

1.0 Interpretation

- An educational activity which aims to reveal meanings and relationships through the use of original objects, by first hand experience and by illustrative media rather than simply to communicate factual information.

2.0 Kindred Terms and Characterization

- Closely related to Public relations, Conservation education, Extension services, Environmental education, Information services.
- Voluntary educational activity.
- Reveals information and meanings through original objects, first-hand experiences, and by illustrative media.
- Purpose is not to instruct but to provoke.
- An exercise not in teaching facts to captive audience but in stimulating ideas to non-captive audience and settings.
- An opportunity to share our knowledge of nature, to affect attitudes, and to solicit support for conservation from a receptive and non antagonistic public.
- A bridge connecting the visitor, the protected areas and the manage.
- Absence of interpretive services in a park setting is inviting a guest to your house, opening the door, then you disappear

3.0 Purpose of Park Interpretation

- To enhance public enjoyment
- To gain public awareness, understanding and appreciation of the parks and their basic purpose.

4.0 Objectives

- To increase visitors satisfaction and enjoyment
- To accomplish some management objectives and goals
- To promote public understanding of the park agency and its programmes.

5.0 Benefits of Park Interpretation

- Contribute directly to the enrichment of visitor experiences.
- Make visitors aware of their place in the total environment and better understanding of the complexities of co-existing.
- Enlarges the visitors horizons beyond the park boundaries.
- Informs the public
- Helps the public to make wiser decisions on matters related to natural resources management.
- Helps to reduce unnecessary destruction of park properties, hence lower maintenance and replacement costs.
- Provides means of moving people subtly from sensitive areas to sites that can better sustain heavy human impact.
- Improves public image
- Establishes public support
- Instills in domestic visitors a sense of pride in their country, region's culture and heritage.
- Assists in promoting tourism where tourism is essential to an areas or country's economy.
- Effective in preserving a significant historic site or natural area by arousing citizen's or community's concern.
- Motivates the public to take action to protect their environment.

6.0 Principles of Park Interpretation (By Freeman Tilden)

- Any interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile.
- Information as such is not interpretation. Interpretation is revelation based upon information. But the two are entirely different things. However, all interpretation includes information.
- Interpretation is an art, which combines many arts, whether the materials presented are scientific, historical or architectural. Any art is in some degree teachable.
- The chief aim of interpretation is not necessary instruction, but provocation.
- Interpretation should aim to present a whole rather than a part, and must address itself to the whole man rather than any phase.
- Interpretation addressed to children (say up to the age of twelve) should not be a dilution of the presentation to adults, but should follow a fundamentally different approach. To be at its best it will require a separate program

7.0 Interpretative Media

Interpretative media are those tools which aids an interpreter in effecting the task of interpretation.

- Personal Contact:
 - Gate – first meeting and receiving interpretative information about the park from the gate keepers.
 - Guided Tours – through park guides, visitors get a personal interpretation of the park.
 - ◆ guided tours could also cover such features, as museums and interpretative trails.
 - Personal Talks – In wildlife education centres, campgrounds or hotels. Here a warden can meet park visitors, talk to them, answer questions, etc., or show slides and film shows. The establishment of school programs through personal visits and wildlife clubs can go a long way in promoting and protecting national park values.
- Written Materials:
 - Signs and labels
 - Publications about a park – orientation: normally briefly in the form of pamphlets.
 - detailed publications about specific subjects on the park; birds, geology, plants, wildlife, history.
- Audio Visuals:
 - Slide talks in outdoor theatres, campgrounds or hotels
 - Films
- Radio and Television – radio programs about national parks, game reserves or related wildlife topics.
- Interpretative Trails:

These are well planned and laid out trails in the park, in specially designated areas of special scenic features. Interpretative trails could either be terrestrial or underwater as in marine parks.

➤ Museums or Interpretative Centres:

These could be located at Park Gates, at Wildlife Education Centres, or near facilities for tourist accommodation.

➤ Exhibits – at various locations in a park that depict a point of biology or history.

➤ Interpretative Signs – distinct, well worded signs are useful.

