

DEPARTMENT OF FORESTRY AND WILDLIFE MANAGEMENT

Course title: Introduction to Forest and Wildlife Extension

Course code: FWM 307

Course unit: 2units

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Course content: Concepts of forestry, wildlife and extension, history of extension, philosophy of extension, extension teaching methods, extension teaching aids, extension system in Nigeria, principles of Training and Visit extension system, communication in forestry extension, communication media, forestry and wildlife technologies, concept of rurality, social institutions, leadership structure, concept of social change, sources of change, types of change, unit of change, elements of change, determinants of rate of change, concept of innovation and adoption, adoption process, adoption decision making process, adopters' category, determinants of rate of adoption

Aim: This section aims at imparting the knowledge of extension principles application in educating the forest users of sustainable forestry resources use and wildlife management. At the end of the lesson, the students are expected to have good understanding of rural life and their socioeconomic behaviour and as such be able to educate them on sustainable use of forest resource and management of wildlife. The educational imparting skills to gained include good communication skills and effective use communication media with goal of transforming the social and economic well being of the forest-based rural dwellers.

History of Extension Services

The term 'extension' has a long history of emergence across the countries of the world.

But the modern extension practice is widely believed to have begun in the United Kingdom.

This was initiated by James Stuart, a university lecturer who took a practical step to educate certain set of people on issues of interest outside their university setting in 1867

Based on the recorded successes on the out-of-school teaching, the educational service became formalised in 1873 by the Cambridge University and came to be known as 'university extension' or 'extension of the university'

As other universities such as London and Oxford Universities, followed suite, the out-of-school educational work became known as 'extension movement' in the UK.

About the same time, the same initiative took place in the United States of America where the out-of-school teaching was referred to as 'adult education'.

With educational service largely undertaken by the then College of Agriculture, the focus was farmers. But with the decrease in the number of farmers in the United States, the educational exercise thus becomes extended to all categories of people with interest in certain subject matters.

Extension Definition

Based on the origin of the extension services, it has come to be defined as:

a professional field of information education system aimed at educating people in their own context and life situation on how to identify and assess own problems, and acquire knowledge and skills on how to effectively deal with such problems so as to improve their living condition.

However, extension definition is not limited to this perceptive. Based on specific focus to which the practice of extension services has been adjusted, several other definitions have been, and could be formulated. Other definitions thus take the following:

Is a conscious use of communication of information to help people form sound opinions and make good decisions

These series of extension definitions suggest that extension as a practice is not limited to agriculture but other social and economic aspect of human life.

Forestry extension

This can be defined as informal education practice in which forest-based rural communities are educated on sustainable use of forest resource and wildlife management. Such education entails instruction on innovative forest and wildlife conservation or domestication for self utilisation and production of market-driven forest products.

Philosophy of extension

This refers to the criteria guiding the practice of extension service delivery. Therefore the following must be given consideration in extension practices:

- Extension practice focuses on the learners with a view to empowering them to be able to solve meet their needs
- Extension practice creates a learning environment that is valued by the learners i.e. with tangible results or gains
- Extension practices emphasis learners' involvement in education programmes
- Extension activities must be well planned and sequenced to achieve the desirable changes in the social and economic well being of the learners
- Extension programmes are dictated by the needs of the learners or clients
- Extension programmes must be conducted in the learners' environment- farm, home etc
- Extension education is more concerned with *learning* and as such a variety of teaching methods that would enhance learning must be employed in the extension instructional education

- Learners' participation in extension educational practice is voluntary

Extension teaching methods

There are three basic extension teaching methods, each of which depends on the number of people to be at a time with the same message. These are:

Individual method: This refers to education of just a single client by an extension agent at a particular point in time.

Group method: This refers to bringing together two or more people at a particular spot for the purpose of educating them on a subject matter of interest to them all at the same time.

Mass method: This refers to reaching out a large number of people who could not be reasonably brought together at a spot, through the electronic media with certain extension message at a particular time.

None these methods is better than the other but the purpose of the message and the number of people to be reached at a particular time.

