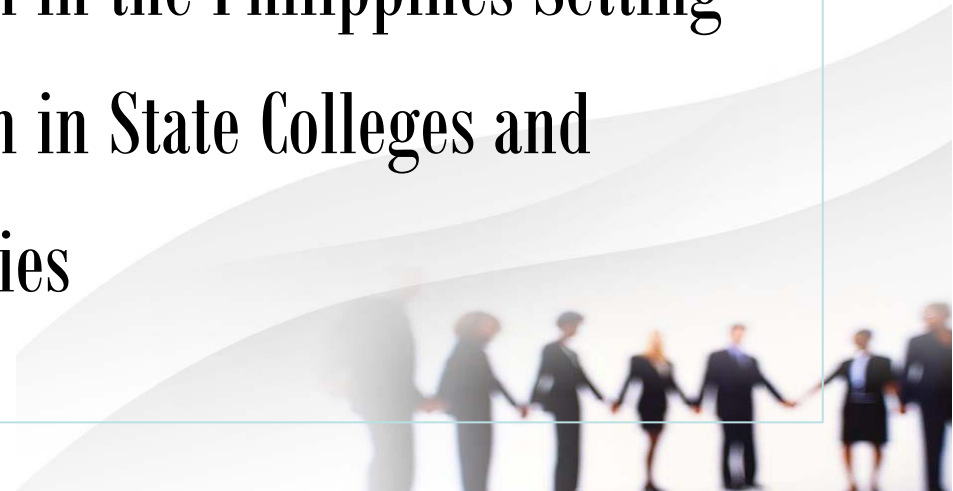


AGRICULTURAL EXTENSION: AN INTERVENTION FOR SUSTAINABLE DEVELOPMENT



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Historical Antecedent of Agricultural Extension

- Agricultural extension has become a major component of agricultural and rural development programs worldwide. The movement to relate education to the needs of human life and the application of science to practical affairs goes back to the Reconnaissance. Those were the roots of agricultural extension. Nations in Europe and America during the last century came to recognize that to stimulate farmers to modernize and improve farming, scientific and practical knowledge of agriculture must be made available to them. In the later part of the last century this dynamic thinking progressively gained ground, thus extension activities were evolved and became increasingly institutionalized (FAO, 1989).



Several necessary conditions for organized agricultural extension work

- Information has been assembled, systematized, and made available on good or progressive or new agricultural practices suited to a particular environment, and is based on either(or both) the accumulation of experience or findings from research.
- Second, this information is used, among other things, to educate professional agriculturists who may further enlarge or refine this body of knowledge or become active promoters and disseminators of it.



Several necessary conditions for organized agricultural extension work

- Third, an appropriate administrative or organizational structure exists and with in which the dissemination activities may be established and conducted.
- Fourth, there is a legislative or some other official mandate or influential proponent, which prescribes or enables that agricultural extension work is desirable and must occur.



Several necessary conditions for organized agricultural extension work

- Fifth, there are invariably a variety of antecedents, which have attempted protoforms of agricultural information and advice dissemination.
- In addition, the incidence of critical situations, such as famine, crop failure, soil exhaustion or altered economic conditions, may create an immediate cause for initiating the organization of extension work. All of these several conditions have been present in the evolution of modern forms of agricultural extension.



EXTENSION IN EUROPE AND IN THE USA

- The direct antecedents of organized agricultural research and dissemination of its results, which occurred in 19th century Europe and North America, can be traced back to the “renaissance” which began in the 14th century.



- Between 1300 and 1700, European society became transformed from its medieval feudal forms into recognizably modern social systems. It was a period of complex, multi stranded development.



- **Pietro de Crescenzi** wrote 1304 -The earliest known renaissance agricultural text in Latin. It was translated into Italian and French. This became the **first book on agriculture** printed in the mid-fifteenth century.



- By the mid-eighteenth century, throughout much of Europe, **progressive landowners** and their agents and a few similarly minded farmers were being known as **improvers**. They, along with some men of science were the main proponents of agricultural clubs or societies. At their regular meetings and demonstrations, locally and regionally, landowners and leading farmers exchanged ideas and information and discussed farming improvements.



- In 1845, there was an outbreak of potato blight in Europe particularly in **Ireland**. Its effects were practically severe because the predominantly peasant population relied on potatoes in their diet, and the potato famine persisted until 1851.



