Extension International: People and Food

Cooperative Extension Service
South Dakota State University

Follow this and additional works at: https://openprairie.sdstate.edu/extension_ss

Recommended Citation
https://openprairie.sdstate.edu/extension_ss/106

This Other is brought to you for free and open access by the SDSU Extension at Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. It has been accepted for inclusion in SDSU Extension Special Series by an authorized administrator of Open PRAIRIE: Open Public Research Access Institutional Repository and Information Exchange. For more information, please contact michael.biondo@sdstate.edu.
EXTENSION
INTERNATIONAL

people & food
This publication was prepared by the International Extension Subcommittee of ECOP (Extension Committee on Organization and Policy), American Association of Land-Grant Colleges and State Universities. October 1967.

John T. Stone (chairman)—South Dakota
Marvin A. Anderson—Iowa
W. H. Bennett—Utah
A. A. Spielman—Massachusetts
C. A. Vines—Arkansas
George B. Nutt—South Carolina
Joe L. Matthews—Washington, D. C.

The Subcommittee expresses appreciation to Jean Brand for her editorial services.
Contents

Food Is Losing the Race ................................................. 3
The Need for Technical Assistance ................................. 3
Women ........................................................................... 5
Youth ............................................................................ 6
Extension Is “Exportable” .............................................. 7
Extension’s International Commitment ......................... 8
Goals and Priorities ....................................................... 8
Training and Staffing ..................................................... 10
How Extension Operates in the United States .................. inside back cover
HELPING PEOPLE HELP THEMSELVES has been the hallmark of the Cooperative Extension Service through more than half a century of success in serving rural Americans.

We believe that today the unique capabilities of the Extension system are needed as never before to help the exploding populations of this planet learn to feed themselves, before our civilization collapses under mass starvation.

At this point in history, food charity programs are at best only stop-gaps, postponing the day of reckoning; at worst they prolong the misery. Only through the application of agricultural science by the millions of farmers in the food-deficient nations can these nations be saved from mass starvation.

We believe that Cooperative Extension has an answer—perhaps the only workable answer—in its ability to help people use knowledge to attain a better living. The Extension type of education, by whatever name, does work. Its methods have proved "exportable" and adaptable to any cultural setting.

We believe that the Cooperative Extension Service of the U. S. Department of Agriculture and the 50 Land-Grant universities can play a more effective role in helping the United States help other nations wage the war on hunger. For this reason the following policies and plans have been developed as a guide for the Cooperative Extension Service in carrying out and expanding the international commitment to help meet the astronomically expanding practical educational needs of people in today's world.

—The ECOP Subcommittee on International Extension Programs
Food Is Losing the Race

“Next to the pursuit of peace, the greatest challenge to the human family is the race between food supply and population increase. That race tonight is being lost.”—Lyndon B. Johnson

It took from the beginning of time until 1967 to reach a living world population of 3 billion people, but it will take only 33 more years for that population to become 6 billion. The earth is now adding more than a million people each week, most of them in the less developed countries.

These countries already have a food deficit of 16 million tons of grain annually met by imports from the developed countries. The new mouths born in the developing areas of the world by 1980 will need an estimated 300 million additional tons of grain or its equivalent—nearly all that the United States, Canada, and Western Europe combined now produce.

Annual world food production barely stays the same, while population increases wildly. As a result, worldwide per capita food production in 1965-66 fell by 2%. In Latin America, Africa, and the Far East, it fell approximately 5%. These are discouraging statistics.

With the cold certainty of mathematics, we are suddenly aware that by 1980—only 13 years from now—there may not be enough food anywhere in the world to placate famine’s force.

The Need for Technical Assistance

The alleviation of world hunger will require many years at best. It will depend on far-reaching social reforms and long-range programs of hard work, with no quick and dramatic results of the sort that help maintain enthusiasm.

What the food-deficient nations need most immediately, and for the long pull, is experienced technical assistance to help them set up and carry out national programs in four broad categories:

- Increased agricultural production.
- Population planning.
- Institutional systems.
- Research and education.

Alone, these countries lack the trained experts, the institutions, and the capital to achieve fast, sustained agricultural growth.

Two committees of distinguished and highly qualified Americans have intensively studied international food problems and reported to the President during 1967. Their recommendations have emphasized the necessity of coordinated technical assistance in each of these highly interdependent areas. We concur with their recommendations.

The President’s Science Advisory Committee on the World Food Problem stated: “Unless economic...
aid to developing countries ... is contingent upon long-range, carefully planned programs, the developing countries will continue to request aid only to meet crisis situations and will ignore the need for long-term integrated programs."

The President's National Advisory Commission on Food and Fiber recommended that "U. S. aid programs for developing countries should be shifted much more heavily toward technical assistance for increasing food production and population planning." It added that "... the United States should significantly expand its technical aid effort, recognizing that technical assistance is a long-range effort and must be organized and funded for efficient long-range operations. The focus should be on developing institutions within the developing countries to carry out research, training, and extension, provide credit, and perform other functions needed to support a modern and efficient agriculture. This country should assist in training a generation of local scientists, teachers, technicians and administrators in the developing countries to assure the on-going process of growth."