8.0 Discussion on Selected Interpretative Media

8.1 The written and Spoken Word:

The written word as an interpretative media falls under two categories. There is the written word for the ear – or written specifically for reading or speech; and there is the written word specifically for the eye or reading by an individual. People react differently depending on whether they read, or hear a message. The following generalizations are worth remembering:

When a message is ...

S/N	Read	Heard
▪	Communication is one-way, with little chance to verify impressions easily.	Opportunity often exists for two-way communication.
▪	One or at most a few readers can be reached at one time, relatively isolated from each other	Many listeners can be reached at once, and group reactions can be brought into play.
▪	Reader must interpret inherently	Speaker can use nuances, emphasis,

	meaningless symbols <u>and</u> think about the message at the same time; 3 rd generation version of author's ideas often depends on reader's experience for effect.	physical expressions and colloquialisms to communicative with listener.
▪	Reader can study or re-read the message in most cases; longer retention of message is probable.	The effect, even when made through logic or drama, is easily lost over time. Usually repetition is not possible.
▪	Message often perceived as logical, sequential, rational, and impersonal. This hand-out itself connotes more truth and authority than the ideas themselves may merit simply because it is printed and read.	Communication is possible with people who are unable or prefer not to read.
▪	Author can often be analytical and even critical of traditional ideas without arousing readers defenses. Cognitive rather than emotional emphasis.	Communication is more direct between author and recipient; since several senses used, emotional involvement of listener is more likely.

When choosing between these two means of communication, ask yourself:

- Who am I trying to reach at this time and place?
- What really matters to this audience?
- What message (theme) will best speak to those concerned?
- Should the message be read or heard to be most effective?
- Which form of interpretation is most practicable here?

Guidelines for Proper Outlining:

- List down as many potential subheadings of the subject are possible.
- From (a) above, select those subheadings which best illustrates your subject.
- Break the subheadings further and, if need be, break the sub-sub-headings further.

Advantages of an Outline:

- It compels you to analyse your argument/s and to examine your supporting materials, selecting only the best and placing these in the most strategic spots.
- Reveals any gaps or flaws in your reasoning and in the development of your points.
- It makes it easier for you to remember what you want to say and to deliver with a minimum reliance on notes or manuscripts. This is especially true when giving speeches – when there might not be enough time to write the whole speech.
- Enables you to present your writing/speech in a natural and orderly sequence.

Different ways in which you can group your points in your Outline:

- Chronological or Time Sequence
Very successful when discussing historical or time based events
- Spatial Order
A fairly difficult approach, but most successful in instances where you want to create readers or listeners. This approach refers to geographical or dimensional components.
- Order of Importance
Beginning with the most important and ending with the least important. Sometimes the approach can be reversed; i.e. beginning with the least important and ending with the most important.

- Problem and Solution

A good approach when arguing or presenting discussions to prove a point. This is particularly so when the occasion calls for solving a problem. Under this approach, the following steps are followed:

- State the problem
- Tell why it is important and how much it matters to your listeners or readers.
- State, briefly, other solutions that have been tried or offered. Then explain why they did not or will not work.
- Offer your solution/s as to the correct one/s.
- Present your arguments supporting your solution/s.
- Tell or request the audience what they can do to bring about the success of your solution/s.

9.0 Stage Fear and How To Use To One's Advantage

Two false assumptions prevent certain individuals from becoming good public speakers:

- Good speakers are born and not made; therefore it is useless to try unless you were endowed with a God-given talent.
- Fear and nervousness are insurmountable for some persons. Therefore is hopeless to try to conquer these apparent handicaps.

AIDS TO MINIMIZE STAGE FEAR

- Recognize fear: All men feel fear in challenging situations. Accept fear. Fear is nature's way or protecting oneself.
- Analyse your fear: According to the above

Fear is a device for self-protection. What are you protecting? It is one's ego and self esteem that are under protection. In public speaking there are three threats to your self-esteem:

- You may be afraid of yourself – afraid of performing badly or not satisfying your ego. This is lack of confidence in one's performance and abilities.
 - You may be afraid of your audience – afraid they may laugh at or dislike you.
 - You may be afraid of your materials – afraid you have nothing worthwhile to say and/or are not well prepared.
- Utilize what you have learned (about your kind of fear):
- Conceal your negative feelings from others. If anything, negative feelings will hamper your public speaking efforts.
 - Appraise your situation realistically. You were the one selected to give the speech or talk. Therefore, it follows the audience know and expect you to do well. No need of panicking – which all go to lower self confidence.
 - Appraise you audience realistically. The audience normally sympathises with a speaker. They do not come to laugh at a speaker.
 - Appraise your material realistically. This simply means ample preparation.