- The **Morril Act of 1862**, signed by Pres. Lincoln during the civil war, which was seminal in the creation of State Colleges of Agriculture and the mechanic arts in the northern United States. The legal foundation of the whole cooperative work in the USA. its land grant provisions enabled the states to establish and fund their colleges.



- In 1914 -the passage of the **Smith-Lever Act**, establishing the **Cooperative Extension Service**- a tripartite cooperation of federal, state, and local county governments, with the state colleges the extension agency- in order to aid in diffusing among the people of the United States useful and practical information on subjects relating to agriculture and home economics, and to encourage the application of the same.



EXTENSION IN THE PHILIPPINE SETTING



Historical Perspective

- In 1565, the **Granjas Modelos or model farms** were set up. These were the beginnings in the Philippines of what we call **extension work**. Early attempt to educate the farmers who grew rice, sugarcane and tobacco in large encomiendas were initiated by the first **Spanish missionaries**. The cultivation of other major crops were latter encouraged. The Granjas Modelos served both as experimental stations of the Spanish government and demonstration centers for farmers.



Historical Perspective

- When the *Americans* came at the turn of the century in 1908, the Bureau of Agriculture was established with the administrative division taking charge for the extension program. In July 1910 a **demonstration and extension division** was created in the Bureau making it the first formally organized government department implementing extension and research programs (Mabutas and Paguirigan, 1978).



- In July 10, 1919, Philippines has organized a separate unit of the Bureau of Agriculture, the Demonstration and Extension Division expanded its activity to include farmer's and animal insurance.
- In 1923, the name of the Division was changed to **Agricultural Extension Service**. In the same year, Home Extension work (later known as Division of Home Economics) was started in the Division of Organic Chemistry of the Bureau of Science mainly on food preservation.
- It was during this year that **Miss Maria Y. Orosa founded the home extension service** (Bureau of Agricultural Extension, 1963).



- **Commonwealth Act 85**, which was passed in 1936, established the provincial extension services financed by the provincial and municipal governments. Thus, a broader and more comprehensive agricultural system emerged.
- For the first time, extension service in the Philippines became a serious organized business (Mabutas, Paguirigan, 1978).



- Because of the **outbreak of the war in 1949**, extension services became scattered into different bureaus so that the President of the United States per request of the President of the Philippines sent **Danniel Bell**, the chief of the mission to conduct economic survey in the Philippines.



The purpose of which are:

- a.to consider the **socio-economic status** of the country;
- b.to **recommend measures** which will make the country to become and remain self-supporting.
- The survey showed that different offices carried out extension work and that there was lack of sufficient extension workers. It was then that the survey mission **recommended the consolidation of all extension services under one agency.**



- The Congress of the Republic of the Philippines enacted in July 16, 1952, **Republic Act No. 680** which created the **Bureau of Agricultural Extension (BAEX)**. All extension activities, therefore, of the Department of Agriculture and Natural Resources became the responsibility of the Bureau of Agricultural Extension.



The Bureau of Agricultural Extension became the Agricultural Productivity Commission

- On August 8, 1963, the **Agricultural Land Reform Code** was signed into law (R.A. 3844). The Bureau of Agricultural Extension was renamed **Agricultural Productivity Commission (APC)**. This was placed under the Office of the President.



- The function of the APC was broadened to accelerate “progressive improvement in the productivity of farms, the advancement of farmers and the strengthening of existing agricultural services through the consolidation of all promotional, educational and informational activities pertaining to agriculture (Republic Act No. 3844).



- Then came the Martial Law. Since then several organizational changes affecting agricultural extension have taken place. The integrated reorganization plan of the government (PD No. 1) and the Presidential LOI No. 9 dated November 1, 1972 **reverted** the Agricultural Productivity Commission to its original name-Bureau of Agricultural Extension.
- **Presidential Decree No. 970** abolished the Bureau of Farm Management of the Department of Agrarian Reform and transferred the extension function to the Bureau of Agricultural Extension.

- It was on **July 1, 1973** when the Bureau of Agricultural Extension was placed again under the Department of Agriculture. The Abaca and other Fibers Board was fused with the Bureau of Agricultural Extension.
- In 1977, upon the request of the Philippine Government, the World Bank Mission appraised the Philippine agricultural extension service. The World Bank approved the loan of US \$35 million. The NEP became fully operational on March 27, 1979.