Extension Teaching Aids

This refers to any instruction device that supports educational training of extension clients. Examples include board and marker, posters, video and television, audio devices etc.

The extension teaching aids are basically grouped into three based on the sound and audio dependence. These are:

Audio teaching aid: This refers to any educational device that mainly appeals to sense of earring and support audio instructional education of the extension clients. Examples include microphone and loudspeaker, megaphone, radio broadcast, audio recording etc.

Visual teaching aid: This refers to educational devices that mainly appeals to sense of sight and support instructional education by visible entities or physical items. Examples are pictures, images, posters, life objects, models etc.

Audio-visual teaching aids: This refers to educational devices that appeal to both sense of earring and sight and support teaching by making use of sound and images. Examples are television broadcast, video recording, multimedia projector etc.

Extension system in Nigeria

Adopted extension system is the Training and Visit (T&V) extension system. It was developed for the World Bank by Benor and aims at improving the rural farmers' productivity through efficient extension service delivery in the developing countries. The system was introduced into the Nigeria's agricultural system in the mid-70s when it was tried in three enclaves of Gusau, Funtua and Gombe. The recorded successes from the trial led to state-wide implementation of the extension system as Agricultural Development Programme (ADP). Implementation of the extension system at the state levels gave rise to states acronyms of the ADP e.g. Ogun State Agricultural Development Programme as OGADEP.

Implementation of the extension system in Nigeria

To reach out to all the rural farmers across the country, each state is structured into zones, blocks and cells. The extension personnel are as grouped as zonal manager, block extension supervisor/agent (BES/BEA), extension agents (EA) and the subject matter specialists (SMS). The EAs are expected to cover between 8 and 10 cells where they relate directly with the farmers reaching out to them with extension services at interval of two weeks. The EAs are well trained at interval of two weeks by the SMS on emerging agricultural issues of concern to the rural farmers. The SMS on the other hand are trained by the research institutes on mandated research areas. The EAs' training is at the Monthly Training session (MTS) and SMSs' training is at the Quarterly Technology Review Meetings (QTRM). Due to large numbers of farmers to be reached by an EA on weekly basis, they employ the services of the Contact Farmers (CF) whom they relate with directly and in turn the CF assists in reaching other farmers with the same extension message.

Principles of T&V system of Extension

The following are the principles of the T&V extension system:

1. **Professionalism:** It requires that the extension agents must be professionally trained, full-time worker and supported with all the necessary resources to perform effectively well.
2. **Single line of command:** An extension agent must be technically and administratively responsible to one authority
3. **Concentration of efforts:** Extension workers' efforts must be concentrated mainly on extension activities and with a clearly defined roles
4. **Time-bound work:** This requires that extension workers should be conscious of scheduled time for extension and farm activities.
5. **Field and farmer orientation:** This emphasises that extension agents must be regularly visit farmer and the farms for extension service delivery
6. **Regular and continuous training:** This implies that extension personnel and farmers must be regularly trained and have their professional skills up-graded and updated for efficient performance
7. **Two-way information flow:** This implies that there must be information flow between the extension unit and the farmers and with agricultural researchers/institutes

Forestry Research and Technology Development

The information base for the extension is the research institutes where innovations and technical information to serve the farmers are generated. Forest Research Institute of Nigeria (FRIN) is the research agency responsible for forest-based research and technology development in Nigeria. Other agency is the university with researchers on forest and wildlife issues. Common forest-based technologies include: alley cropping, woodlots, buffer zone, boundary planting, home(stead) gardening reserves and parks, domestications and social community forestry

COMMUNICATION IN FORESTRY AND WILDLIFE MANAGEMENT

Communication concept: This refers to exchange of information between the source and receiver through a mutually accessible channel. In this, case the source code the message and transmit it through a channel to the receiver for decoding and correct interpretation.

Communication would have taken place only if the message is correctly interpreted by the receiver and intended by the source. The source can only be of this through a feedback response.

Communication may take different forms, and these are oral, writing and signs and symbol.

