



AEC 6316: From America to Zimbabwe: An Overview of
International Extension Systems
(3 Credits)
Fall 2024

Instructor:	Dr. Grady Roberts Professor 220 Rolfs Hall P.O. Box 110540 Gainesville, FL 32611-0540 Phone: 352-273-2568 Email: groberts@ufl.edu
Office Hours:	By Appointment
Course Meetings:	Fridays, Periods 4-5 (10:40 to 12:35), Rolfs 306 (2 hours per week) Online engagement in Canvas and Perusall (1 hour per week)
Course Description:	Various extension models and delivery systems, extension partners; linkages and issues affecting extension internationally.
Course Objectives:	Students enrolled in this course will: <ol style="list-style-type: none">1. Discuss the realities of working in international extension.2. Critically evaluate literature related to international extension.3. Describe methods used to deliver international extension.4. Discuss models of international extension from around the world.5. Describe the actors engaged in international extension.6. Develop an in-depth understanding of how a selected issue affects international extension.
Required Texts:	None
Optional Texts:	Suvedi, M., & Sasidhar, P. V. K. (Eds.). (2024). <i>Essential competencies of frontline agricultural extension professionals</i> . Alliance for African Partnership. Michigan State University.
Course Website:	This course will use the UF eLearning learning platform (Canvas)
Fees:	\$10 fee for Perusall

Required Readings

- Bhandari, D. P., & Wollen, T. S. (2008). Community-based Animal Health Care: A Sustainable Solution for Small-scale Farmers around the World. *Annals of the New York Academy of Sciences*, 1149(1), 9-11. <https://doi.org/10.1196/annals.1428.054>
- Cofré-Bravo, G., Klerkx, L., & Engler, A. (2019). Combinations of bonding, bridging, and linking social capital for farm innovation: How farmers configure different support networks. *Journal of Rural Studies*, 69, 53-64. <https://doi.org/10.1016/j.jrurstud.2019.04.004>
- Davis, K. E., Makhija, S., & Spielman, D. J. (2021). *Agricultural extension and rural advisory services: What have we learned? What's next?*. International Food Policy Research Institute. <https://doi.org/10.2499/p15738coll2.134719>
- De Roeck, F., Orbie, J., & Delputte, S. (2018). Mainstreaming climate change adaptation into the European Union's development assistance. *Environmental Science & Policy*, 81, 36-45. <https://doi.org/10.1016/j.envsci.2017.12.005>
- Dunne, A., Markey, A., & Kinsella, J. (2019). Examining the reach of public and private agricultural advisory services and farmers' perceptions of their quality: The case of county Laois in Ireland. *Journal of Agricultural Education and Extension*, 25(5), 401–414. <https://doi.org/10.1080/1389224X.2019.1643746>
- Food and Agriculture Organization (FAO). (2010). *Learning module 1: Enhancing FAO's practices for supporting capacity development of member countries*. FAO. <https://openknowledge.fao.org/server/api/core/bitstreams/5c24fdc3-1325-4cfe-af7d-7c1590fa4677/content>
- Guo, M., Jia, X., Huang, J., Kumar, K. B., & Burger, N. E. (2015). Farmer field school and farmer knowledge acquisition in rice production: Experimental evaluation in China. *Agriculture, Ecosystems & Environment*, 209, 100-107. <https://doi.org/10.1016/j.agee.2015.02.011>
- Johnson, N. L., Kovarik, C., Meinzen-Dick, R., Njuki, J., & Quisumbing, A. (2016). Gender, assets, and agricultural development: Lessons from eight projects. *World Development*, 83, 295-311. <https://doi.org/10.1016/j.worlddev.2016.01.009>
- Kidane, T. T., & Worth, S. H. (2016) Different agricultural extension systems implemented in Africa: A review. *Journal of Human Ecology*, 55(3), 183-195. <https://doi.org/10.1080/09709274.2016.11907022>
- Kiptot, E., & Franzel, S. (2019). Developing sustainable farmer-to-farmer extension: experiences from the volunteer farmer–trainer approach in Kenya. *International Journal of Agricultural Sustainability*, 17(6), 401–412. <https://doi.org/10.1080/14735903.2019.1679576>
- Lezoche, M., Hernandez, J. E., Díaz, M. D. M. E. A., Panetto, H., & Kacprzyk, J. (2020). Agri-food 4.0: A survey of the supply chains and technologies for the future agriculture. *Computers in Industry*, 117, 103187. <https://doi.org/10.1016/j.compind.2020.103187>