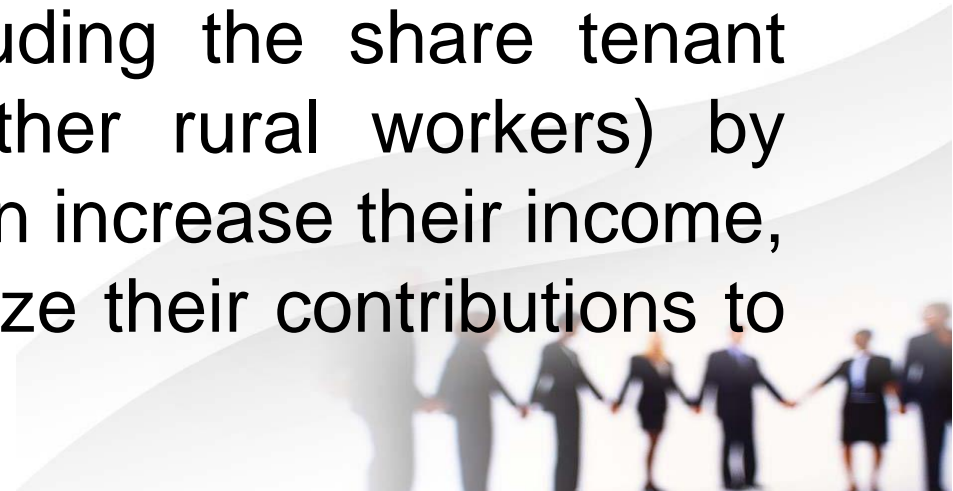
The Bureau of Agricultural Extension Became a Staff Bureau

- In 1978, ministry – **wide regional offices** were created in the Ministry of Agriculture by virtue of **Presidential Decree No. 1579** (Bonifacio, 1982). By virtue of **Executive Order No. 595**, the Bureau of Cooperative Development, which was created under the Ministry of Local Government and Community Development in the 1972 reorganization, was likewise placed under the supervision and control of the Ministry of Agriculture.
- In 1982, **Executive Order 803** established an integrated management system for agricultural services for the unification of government efforts at providing adequate and timely agricultural services and inputs. The delivery of agricultural services became the responsibility of the provincial governor.



The Creation of Agricultural Training Institute (ATI)

- By virtue of **Executive Order No. 116 (1987)** the Bureau of Agricultural Training Council and the Philippine Training Center for Rural Development were merged into the **Agricultural Training Institute**. Thus, the Agricultural Training Institute was born.
- **Executive Order 116** declares that it is the policy of the State “to promote the well-being of farmers (including the share tenant leaseholders, settlers, fishermen and other rural workers) by providing an environment in which they can increase their income, improve their living conditions and maximize their contributions to the national economy”.



- In consonance with the above articulate of the State, the **Agricultural Training Institute is mandated by Executive Order 116** to be “responsible for the training of all agricultural extension workers and their clientele, who are mostly farmers and other agricultural workers; ensure that training programs address the real needs of the agricultural sector; ensure that the research results are then communicated to the farmers through appropriate training and extension activities.”



EXTENSION IN STATE COLLEGES AND UNIVERSITIES



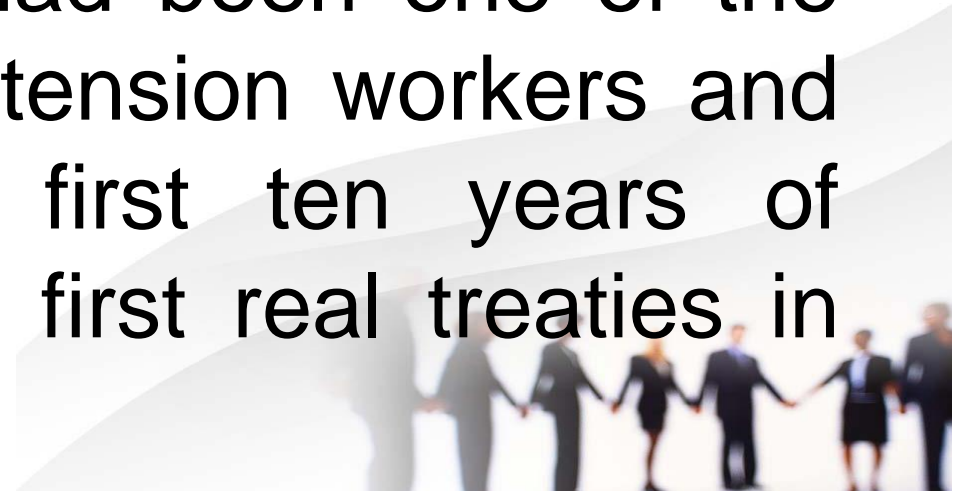
- The term **University Extension** was first recorded in **Britain** in 1840. The first practical steps were taken in 1867-1868 when James Stuart, fellow of Trinity College, Cambridge, gave lectures to women's associations and work men's clubs in the North of England.
- **James Stuart** was often considered the **father of University Extension** (Van den Ban and Hawkins, 1996). In 1871, Stuart approached the authorities of Cambridge University and appealed to them to organize centers for extension lectures under the university's supervision.



