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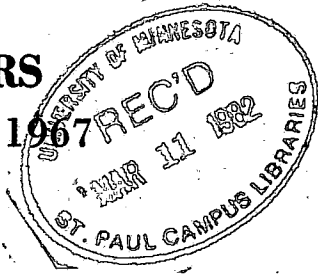
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**Reports of Discussion
Groups at the
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Sydney, August 1967**

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GROUP 12. EDUCATION, TEACHING AND EXTENSION PROGRAMMES

Chairman: O. Benavides, *Costa Rica*

Secretary: Dr. H. C. Abell, *Canada*

Consultants:

A. Harvey, *Bolivia*

E. J. Stonyer, *New Zealand*

The inability to discuss all individual interests led to the group agreeing to focus attention on the relationship between teaching and extension under the following headings: (i) How are extension workers trained in countries which are in different stages of development? (ii) In relation to differing levels of development, what disciplines and/or emphasis within disciplines is needed in training extension workers? (iii) What realistic methods and materials are most suitable for training extension workers? and (iv) How should training and operational programmes for extension workers be financed?

It was clear that all countries represented in the group demanded a university degree for extension workers, but that little if any social science content (the behavioural sciences such as economics, sociology, psychology, communications, etc.) was an integral part of the training. Technical agricultural training is now provided but there is a growing recognition of the need for training in the social sciences either at the undergraduate university level, the practical level, or as in-service training of extension workers active in the field.

Later the group's interest ranged beyond the agreed on topics for discussion and in doing so threw up a selection of points of emphasis.

The advantages and disadvantages of extension workers handling regulatory duties in combination with advisory services. The advantage was recognized of extension workers empowered to facilitate credit arrangements for farmers.

The group recognized the need for co-ordination of extension services at State and National levels within countries and the need for support from agencies or groups concerned with material inputs such as improved seed, fertilizer, credit, etc.

Realistic methods of extending information to farmers in developing as well as 'developed' countries were felt to include audio-visual aids, radio and television.

The important role of 'informal' or 'natural' leaders in any community was clearly recognized. Extension workers need to be aware



GROUP 12. EDUCATION, TEACHING AND EXTENSION PROGRAMMES

Front row, left to right:

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 Dr. H. C. Abell, *Canada*
 Miss S. A. Hodgkinson, *Australia*
 P. von Blackenburg, *Germany*
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 E. D. Brandao, *Brazil*
 G. J. Buggie, *Australia*
 Edgar Thomas, *U.K.*
 J. S. Marsh, *U.K.*
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Second row, left to right:

A. L. O'Neil, *Australia*
 E. J. Stonyer, *New Zealand*
 A. Harvey, *Bolivia*
 G. Palacio, *Colombia*
 R. A. Stayner, *Australia*
 C. T. Wong, *Hong Kong*

Other members of group:

Mrs. E. V. Cooper, *Australia*
 P. C. Druce, *Australia*
 J. W. Longworth, *Australia*

of such influential groups or persons and trained to co-operate with them.

Concern was expressed about career prospects for extension workers who did not seek advancement through administrative posts. There is a need for constant revitalizing of extension workers through in-service training, workshops, travel, etc.

It was felt that free extension services should be provided in countries where the general improvement of all farmers was in the national interest or in developed nations dependent on agricultural exports. A strong case was made for extension services becoming an input purchased by affluent commercial farmers in developed nations. The fundamental purpose of extension was expressed by one member as 'to put farm people into a state of being competent to recognize their own problems and do something about it'.

The group recommended the testing of the following hypothesis and related factors: the lower the present level of agricultural development within a country the greater the amount of extension time required to bring about change in agricultural production and the lower the level of academic knowledge required by extension workers.