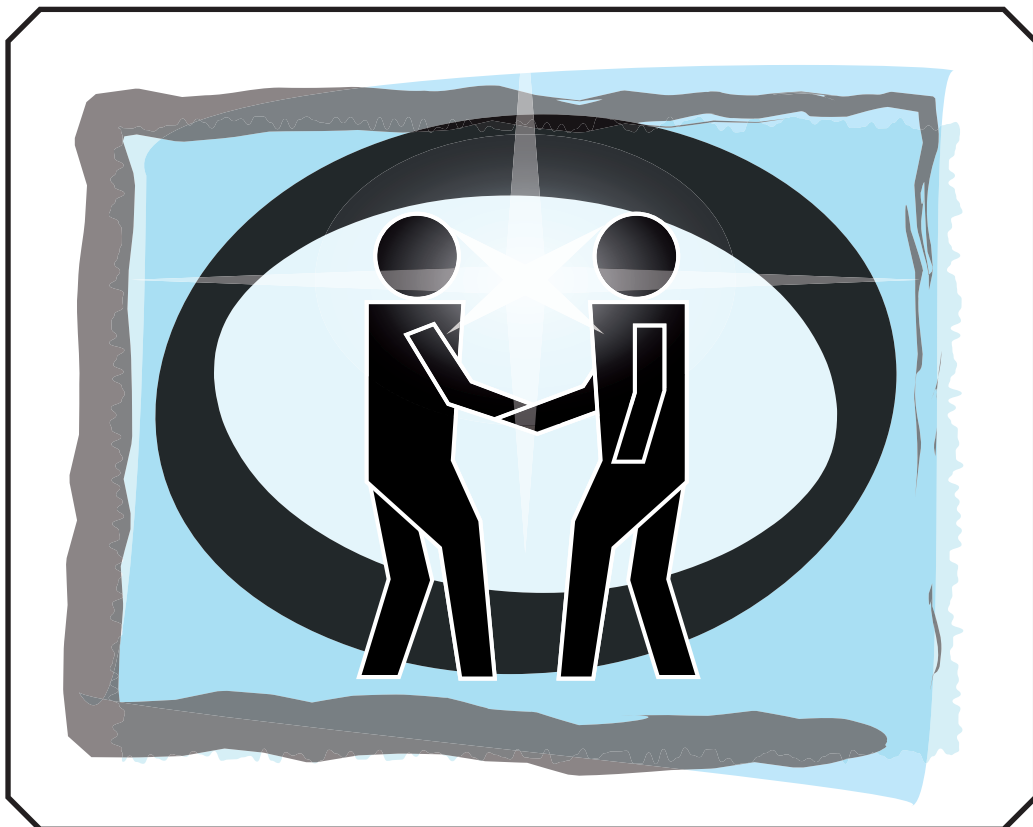


A practical guide for

EXTENSION OFFICERS



ACAT's PARTNERSHIP SERIES

A Practical Guide for Extension Officers

ACAT's PARTNERSHIP SERIES



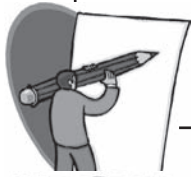
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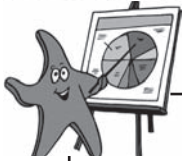
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Activity



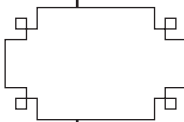
Discussion



Report Back



Role Play



Instruction box

Explanation of icons used in this book

We have used icons to indicate to the trainer items of interest or importance.

We have left the outer margin open for you to add your own suggestions or notes.



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Ziphilise TOT – Trainer’s Guide

Preface

Dear Trainer:

Welcome to the three-part ZIPHILISE Trainer’s Guide. The Ziphilise TOT Programme is divided into three modules:

- Module 1 – Participatory and Gender Tools
- Module 2 – Business Management Basics
- Module 3 – Advanced Enterprise Support

The modules in this series, are based on World Education's participatory approach to training - which emphasises involvement, empowerment, practice, and performance. This manual includes copies of all sessions, instructions, and support materials, and will serve as a reference for applying Ziphilise's unique gender-sensitive and participatory methodology in the field.

The sessions in this book provide a range of training techniques and methods that:

- Value participants' existing knowledge and experience;
- 'Model' facilitation - rather than teaching; and
- offer practical examples and tools that trainers can expand, adapt and re-create for use in different working situations.

When using this manual, REMEMBER:

- This Trainer's Guide is a reference tool and is NOT meant to be applied “as is” with learner entrepreneurs.
- Before using any of these sessions with entrepreneurs, make sure you understand and have assessed their levels of understanding, experience and learning needs.
- If you have collected baseline data and assessed the training needs of entrepreneurs, you will be in a better position to deliver appropriate sessions for them.

