

From America to Zimbabwe: An Overview of International Extension Systems

AEC 6316

Spring 2022

Wednesday, 9:35-11:35 (in addition - 1 hour asynchronous)

Rolfs Hall 306

Instructor: Dr. Kathleen Earl Colverson

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Office: Animal Sciences building, Room 125 Suite

Schedule meetings in advance via e-mail

Course Overview: This is a graduate level course designed to provide an overview of different types of extension and agricultural outreach programs throughout the world. It will include journal articles and readings, student presentations, guest lectures with various international extension providers and a final project designed to address a current issue in international extension. There will be an emphasis on adult learning principles and participatory learning techniques designed to work with a variety of audiences.

Course Objectives:

Upon successful completion of this course, the student will be able to:

- 1) Identify different service providers involved in international extension and their roles
- 2) Understand the various skills needed to be successful in providing international extension services
- 3) Describe key issues facing international extension providers and possible strategies for addressing them
- 4) Work together in diverse teams to review materials and create international extension projects using reference materials that address specific community needs
- 5) Provide examples of innovative methods for outreach to different populations

Course Outline:

Week	Date	Topic
Unit 1: International Extension Service Providers and Skills		
1	1/11/23	What and Who are International Extension?
2	1/18/23	What Skills are Needed to Engage Stakeholders Successfully? Extension Approaches
3	1/25/23	International Extension Program Planning and Management
		References: The New Extensionist Learning Kit; Strengthening Agricultural Extension and Advisory Systems; Modernizing Extension and Advisory Services
<i>Unit 1 Assignment due January 30</i>		

Unit 2: Topics in International Extension		
4	2/1/23	Soft and Hard Skills – Behavior Change in Adults
5	2/8/23	Gender, Youth and Nutrition
6	2/15/23	Agricultural Value Chains
7	2/22/23	Climate Change
		References: Smart Skills for Rural Development (CRS); Global Good Practice Notes – GFRAS; INGENAES; National Extension Climate Initiative
<i>Unit 2 Assignment due February 27</i>		
Unit 3: International Extension Networks and Outreach		
8	3/1/23	Global Forum for Rural Advisory Services; NAAAN; Farmer to Farmer Program
9	3/8/23	USAID Innovation Platforms
10	3/15/23	No class – Spring Break
11	3/22/23	Consultative Group for International Ag Research - CGIAR
12	3/29/23	Innovative Approaches to International Extension
		References: GFRAS; NAAAN; Farmer to Farmer; USAID Innovation Platforms; CGIAR; SAWBO; Digital Green
<i>Unit 3 Assignment due April 3</i>		
Unit 4. Student Presentations		
13	4/5/23	Teams 1 and 2
14	4/12/23	Teams 3 and 4
15	4/19/23	Teams 5 and 6
<i>Unit 4 Assignment due April 26</i>		
<i>Final Project due May 1</i>		

Course Materials/References – selected readings:

Unit 1: International Extension Service Providers and Skills

Global Forum for Rural Advisory Services (GFRAS) – New Extensionist Learning Kit

<https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html>

Developing Local Extension Capacity (DLEC)/Digital Green <https://www.digitalgreen.org/usaaid-dlec/>

Modernizing Extension and Advisory Services (MEAS) <https://meas.illinois.edu/>

Swanson, B. E., & Rajalahti, R. (2010). Strengthening Agricultural Extension and Advisory Systems: Procedures for assessing, transforming, and evaluating extension systems

http://siteresources.worldbank.org/INTARD/Resources/Stren_combined_web.pdf

Sutherland, L. and LaBarthe, P. (2022). Introducing ‘microAKIS’: a farmer-centric approach to understanding the contribution of advice to agricultural innovation

<https://www.tandfonline.com/doi/full/10.1080/1389224X.2022.2121903>

Cullen, B. et. al. (2013) Power Dynamics and Representation in Innovation Platforms

http://oar.icrisat.org/7332/1/PowerDynamics_2013.pdf

Unit 2: Topics in International Extension

Catholic Relief Services – Smart Skills for Rural Development

<https://www.crs.org/our-work-overseas/research-publications/introduction-smart-skills-rural-development>

Integrating Gender and Nutrition into Agricultural Extension Systems (INGENAES)

<https://ingenaes.illinois.edu/ifta/>

National Extension Climate Initiative <https://nationalextensionclimateinitiative.net/>

Climate Smart Floridians Program

<https://sites.google.com/ufl.edu/climatesmartflorida/climate-smart-floridians-program>

Global Forum for Rural Advisory Services – Global Good Practice Notes

<https://www.g-fras.org/en/ggp-home.html>

Unit 3: International Extension Networks and Outreach

Consultative Group for International Agricultural Research (CGIAR)

<https://www.cgiar.org/>

Global Forum for Rural Advisory Services (GFRAS)

<https://www.g-fras.org/en/about-us/vision-mission.html>

North American Agricultural Advisory Network

<https://naaan.csusystem.edu/>

USAID Farmer to Farmer program

<https://farmer-to-farmer.org/>

Scientific Animations without Borders

<https://sawbo-animations.org/home/>

USAID Feed the Future Innovation Labs

<https://www.feedthefuture.gov/feed-the-future-innovation-labs/>

Unit 4. Student Presentations

Students will work in teams of three people to address a key issue facing International Extension and develop an outreach program for how they will address that issue. They will identify a region of the world that is experiencing this issue, research it using both materials provided in class, and additional literature, as well as topics provided by guest lectures. Each team will present a 60-minute, interactive presentation that will include a powerpoint and Q&A with other class members. Preference will be given to presentations that include interactive exercises that address the issue. Each team will also provide a five to ten page, double spaced, Times New Roman, 11-point font paper that highlights the issue with research and provides clear steps for addressing the issue in a timely and logical manner at the due date.

Course Policies and Campus Resources:

This course utilizes discussion as a learning tool. For us to have valuable discussions, you must come prepared by having done the required readings, participate actively in the conversation, and ask insightful questions of guest speakers.

Unit Assignments = 20 points each (total of 60 points). Each Unit Assignment will be based on the topics covered in that Unit and due on the required date.

Unit Assignment Details: Write a three to five-page paper on the following topics using Times New Roman 11-point font, double spaced.

Unit 1: Develop an extension program based in SE Asia on the information provided in class, including the project planning cycle and a logic framework with indicators for program success.

Unit 2: Develop an extension program for women and youth that focuses on improving household nutrition using a poultry value chain in East Africa.

Unit 3: Research one of the international extension providers provided in class and identify: 1) Their process for developing and addressing extension efforts, 2) How they measure success, 3) Populations they serve

Final Project = 30 points. Topics for the final project will be issued closer to the middle of the semester and based on student interest. You will work as a team to prepare and present to the class, as well as write a final paper.

Attendance and Class Participation = 10 points

Grading:

Final grades will be assigned following the scale below:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Tot %	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	67-69	63-66	60-62	<60

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:

You will find attending class on a regular basis provides the best opportunity for success in this course. You are expected to complete all assignments within the course during the time frame specified. Assignments are due on the dates listed in the syllabus.

Requirements for class attendance, make-up exams, assignments and other work are consistent with university policies (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>). Excuses for missing a class test or a deadline for assignments will only be accepted if appropriately documented and due to illness, serious family circumstances, religious holidays, and other reasons approved by the University. You should give me prior notice whenever possible.

Academic Honesty:

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>

Campus Resources:

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