10.0 STAGE MANNERISM AND APPEARANCE:

- Neatness – in appearance
- Looking at the audience direct
- Avoid putting hands in pockets and especially jiggling coins, if any in the pockets.
- Avoid excessive single acting.
- Avoid excessive shuffling of your notes.
- Be yourself.

Etc., etc., etc.

11.0 AUDIO VISUALS

As discussed under 'Interpretative media', the following fall under visuals: films, slides and television. Only slides will be discussed here. Films and televisions are complicated media for our purposes. Besides anyone with a basic knowledge of photography can take slides, whereas films and television are more difficult and expensive media. It is worthwhile to remember that where the opportunity arises, films and television can be very effective interpretative media. Sometimes more effective than slides, depending upon the kind of audience one is faced with. As a general rule, films are effective amongst not so well educated audience, whereas slides and television are more understood by more educated audiences. Again, the emphasis is still on the kind of audience one is faced and the kind of presentation of the above media, according to a particular audience.

Role of Visual Aids in Interpretation:

- a) to clarify
- b) to simplify
- c) to reinforce and for impact.

12.0 SLIDE TALKS: is an interpretative talk illustrated by slides.

Steps to follow when selecting slides for a slide talk:

- Consulting your written talk, find out the number of 'slide groups' in your talk.
- From your slide library, sort out as many slides, as possible that fit the various 'slide groups'.
- Sort out the potential slides according to their 'slide groups'.
- Depending upon the number of slides you require for your talk – which depends upon the length of your talk, choose the best slides to represent you various 'slide groups'.
- Arrange your slides (in the slide trays) in your various 'slides groups' for maximum effectiveness; placing each slide where it will best illustrate what you want to say.

Important Points to Prepare For:

- Preparation

- Practice
- Personality
- Personality:

13.0 Park Museum

As an interpretative medium, a park museum can be described thus: 'a room or rooms in which the story of a park or historical site is exhibited or told'.

Role of a Park Museum:

- Orients visitors to an area (through park maps, charts, etc.)
- Tells the visitors what the park or historic site has to offer.
- Properly done it should stimulate visitor interest to go and explore the park or site.
- Preserves plant, animal, geological, historical and archaeological specimens of the park.

Museum Building Planning:

The building should be planned in a manner that will enable a small group to operate it effectively, i.e. in keeping it clean and by changing the displays frequently. The future operation should be technically competent and have adequate financial support.

Basic Components of a Museum

- The Collections: (in collection room)
- The core of the museum is its collections. All pieces are documented, numbered, and placed on collection storage shelves for future display, in a separate collection room.
- The Displays: (in display room)
- Good displays result from the careful selection of quality objects that reflect a well conceived story theme. It is difficult to tell this story all at once, therefore displays should be changed and people encouraged to return again. Display areas should not be larger than 30% - 40% of the total museum area.

- Workshop – for display preparation No. 3, 4 and 5. These may or may not apply depending on the size of your museum and what volume of work will be done in the future, and from where.
- Office
- Washrooms

Useful Planning Procedures:

- The advice from national or provincial museums is obtained and information any technical aid or grants available from national authorities should be sought.
- The objective of the proposed museum should be clearly defined.
- The major projects should be identified and capable persons put in charge of each one. In some cases those persons could be volunteers from outside sources.
- A complete detailed estimate of costs of all aspects of the project should be made to include:
 - Capital costs – land, professional fees, buildings, furnishings, display cases, landscaping, lighting, etc.
 - Note: The museum should be fireproof.
 - Annual operating Costs – staff and attendants purchase of collections, building repairs, light and heat, telephone, insurance, not equipment.
- The size of the museum must be defined with plans for expansion.