- Make sure you choose appropriate material from the session guides. Review the objectives, use open-ended questions to probe answers and get participation and have entrepreneurs evaluate or give feedback on each session delivered.
- Individual sessions should be changed and adapted for entrepreneurs both in terms of the number and sequence of sessions offered.
- You are encouraged to be creative and develop their own case studies relevant to their entrepreneurs situation.
- It is important to identify whether and how your training is impacting on entrepreneurs. You can do this systematically by:
 - Conducting baseline assessments of entrepreneur's knowledge, enterprise performance, and/or other social indicators.
 - Conducting periodic "post-training" assessments against those same indicators.
 - Documenting training experience through reports that provide information on the clients being trained, details of the sessions and methodology used, how the training went, problems encountered by your or participants, how your clients viewed the training, and your own views and suggestions for change.

Usage of this material

We encourage you to adapt, experiment, and enjoy using Ziphilise!

But remember - this Trainer's Guide is only provided to individuals and organisations who have participated in World Education/Ntinga's Ziphilise TOT Programme, or by express permission from World Education.

It is not to be used by those who have not participated in the Ziphilise course, or without permission.

Thus, while we would like to support the further dissemination of this material and methodology, we request that you contact us in advance, as unauthorised reproduction or use of this manual or the term Ziphilise is a violation of copyright laws.

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INTRODUCTION

For an organization involved in sustainable development, it is important to ensure that every member of the organization has a clear and common understanding of what is meant by the word “sustainability”.

The Concept of Sustainability

Sustain means to support, to keep something happening, to keep someone alive.

Sustainable production therefore means to continue producing indefinitely, which also means that the production process does not deplete or degrade any of the resources it depends on.

Sustainability can be considered to be based on **six ‘pillars’** or principles. To be considered sustainable in the long term, a production system must maintain or improve:

- **Biological productivity** – achieving a higher yield with the same input, or the same yield with lower input;
- **Economic viability** – profitability is essential if a system is to continue producing;
- **Security of production** – this refers to reduced risk in the production process;
- **Resource protection** - this refers to the conservation of natural resources in an agricultural context, but applies also in the business context, where the business produces goods and services for sale;
- **Social acceptability** – in order to be sustainable in the long term, the system must be acceptable to the society in which it operates;
- **Biblical values** – ultimately, a production system must be aligned to God’s perspective. ACAT believes this to be the most important principle in sustainable development.

Objectives of this manual

The Integrated Livelihoods Programme (ILP) aims to train people in all the skills they need to overcome poverty and improve their quality of life by better nutrition, income generation, spiritual development and healthy lifestyles. It is likely that some people will choose to earn their income through business development, while others will choose agriculture as their livelihood.

The training provided in the ILP will equip people in such a way that they have what they need to succeed in both agriculture and business. Further training will be given as part of a “specialization” module in either the Entrepreneurial Development Programme or Sustainable Agriculture Programme direction, once the group member has decided in which direction s/he would like to specialize.

It is important that the ACAT Extension Officer sees the ILP as a progressive step towards combining the strengths of the former EDP and SAP teams, thereby providing a more comprehensive and relevant service to the target communities. The purpose of this manual is to guide you, the Extension Officer, in the implementation of the training programme for the group members (G5’s), Community Volunteers (CV’s), Zone Committees, and the Community Governing Boards (CGB’s) in your area.

A dynamic organization is one which has the ability to adapt to change. We live in a constantly changing environment, and those who resist change will be used less and less by God, eventually becoming ineffectual as His instruments in the world. It is as a result of ACAT’s commitment to fulfil God’s purpose that God has guided its leaders in developing the Integrated Livelihoods Programme (ILP).

Do more but do it better

We must make every effort to ensure that the limited resources at our disposal are used efficiently and effectively. As you help more and more people in the community, so the workload increases, but numbers of staff do not always increase to keep pace. We cannot allow the shortage of staff to affect the quality of the service provided, so we have to learn to work more efficiently, and practice delegation. The better we are at training our Community Volunteers (CV's) and Community Governing Boards (CGB's), and building capacity into them, the more tasks we will be able to delegate to them. Furthermore, the more effective we become at managing our time, the less time we will waste, and the more we will be able to accomplish in the time we have available.