- Lowitt, K., Hickey, G. M., Saint Ville, A., Raeburn, K., Thompson-Colón, T., Laszlo, S., & Phillip, L. E. (2015). Factors affecting the innovation potential of smallholder farmers in the Caribbean Community. *Regional Environmental Change*, 15, 1367-1377. <https://doi.org/10.1007/s10113-015-0805-2>
- Mukembo, S. C., & Edwards, C. M. (2015). Agricultural extension in Sub-Saharan Africa during and after its colonial era: The case of Zimbabwe, Uganda, and Kenya. *Journal of International Agricultural and Extension Education*, 22(3), 50-68. <https://doi.org/10.5191/jiaee.2015.22304>
- Narine, L. K., Harder, A., & Roberts, T. G. (2019). Extension officers' adoption of modern information communication technologies to interact with farmers of Trinidad. *Journal of International Agricultural and Extension Education*, 26(1), 17-34. <https://doi.org/10.5191/jiaee.2019.26103>
- Roberts, T. G., Cardey, S., & Brok, P. (2023). Developing a framework for using local knowledge systems to enhance capacity building in agricultural development. *Advancements in Agricultural Development*, 4(2), 1–19. <https://doi.org/10.37433/aad.v4i2.305>
- Steinke, J., van Etten, J., Müller, A., Ortiz-Crespo, B., van de Gevel, J., Silvestri, S., & Priebe, J. (2020). Tapping the full potential of the digital revolution for agricultural extension: An emerging innovation agenda. *International Journal of Agricultural Sustainability*, 19(5–6), 549–565. <https://doi.org/10.1080/14735903.2020.1738754>
- Šūmane, S., Kunda, I., Knickel, K., Strauss, A., Tisenkopfs, T., des los Rios, I., ... & Ashkenazy, A. (2018). Local and farmers' knowledge matters! How integrating informal and formal knowledge enhances sustainable and resilient agriculture. *Journal of Rural Studies*, 59, 232-241. <http://dx.doi.org/10.1016/j.jrurstud.2017.01.020>
- Tata, J. S., & McNamara, P. E. (2017). Impact of ICT on agricultural extension services delivery: evidence from the Catholic Relief Services SMART skills and Farmbook project in Kenya. *Journal of Agricultural Education and Extension*, 24(1), 89–110. <https://doi.org/10.1080/1389224X.2017.1387160>
- USAID. (2022). *Local capacity strengthening policy*. USAID. <https://www.usaid.gov/sites/default/files/2022-10/LCS-Policy-2022-10-17.pdf>
- van den Berg, H., Phillips, S., Dicke, M., & Fredrix, M. (2020). Impacts of farmer field schools in the human, social, natural and financial domain: a qualitative review. *Food Security*, 12(6), 1443-1459. <https://doi.org/10.1007/s12571-020-01046-7>
- Wigboldus, S., Klerkx, L., Leeuwis, C., Schut, M., Muilerman, S., & Jochemsen, H. (2016). Systemic perspectives on scaling agricultural innovations. A review. *Agronomy for Sustainable Development*, 36, 1-20. <https://doi.org/10.1007/s13593-016-0380-z>
- Zhang, W., Cao, G., Li, X., Zhang, H., Wang, C., Liu, Q., ... & Dou, Z. (2016). Closing yield gaps in China by empowering smallholder farmers. *Nature*, 537(7622), 671-674. <https://doi.org/10.1038/nature19368>

Optional Readings

Brouwer, H., Woodhill, J., Hemmati, M., Verhoosel, K., & Van Vugt, S. (2019). *The MSP guide: How to design and facilitate multi-stakeholder partnerships*. Practical Action Publishing.

Ludwig, D., Boogaard, B., Macnaghten, P., & Leeuwis, C. (2022). *The politics of knowledge in inclusive development and innovation*. Taylor & Francis.

Swanson, B. E., & Rajalahti, R. (2010). *Strengthening agricultural extension and advisory systems: Procedures for assessing, transforming, and evaluating extension systems*. The World Bank.

Tropical Agriculture Platform. (2016). *Common framework for capacity development for agricultural innovation systems*. Tropical Agriculture Platform. <https://tapipedia.org/framework>