MUSEUM PLANNING PROCESS

- Find area of the room. Bear in mind that potential usable space could be square or cubicle.
- Find out what your park has to offer, common and special features. Significant natural, historical or archaeological features of your park.
- Determine as many potential displays to be exhibited.

- Determine potential interpretative media.
- Determine kinds of interpretative media for each potential display.
- Depending upon the space of the room select the best display for your museum and determine how much space each will require.
- Determine where each display will go in the museum room, placing the most important in the most prominent spaces.
- Entrance and exit location for interpretative publications, gate to count visitors, one way traffic flow in museum.
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Interpretative Trails

- **What are interpretative trails?**

Interpretative trails constructed trails or paths, either on land or underwater, that contain interpretative message/s about the feature/s around which such trails are constructed.

- **Kinds of Interpretative Trails**

- Trails dealing with natural features
- Trails of historical significance
- Trails of archaeological significance
- Trails of geological significance.

- **Interpretative Methods**

- Guided by a park guide or part interpreter.
- Self-guided.

Advantages of a Self-Guiding Trail

- Allows visitors to see features in their natural setting.
- Provides an experience more realistic and often more memorable than interpretation by indoor facilities.

- Relatively economical to construct, and can be developed fairly rapidly.
- Can serve a large number of people, yet does not require the presence and expense of an interpreter.
- Especially good for family use.

Criteria for establishing interpretative trails

- Subject matter of interest to the visitors?
- Area accessible or can it be made accessible to the visitors?
- A potential audience which can be attracted to the area?
- Area relatively safe from dangerous features like animals, volcanoes or other geological hazards?

Developing of Self-Guiding Trails

Evaluation of Potential Trail:

- Topography of an area.
- Full research into area's management, history, and natural history.
- Relevant or repetitions in relation to other close resource sites.

Selecting Features for Interpretation

- Determine whether the displayed features will stand by themselves, or whether the different features will be interpreted from a single theme in sequence.
- Number of different features to be interpreted depends upon different situations existing along a trail.
- Amount of time a visitor has available to spend on a trail as a factor.
- Features not directly connected with the trail but of interest e.g. name and height of a mountain further away; name of water falls visible at a distance, etc.
- Not all features along a trail need be natural to the area.

Methods of Interpreting a Self-Guiding Trail

- Trailside signs.
- Leaflet Keyed to Trailside Markers.
- No formal interpretation at all along a certain trail, not to distract from the aesthetic quality of the features that visitors follow and interpret by themselves.
- Special case: i.e. for illiterate people a guide should be provided.

Writing Interpretative Texts

- Effective interpretative texts.
- Imaginative titles are
 - Must be interesting enough to be read
 - Clear enough to be completely understood
 - Must communicate information worth knowing.
- Writing the texts demands a thorough understanding of the subject to be interpreted.
- Ability to communicate interpretative information to the visitors.
- Text should aim for completeness, clarity and accuracy
- Good, clear, simple illustrations.

WRM 510: WILDLIFE EXTENSION

➤ Introduction

Extension work has been defined as ‘the bringing of education to people who are not ordinarily in close contact with an educational institution and who are likely to remain with the education, training or information needed for an improvement in their living conditions unless it is brought to them’. Extension

implies the dissemination of information, and the diffusion of this from a local point to a large number of people capable of benefiting from it. This can occur with or without specific organizations or institutions as their farmers come to learn from others that new crops (e.g groundnuts and cocoa in the early 1900s) could be adapted. Here an extension function' was performed through the vehicle of communication and dissemination of information?

Wildlife extension can then be define as the art and science of the process of disseminating wildlife related information to end users.

In other cases, extension is tied to an educational organization or agency which operates a highly formalized activity and for which large inputs human, financial and other resources are required. It is an essential feature of government development strategies.

The theory of extension is the sum total of all those ideas and thoughts that underlay the learning process which they function, and the process of bringing about this change. Its point of departure is the capability of man to learn to profit by experience, to adapt, to innovate; in short to change. Extension theory draws from the realization that learning is a continuing process that knows no age limit, or other barriers. It grows out of a situation of need, for ignorance and backwardness, a desire for knowledge and improvement. Extension work is an out of school education for both young and old to learn by doing.