A certain excellent Extension Officer was given the responsibility for the implementation of the development programme in an additional area, after a colleague left the organization. The two areas are about an hour's drive apart. This excellent Extension Officer realised that he would have to delegate skilfully if the work in both areas was not to suffer. For every task that needs to be accomplished, he always asks himself the question, "Who is there that can do this?" Because he has trained his CV's well and encourages them to take responsibility, he is able to delegate many tasks to them, allowing him the time he needs to do those tasks which cannot yet be delegated. This approach enables him to do more, and to do it better.

Avoiding the "Activity Trap"

It is very easy, especially for people who enjoy the work they do, to fall into the "activity trap". Most people prefer to be busy doing what they enjoy most, and don't spend enough time planning, strategizing and managing. For example, a farmer may enjoy driving the tractor and planting the fields, and so gives too little attention to other important tasks, such as management, production planning, financial planning, marketing and record-keeping. S/he says there is no time for those tasks, so they remain undone – s/he is in the "activity trap". Very soon, the lack of planning leads to poor production, poor financial control and disorganization. **By failing to plan, you are planning to fail!**

A successful business advisor uses the phrase: "Work **on** your business, not **in** it". This means keeping focussed on the "bigger picture", making sure that you are steering the programme in the right direction, and not allowing yourself to be distracted by activities which you could delegate to someone else. As a leader, you must make sure that you "**do the right things**" (in other words, engaging in the right activities), while training those around you to "**do things right**" (i.e. making sure each detail of those activities is done with excellence).

As an Extension Officer, you must prioritize your tasks according to their importance, and spend time planning your yearly, monthly, weekly and daily activities. You are in the best position to know the priorities in your area, and how much time you will be able to devote to each priority. Draw up a schedule of activities in your diary, and be quick to identify the "timewasters" which will prevent you from keeping to this schedule. This will make you more effective in your work.

Identifying "Timewasters"

It is a sobering thought that we only have **one chance** to use our time productively. Once a minute or an hour has passed, we can **never get it back!** Some of the common timewasters identified by ACAT's Extension Officers are listed on the next page, with some ideas they suggested about how to deal with them:

Timewaster	Strategies to minimize time loss
Searching for documents and papers	Improve your filing system!
Funerals	??? (There is little you can do to avoid these!)
Phonecalls while you are busy	Either ignore, or say you're busy in a meeting
Cancelled appointments	Get more participation in planning dates & times
Waiting for people to arrive at meetings (and poor attendance at meetings)	Don't plan meetings on pension days; Assess people's interest when planning a meeting
Unscheduled visits by people	"Xolisa" and arrange another time to meet with them
Heavy traffic/roadworks	Planning for this can reduce time wasted
Vehicle problems	Regular maintenance, "awareness" training (to help drivers understand their vehicles better)
Bad weather	??? (Use this time to catch up on paperwork)
Poor communications	Confirm messages sent and received
Sickness	??? (If possible, continue with your plan)
Drop-outs by group members (after forms etc are completed)	This is very discouraging, and wastes much of your time!

It is clear that, for some of the timewasters, there is nothing we can do (e.g. funerals, sickness, drop-outs, etc), but by putting some of these strategies into practice, you will be able to reduce the amount of time wasted by these things. You can minimize your own time loss by having an alternative plan ("Plan B") in place in your diary for those days when some of these potentially time-wasting activities are scheduled. In this case, as soon as you can see your "Plan A" is not going to happen, you can proceed with the "Plan B" that you have planned for that day.

Addressing the needs of the Target Group

ACAT's target group is the poor rural family. The poor rural family faces great hardship, and often does not benefit from existing government programmes. ACAT aims to empower such families and the communities in which they live, to run successful small businesses, grow their own vegetables, live healthy lifestyles, take control of their spiritual development, and to become informed regarding HIV/AIDS and its prevention. Target group members are encouraged to form support groups of 5 members each (G5's), and are trained in these basic life skills. Group members then help one another to deal with their challenges, produce food and generate income. All the activities of the Extension Officer are aimed at facilitating and implementing this process. The best way to achieve this will vary from area to area, as each area and each community is unique, and will have its own combination of agricultural potential, marketing opportunities and community dynamics.

Unit 1

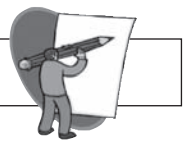
THE CONCEPT OF EXTENSION

Outcomes: After completing this unit you will be able to:

- Understand the concept of extension
- Describe the rural extension environment
- Identify the main elements of the extension task
- Understand the main function of extension work

1. What is Extension?

GROUP ACTIVITY:



Discuss in your groups what you understand by the word 'Extension' as it applies to development, and write a definition for it on a flipchart.

Extension is a system of **non-formal** education and training for adults in rural areas whereby **knowledge and skills** are **transferred** by the extension team **to the recipients** in order to overcome poverty in a sustainable way and **improve their quality of life**. It is an ongoing process of **adapting** knowledge and information to the **needs of the recipients**, and helping them to **apply** it in their daily lives.