Communication in forestry: This entails communication of technical information on forest and wildlife issues to the users of forest resources for the purpose of influencing them to develop the right attitude toward sustainable use of forest resources using the appropriate communication media and channels that would enhance their understanding of the message.

Communication media: This refers to the form in which forest message can be packaged, and this can be in oral, writing or symbolic forms.

Communication channel: This refers to means by which the package information is disseminated to the forest resource users, and can be by radio and television broadcast, person-to-person, publication and objects of acceptance

CONCEPT OF RURAL SOCIOLOGY

Sociology: A social science discipline that deals with the study of human society and their social behaviour as it supports their coexistence

Rurality: Any remotely located area characterised by low population density, large expanse of land with unkempt vegetative cover, agriculture as main occupation, poor infrastructures and affective feeling of rurality.

Community: This refers to certain area of definite geographic boundary with members of the area sharing common norms and values.

It also implies group of people with common interest though not necessarily residing within the same geographical boundary. e.g. community of commercial farmers or extension practitioners

Social system: This implies an environment of human society and the existing interactions among them for coexistence and functionality.

Social/Rural institutions: This entails the existing and entrenched human arrangement for the control and moderation of behaviours of members of a social system. The institutions include: family, Education, Religion, Economy and Government

Leadership structure

Leader: A leader is anyone whose idea and actions influence the thought and behaviour of other members of a social system. On another note, it implies a person who moves members of a social system toward attainment of community or group goals.

Types of leader: This encompasses the how a position of leadership is attained, leadership style etc. Examples are situational, dictatorial, traditional/hereditary, professional and charismatic leaders.

Relevance of leadership in forestry and wildlife extension: It is essential for the purpose of influencing members of forest-based communities to favourably support extension programme on sustainable forest resource use.

Social change

Change: This refers to the occurrence of alteration in the social units of a social system. The alteration can be in form of complete change, adjustment or modification of the units

Units of change: This encompasses the social activities readily engaged-in by members of a social system to make a living and moderation of their social behaviours and economic well being. This includes: demography of the system, education, government, economy, religion, culture, infrastructures etc.

Elements of change: This refers to essential factors that must be in place for change to really be effected in a social system. This include the social system or community (change target), change agency, cause or change programme, change strategy

Types of change: This refers to the form in which change may take place, and this could be planned, unplanned, complete/total, segmental, contact, and immanent

Sources or factors influencing change in a social system: This encompasses things that bring about change; this include inventions, discovery, diffusion, education, religion, government policy, urbanisation drive/technology, natural/physical forces

Steps in change: This refers to specific action to be taken in an attempt to effect change in a social system. This include diagnosis of the social system, consultation with community leaders/legitimiser, analysis of needs, development of cause of action, initiation of project advocators, identification and sourcing of needed resources, planning of action to be taken, action implementation, action evaluation

Determinants of rate of change: This refers to factors that influence the relative speed at which change may take place in a social system. This include characteristics of members, felt need, frequency of physical forces, resource-base, proximity/location, role of change agency/agents,

Innovation and Innovation Adoption

The following innovation and adoption concepts will be considered: diffusion, diffusion process, diffusion rate, adoption, adoption process, adoption rate, adoption period, adopters; category and innovation

Features of innovation: This refers to certain criteria that make an object an innovation. This includes the relative advantage, complexity, compatibility, trialability, visibility and cost.

Adoption process: This refers to the mental stage one passes through for adoption of an innovation. These are awareness, interest, evaluation, trial, and adoption

Adoption decision process: This refers to specific course of action taken before the final decision to either adopt or not adopt an innovation. These are knowledge of the innovation, persuasions, decisions, implementation and confirmation.

Adopters' category: This refers to categorisation of adopters of innovation on the basis of the relative speed with which each one of them adopted innovation. The categories are innovators, early adopter, early majority, late majority and laggards

Determinants of (rate of) innovation adoption: This refers to factors that influence the relative speed at which a particular innovation is adopted. These are personal characteristics of adopters, features of the innovation, institutional factors, psychological factors, situational constraints, role of change agents, community drives.