The theory of extension is a dynamic one. It is ever – changing, getting modified, adapted and reevaluated. In almost all disciplined we hear of new

development: - New Mathematics, Modern Economics, the New Economic History, etc Extension is not an exception. This is because man for whom extension has its object is not static but subjected to perennial changes internally and externally. It follows therefore that proponents of extension methods must for ever be searching for new ways, new dimensions, processes and methods of meeting the challenges which life presents.

Assignment (1): write short note on the theory and philosophy of write brief extension.

➤ **WILDLIFE EXTENSION EDUCATION**

The greatest obstacle to an intelligent wildlife management programme is the lack of clear public thinking based on sound information. There is therefore a fundamental necessity for better public information to generate support.

Any project dealing with living creatures requires time and continuity to accomplish anything. A conservation department must have a competent staff to collect accurate information on which productive programmes and harvesting regulating can be based and it must also develop a strong educational programmer to acquaint the public with the basic facts on which programmes are based. A conservation department staff without a strong and well trained enforcement staff is almost hopelessly inefficient in its efforts.

➤ **FUNCTIONS OF EDUCATION STAFF**

1. To get people (especially the rural dwellers) into a frame of mind and attitude conducive to acceptance of conservation ideas.
2. To educate the general public on the importance of wildlife as a basic natural resource.
3. To carry out extension courses to reach directly both the young and adult population inhabiting the land.
4. To disseminate the facts on which regulations and limitations of the harvest of wild animals are based.
5. To secure public assistance and support in applying knowledge of methods of improving and conserving the habitat.
6. To train technicians and teachers in wildlife field.
7. To disseminate constantly enough information to the field staff to allow them to present programmes intelligently and accurately.
8. To disseminate to the rural dwellers results of relevant research and to carry their problems back to research organization. For instance, relevant information on wild animal domestication should be given to the rural populace in that this is expected to reduce hunting pressure on wild populations of animals concerned.

➤ **Historical Importance of Extension**

The importance of extension was realized early enough by our colonial masters.

They were aware of the fact that their own socio-political economic interests

would suffer if the people were left in ignorance for too long. They could not be satisfied with the use of catechists or interpreters, so they came down from their Olympian heights to impart what they considered relevant knowledge to the people.

This was the rationale for agricultural extension as an educational science, within a unified Department of Agriculture for Nigeria in 1921. Sir Hugh Clifford Justified his budget for the supply for agricultural extension officers in the legislative council of 1920 thus: the average native of West Africa derive little benefit from an European agricultural station because he cannot be induced to visit it similarly, as experience in the Gold Coast has shown, the only instruction which can be rammed into the understanding of African farmer is that which is imparted to him personally and directly by officers of the department who visit him in his own village and accompany their advice by practical demonstration.

Finally, we must mention that extension work is not limited to any discipline. It can be applied to any field of learning in which man is interested: education, agriculture, arts and crafts, music and dance, home economics and so forth. It is necessary to bear this in mind, so that we can know where to locate the field worker, what expertise to expect of him and what peculiar inputs he demands.

➤ **USEFUL TECHNIQUES IN WILDLIFE EXTENSION SERVICES**

1. Use of Extension Social Situation

People's nature, beliefs and expectation form the basis on which they can be helped. They form the life situations that the extension agent is called upon to improve. To facilitate this extension workers should get to know the community where he is going to work. This he can do personally by visiting them ahead of time. He should get to know the neighboring communities and their kindred's. he should within a short period know the kindred leaders and their names and should be able to conduct himself round at the able to organized them to construct one or raise funds to hire a grader or arranges with the nearest ministry of works and Housing unit to do the job he can then assure himself of a good beginning. Or he can study about them through books, periodicals, journals, newspaper; films and slides and from accounts of travelers, missionaries and anthropologists. Most sponsoring agencies overseas conduct orientation courses before the Peace Corps, VSO, etc. set out for Africa or Asia. In the courses the above sources of information are digested. In addition, students and personnel from the receiving countries give direct lectures to the foreign extension workers and describe and explain the conditions of life to them.