2. The Extension Environment

To succeed in rural extension, the extension officer needs to know and understand the target communities, and the environment in which they live and work. Conditions may vary greatly between areas, but certain features are common to many rural communities:

- Lack of institutional support (e.g. banks, input suppliers, wholesalers, etc);
- Lack of basic services (e.g. water, electricity, roads);
- Lack of financial resources, leading to poor nutrition and poor health;

- Little political influence;
- Traditional culture and customs are sometimes constraints to development;
- Spiritual issues – superstitions and traditional belief systems contribute to poverty;
- 'Poverty mindset', poor self esteem and lack of confidence;
- Lack of education and training;
- Little evidence of entrepreneurial development or sustainable land use.

3. The Extension Task

The task of extension is to teach and apply principles which bring about change in the social, economic, cultural and spiritual lives of programme participants. It is **education for action**, not an academic exercise. This involves three steps:

- Communication of knowledge, information or principles to recipients,
- Practical application of this knowledge to their lives through focussed training programmes,
- Assisting recipients in using the knowledge gained to solve their own problems more effectively.

To do this, the extension officer must be willing and able to become involved in the local environment and culture, building relationships of mutual trust with members of the target community. It is vital that the people themselves are involved at every step of the process, so that they develop a sense of 'ownership' of the programme and of responsibility for their own development.

4. Functions of Extension

Extension has four major roles in development:

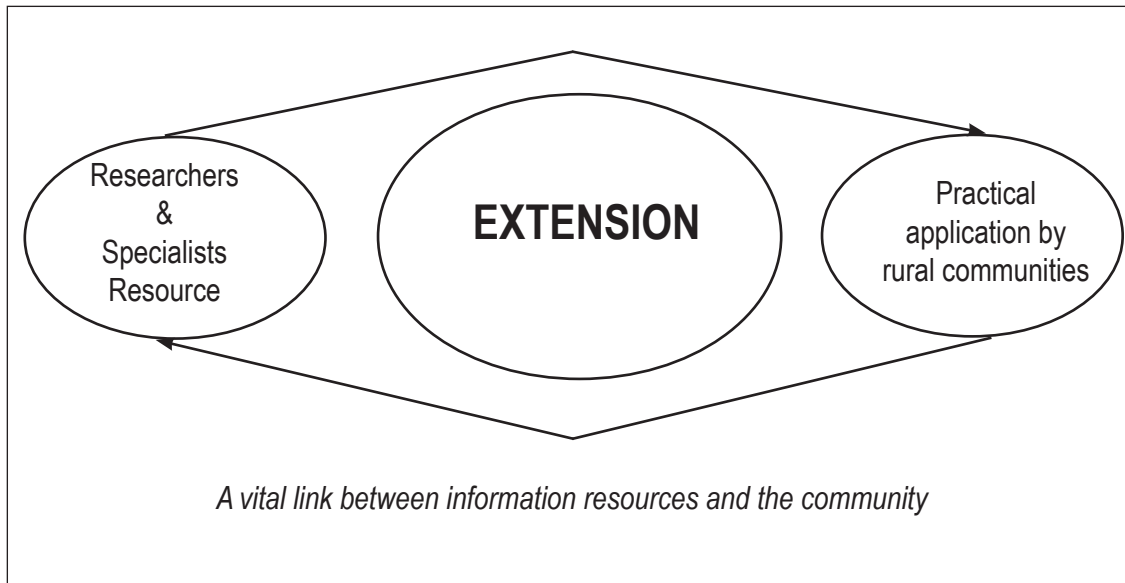
4.1 Attitude training

This involves assisting participants in adopting an attitude conducive to:

- Acceptance of **sustainable practices** in their farming and business enterprises,
- Problem-solving, looking for **alternative solutions**, knowing sources of information,
- Using this information in **decision-making** so that they become **self-reliant**.

4.2 Dissemination of relevant information

The results of research and other relevant information must be communicated to entrepreneurs and farmers, and where necessary, the feedback of information about problems experienced by entrepreneurs and farmers to researchers or specialists.



4.3 Assist in gaining managerial skills

The extension officer must provide guidance in managerial skills until people are able to operate their enterprises in a commercial economy.

4.4 Promote conservation of scarce resources

The extension officer must create awareness of resource degradation by both business and farming operations. Our **soil, water, air and energy** resources must be conserved so that the generations after us are able to use them to sustain a similar or improved quality of life to our own. The harvesting of rainwater from roofs is an example of how the water resource can be more effectively used.