Date	Topic(s)	Readings & Assignments
Week 1 8/23	Course Overview Sustainable Development Goals Extension Models	Making the Most of Learning with Perusall
Week 2 8/30	Literature Review Methodology Agricultural Innovation Systems (AIS) Agrifood Systems/Value Chains	Wigboldus et al. Lezoche et al.
Week 3 9/6	GFRAS New Extensionist Gender Issues Local & Indigenous Knowledge	Johnson et al. Roberts et al.
Week 4 9/13	International Extension Methods	Kiptot et al. Van den Berg et al.
Week 5 9/20	Interview Presentations ICTs and Extension	Interview Narine et al. Steinke et al.
Week 6 9/27	Extension led by NGOs Guest Speaker: Dr. Austen Moore	Tata et al. Bhandari et al.
Week 7 10/4	Latin American & Caribbean Extension Models Guest Speaker: Dr. Wayne Ganpat	Cofré-Bravo et al. Lowitt et al.
Week 8 10/11	Asian Extension Models Guest Speaker: Dr. Kumudu Perera	Guo et al. Zhang et al.
Week 9 10/18	No Class - Homecoming	None
Week 10 10/25	African Extension Models Guest Speaker: Dr. Kristin Davis	Kindane et al. Mukembo et al.
Week 11 11/1	Country Profile Presentations CGIAR and FAO Efforts	Country Profile Davis et al. FAO
Week 12 11/8	European Extension Models Guest Speaker: Dr. Jim Kinsella	Dunne et al. Suman et al.
Week 13 11/15	Online Class – Roberts @ Roche Government Funders: USAID, UKAID, EU	USAID
Week 14 11/22	Literature Review Presentations	Literature Review
Week 15 11/29	No Class - Thanksgiving	

Course Assignments and Grading

	Due Date	Points Possible	Points Awarded
Interview	9/20	100	
Country Profile	11/1	100	
Literature Review Paper	11/22	250	
International Engagement Statement	12/6	50	
Participation/Engagement	Throughout	100	
Total		600	
<p>Late Assignments and Make-Up Work: There will be no late assignments allowed that are unexcused. All assignments are due by the date listed in the syllabus and course outline. Following an excused absence, students may turn in late work without penalty within 3 business days of the absence. For non-university excused absences, late work will be accepted up to 1 week past the due date and will be penalized 10%/day.</p> <p>Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.</p> <p>Make-up work should be arranged prior to the expected absence. In case of emergencies, arrangements for completing make-up exams or assignments should be made upon return to class.</p>			

Grading Scale				
A = 570 - 600	B+ = 522 - 539	C+ = 462 - 479	D+ = 402 - 419	E = 0 - 359
A- = 540 - 569	B = 498 - 521	C = 438 - 461	D = 378 - 401	
	B- = 480 - 497	C- = 420 - 437	D- = 360 - 377	
University of Florida Grading Policy: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx				

Assignment Details			
Assignment	Details	Points	Due Date
Interview	Students will identify and then interview a person who has engaged agricultural extension/development outside the United States. This interview will focus on: (a) their past and current experiences, (b) their background/training, (c) their perceptions of the AIS (agricultural extension, education, and research) situation in the country(ies) they worked, and (d) their advice for someone who wishes to work in international extension/development.	100	9/20
Country Profile	Students will create a profile for a country that includes: (a) demographic profile (age, gender, religions, etc.), (b) brief history, (c) topography and climate, (d) agrifood system overview, and (e) AIS status (agricultural extension, education, and research). Students will submit an 8-10 page report and also delivery a 10-minute summary presentation in class.	100	11/1
Literature Review Paper	Students will: identify a contemporary issue related to extension and advisory services and then conduct a review of literature in the field. The topic must be approved by the instructor before beginning. Students will submit a written report that meets the submission guidelines for a journal of their choosing (and approved by the instructor). It is anticipated that this will be 15-30 pages in length. Papers should contain a minimum of 30 references to articles in reputable journals. Students will also deliver a 15 to 20 minute summary presentation in class.	250	11/22
International Engagement Statement	Students will create a 500-word personal statement that outlines their vision for engagement in international extension/development activities. This statement should be written as if it were to be included in the application materials for a university position.	50	12/6
Participation/Engagement	Students will actively engage in weekly discussions of assigned readings using the Perusall tool. Students will also attend class and engage in class discussions.	100	On-going

Class Policies and Information

Grades and Grade Points

For information on current UF policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

Attendance and Make-Up Work

Requirements for class attendance and make-up exams, assignments and other work are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria. Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.aa.ufl.edu/public-results/>.

Academic Honesty

As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Artificial Intelligence

This course has no restrictions on whether and how students use AI technologies. However, if these tools are used, the student must:

1. Acknowledge which tools were used and how they were used in a statement included with the submitted assignment.
2. Students must verify the accuracy of any AI-generated materials. Students are ultimately responsible for the content of any assignments submitted.

Services for Students with Disabilities

The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation

0001 Reid Hall, 352-392-8565, <https://disability.ufl.edu/>

Campus Helping Resources

Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.

- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu
 - Counseling Services
 - Groups and Workshops
 - Outreach and Consultation
 - Self-Help Library
 - Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Connections Center, First Floor JWRU, 392-1601, <https://career.ufl.edu/>.
- Student Success Initiative, <http://studentsuccess.ufl.edu>.

Student Complaints

- Residential Course: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.