The above recipe can be prescribed for indigenous extension workers as well. Even if the conditions of living are the same and familiar, they will need to get more educate on the community and people with whom they are going to work. I once suggested to some foreign extension workers the need to write up monographs of the areas where they work, which can be illuminating to others –

workers and management as well. Some people frown at this and consider it an intrusion and attempt to portray the host country in account is objective, it should be encouraged. It is in this way the author considers his book *An African in Germany* a valuable source of information not only about Germany. But also the author's Nigerian background. It was written to guide the African student and his European host.

2. Use of Local Leaders

The two basic functions of local leaders (King, Emirs situational leaders) in Wildlife extension service are:

- a. To bring about local support for extension activities.
- b. To increase the amount of extension teaching that can be done.

No local extension officer can do the job expected of him all alone. He needs assistance and assistants. No doubt there is need for a large number of workers to reach a large number or populace. The only way out is to utilize local leaders. In order to do this, the extension worker needs to know how to do this, he needs to know how to identify leaders, how to develop and use them, and how to best use them in moving the extension programme forward (William *et al*, 1984).

➤ IMPORTANCE OF LEADERSHIP IN EXTENSION WORK

The following are the reasons why the community leaders in extension work is very important.

1. New practices are more readily accepted by rural dwellers when and if their leaders adopt them.
2. The extension worker has greater contact with the rural people through the use of local leaders. Thus, he is in a better position to know their needs and interests.
3. When the local leaders are effectively involved, there will be less disruption of the programme.
4. It provides an enabling environment to fulfill the basic principle of extension of involving people in the process to help themselves. The leader can help explain the programme to the people better than the agent in some cases.
5. Using community leaders assists the extension agent reach many more individuals.
6. Leaders defend village work against unfair criticisms and help bring about more favourable attitude toward extension work (Williams *et al*, 1984).

➤ **LIMITATION TO THE USE OF LOCAL LEADERS**

1. Local leaders may give wrong interpretation to the programme thus bringing the credibility of the agent to question.
2. They may introduce their own opinion and value judgment to the programme.

3. They may not be good teachers and will therefore not be as effective in selling the programme to the people.
4. They may find it difficult to spare the required amount of time to receive adequate training that will enable them to be effective in the programme.
5. Location and training of leaders takes much of the time of an extension worker.
6. Local leaders may seize the opportunity to acquire prestige and personal within the community without contributing much to the effectiveness of the extension agents (Williams *et al*, 1984).

3. Involving people in actions that promote their welfare

People should not be made to be observers but participant and programme. They should participate in the planning and implementation of the scheme. A successful extension agent works side by with the farmer so that he learns to do it the way you do it. The agent is not expected always to stand on a spot and dish out instructions on how it should be done. Do it with him and convince him that you know what you are doing and how it should be done; thereafter, he will on his own publicize you ingenuity to the community.

All these presuppose that the programme under consideration has meaning for the people. To achieve this, the extension worker should ghinitio, find out what the people want, work on it or modify it. Having done that, he should involve them at every stage so that they can feel that the programme is really their own.

4. Gaining the confidence of the community

The community sees the agent as an encyclopedia that has answer to their problems. And since this cannot be true, one has to combine theory and practice to find an answer that will convince the community that one is not indulging in guess work. If you cannot find an on-the-spot answer to a farmer's problem for example give him / her an appointment and this will give you a chance to look up the problem in your book(s) or to ask a more experienced colleagues what solution he can offer to the problem. If you cannot for any reason keep the appointment with the make sure you send word to him so that hw will not brand you a liar or waste the day waiting for you. Ideas that cannot be implemented be fulfilled. In its geographical location and accessibility, the people's culture, level of understanding and interest, it is best to discuss with your boss, who, if he understands your problems, may suggest an alternative but workable strategy.

5. Combining firmness with accessibility

An extension agent is just like a salesman who advertises a new product and tries to convince the public that his product is the best available of its type in the market thereby winning more buyers for his employer. He is like a clergyman who strives to win more souls for God. He is a social worker who besides his professional job can lend a helping hand to the community itself or to individual

members of the community. If for example he owns a motorcycle or a car and uses it to convey a sick person in the community to hospital where there is no public transport available, he has added yet on more feathers to his cap of success. He has made an extra friend and has identified himself not only both his work in the community but with their social and domestic problems. The extension worker is he who is every accessible to members of the community he is serving irrespective of whether it is during his working hours or not. He should not live in isolation of the community or create the impression that his sophistication does not make room for free mixing with poor, ignorant or illiterate villagers who may stain his rug or padded chairs if he allows them to come to his house. He should make time to visit them in their own homes. This wins admiration and dispels the impression that visits are best when the man visits the big man.