- **Cambridge University** adopted the system in **1873** to describe a particular educational innovation followed by **London University** in **1876** and **Oxford University** in **1878**. In 1880's, the work was being referred to as “**extension movement**.”



- Within a decade or so the movement had spread to other institutions in Britain, the United States and elsewhere. The **American extension** movement started in the same basis as in England in 1882 at the **University of Chicago** with **Professor Moulton**, an English as the first Director. He had been one of the Cambridge University's original extension workers and in 1885 had documented "the first ten years of extension movement", the world's first real treatise in Extension.



- Seven (7) years after the implementation of the American Regime in the Philippines, the **Director of Education** at that time presumed that majority of the Filipino farmers had but little knowledge on advance farming and the masses in general had no adequate conception of the value of keeping their surroundings in a sanitary condition. He believed that much could be accomplished if some means could be used to reach those people who were too old to attend public schooling. As a result, **Act No. 1829** was passed by the Philippine Legislative assembly on May 21, 1908 creating the **Civico-Educational lectures**.



- Under **Act No. 1829** the Municipal teachers were required to conduct lectures to be delivered on non-work days using the principal dialects of the community. The lecture dealt on the rights and duties of the citizens, the municipal code, the Provincial government Act, and the organization of the Central Government.



- In **1935**, the University of the Philippines created a committee called the **President's Committee on Literacy and Civic Education**. The main task of the committee was to organize the University alumni into volunteer workers to undertake adult education work during vacation.



- The **U.P. adult education projects** started an extension program in different places around Manila. The following year, the program was broadened to include additional courses like shop work for men, dressmaking, flower making, and painting for women. In May 1938, nine schools were set up by the university and these schools taken together composed what were known as the **UP Rural Adult Education Projects**.



- To date, **State Colleges and Universities** (SCUs) especially those offering agricultural curricula are tasked to serve as frontiers in economic recovery and perform three-fold functions of providing effective instruction, promoting research, and providing extension service to the farmers, out of school youths, rural women, etc. in the service areas. They are also mandated to undertake production as the fourth function in addition to the three aforementioned traditional functions to generate income for at least 40% of their budget for operation and the remaining 60% will be taken from national appropriations.



- One of the state universities of the Philippines expressed its mission: The ultimate measure of the effectiveness of any institution of higher learning is its contribution to and impact on the educational, economic, social, cultural and political well-being and environmental consciousness of the people it serves.



E. TYPES OF EXTENSION (ROLING, 1988)



1. Informative extension

- When extension functions as an instrument for helping people make well-considered choices among alternatives which extension has provided, "the emphasis is on supporting the individual to make optimal decisions with respect to the attainment of his / her own goals". The individual can experience the freedom to use or not to use extension.



2.Emancipatory extension

- The case where extension is an instrument of emancipation and upliftment,"pedagogy of the oppressed" as Paolo Freire has called it. This is how extension is seen in the socialist and Christian traditions. In both traditions, extension is an instrument for "developing the human being, on 'farming' or enhancing his or her capabilities to make decisions, to learn, to manage, to communicate with others, to analyze the environment, to be a leader, to stand up to oppression, to organize and so forth'.



3. Persuasive extension

- Where extension is used as a policy instrument by the government for achieving societal objectives or collective utilities, i.e. inducing preventive behavior with respect to environmental pollution, health hazards, etc. which "is in the interest of society as a whole or of future generations but not necessarily in the short term interest of individuals who are the target of such extension.