6. Combining enthusiasm with caution and flexibility

Psychology works best where stubbornness to change predominates and your method of approach lends itself to easy acceptability to change. Remember also that as an extension agent you are not a policymaker but a policy executor and that whatever changes you want to effect in your area of work should not conflict or run criss-cross with laid down policies.

If for example the government does not promise any subsidy to farmers participating in a project, do not ever tell them that government made any promise just because you want to be credited with pulling a crowd. It does not however; mean that polices must be followed to the letter. Amendments may be made to achieve result; it all depends on the area you are covering, the community respects him either because of his wisdom, uprightness, education, wealth or influence. He is the man who commands, respect easily amongst his people; they see him as somebody who is knowledgeable and whose decision tends to augur well for their welfare. He is not selfish or egoistic. He has sound judgment and is fair in his dealings. With such a person an extension worker has no problem in pushing through a new idea in the community. If the extension agent is working in an area where he does not understand the local dialect easily, the local leader as his contact man puts his message across to the community.

7. Use of the adoption process

The extension worker should also put into practice the extension adoption process. He should realize that the decision to adopt usually takes time people normally do not adopt a new practice or idea as soon as they hear about it. They may wait several years before trying the new ideas for the first time, and longer still before permanently adopting it. To be sure, some decisions are made

quickly – but many others require extended thought and deliberation. The final decision to use a new practice is usually the result of a series of influences operating through time and this is where an extension worker has to exercise patience with slow or late adopters.

For many practices, people appear to go through five distinguishable stages:

- a. Awareness: the first knowledge about a new idea, through five practice;
- b. Interest: the active seeking of extensive and detailed information about the idea, to determine its possible usefulness and applicability;
- c. Evaluation: weighing and sifting the required information and evidence in the light of the existing condition into which the practice would have to fit;
- d. Trial: the tentative trying out of the practice or idea, accompanied by acquisition of information on how to do it;
- e. Adoption: the full-scale integration of the practice into the on-going operation.

These 5 – step stages have been with us in this country for quite a long time, and still some farmers do not use fertilizers in spite of the campaign in the press, on radio and television mounted for it. Some farmers still do not want to try out the yellow maize – NSI – because they still prefer the local maize and do not see any difference between it and the local agricultural chickens are claimed to grow too fat and have not taste. Knowledge of the adoption stages can help to remove these bottlenecks.

8. Use of audio-visuals

In this country as well as in other developing countries good things of life are concentrated largely in the urban centers to detriment of the silent majority who have neither electricity, pip-borne water, films, television sets, nor tarred roads. An extension worker who realizes this and endeavors' to bring in the mobile film van into the rural areas for the people to see a film show for the first time in their lives will for long be remembered by the people.

The role of communication is of vital importance in agricultural extension. To this effect there is no limit to what part the press, radio and television can play. In the past, fertilizer was an agricultural input factor many farmers never cared to use just because there was the belief and of course ignorance that if wrongly applied, fertilizers do kill crops and if during harvest the yam tubers are injured, they will decay. Within intensified fertilizer campaigns, agricultural demonstration plots and mass education, people now request for fertilizer on their own. They now appreciate that fertilizers boost crop production if properly applied. The radio farmer' programme is very commendable in reawakening the people's interest in farming and gardening particularly when then broadcast is made in local languages of the masses who are mainly concerned with the actual farm work.

9. Continuous Evaluation

The extension worker should assess the progress being made continuously. This presupposes that the goals and objectives were known from the beginning and target of performance set. It is imperative that a proper evaluation of the individual's progress, as well as that of the scheme should be conducted on a regular basis, say monthly, terminally or yearly.

The employment of the modern technique of management by Objective will facilitate eventual evaluation. This technique can be employed in almost all enterprises. It is worthwhile for the extension worker to acquaint himself with this technique and apply it in work experience.