Technical assistance is a very difficult job. It has taken nearly 2 decades of trial and error to learn what kind of assistance is needed overseas, and how it differs from that needed in the United States. It takes a long time for it to become effective. It is paradoxical that because such programs are not very expensive they are too often lost in the appropriation shuffle. This kind of assistance is also easily misunderstood by those who feel that research is a luxury item in an aid program. But adaptive research, and the extension to individual farmers of the facts it discovers, are absolute necessities for agricultural development in any country.

Increasing Agricultural Production

The transition from primitive to modern agriculture, which must be achieved in the food-deficient nations within the next 15 years, will require more change in human behavior, in a shorter time, than has ever before been achieved. This presents a challenge to Extension, whose contribution to United States agriculture has been its success in changing attitudes, skills, knowledge, and behavior.

It is well recognized today that certain conditions must exist for the fullest agricultural development of any nation. There must be (1) markets, (2) constantly improving technology, (3) supplies and equipment locally available, (4) incentives, and (5) adequate transportation. Contributing to the strength of these conditions are the nation's degree of literacy, its communications systems, and the kinds of government policies, land tenure customs, and social mores that encourage initiative.

Extension educational programs can make a contribution to helping meet each of these conditions for agricultural development in foreign countries, as they have in the United States. Extension's greatest contribution, however, is best recognized for its effectiveness in helping people increase crop yields.

In most developing countries this is vital to improving their food supply.

Most increases in their production have previously come from expanding areas under cultivation rather than increasing yields, but in many areas, where the food shortage is worst, arable land is now in short supply and most is already being used. Increased yields must come from that same land.

These nations themselves must set agricultural development as a national goal, with relevant research, education, and extension programs to carry it out. They need expert technical assistance at each stage.

Population Planning

The May 1967 report of the President's Science Advisory Committee on the World Food Problem stated: "Unless the rate of population increase can be sharply diminished, all the efforts to augment agricultural production will merely postpone the time of mass starvation, and increase its agony when it inevitably occurs." The Extension Service concurs with their findings that "Although the efforts to promote family planning cannot replace the effort to increase food production, they are of coordinated importance; unless both programs are successful, the world faces catastrophe."

Motivating people to accept such changes will be one of the most difficult but necessary challenges for international education programs.

Institutions

Changing the habits, attitudes, and practices of rural people will require the continuing efforts of well organized indigenous public and private institutions. Technical assistance programs can help set up the institutional bases for research and education. At first, much of the knowledge and manpower for building these institutions will have to come from the United States and other developed countries. But for the long run, institutions should be indigenous both in character and development.

Our assistance should concentrate upon development of these institutions and upon the training of scientists, leaders, administrators, and teachers. These trained people, backed by an experiment station and a college of agriculture for further research and extension, are the only permanent legacy we can leave behind to carry on the work we have begun.

We strongly recommend that in the future, United States aid programs should focus more heavily on institution building, and research and education institutions should be first on the list.

The development of indigenous Extension Services coordinate with institutions for education and re-
search should receive high priority in International Extension plans. Long-range funding must be available to develop the human resources essential to long-range programs.

**Research and Education**

Research is much needed, because not all of the technology of developed nations can be applied directly in many of the developing countries. Most under-developed nations have climates, soils, cropping systems, and harvesting, processing, and marketing needs far different from those in the United States.

Some of the agricultural technology developed in this country can be transferred by conducting test demonstrations to prove its applicability to the particular place and situation. Other technical knowledge must be subjected to adaptive research before it can be put to use by farmers in developing countries.

Education is necessary to help farmers apply what research discovers. The need is urgent for: (1) an academic agricultural education program to produce expert scientists and agricultural workers; and (2) informal educational program—Extension education.

---

**Women**

To increase the world's food supply, women must be taught and motivated as much as men. It is the women in food-deficient countries who not only do much of the hard physical labor of farming, but who often make the decisions about which crops to plant and how to use the harvest. It is they who preserve and prepare all of the food that is consumed in these hungry nations.

Women—half the world's population—form a large bloc that cannot be ignored in helping these nations promote agricultural and human development. They are a powerful, but untapped resource. Their knowledge, their acceptance of new ideas, can make or break a national program for survival.

In the food-short nations, women have primary roles in producing food, rearing families and transferring cultural traditions. But because of their low social and economic status, they receive only secondary consideration in public affairs and public programs.

Extension education can help the leadership structure of developing nations recognize the importance of the vast wasted resource of their woman-power.

The two main factors in world famine—too little food, too many people—can be greatly influenced by women.

---

International Extension's objectives in educating rural women must emphasize both food production and population planning, with related home economics programs to improve food preservation, home sanitation, health, and the quality of family living.

**Role in Food Production**

In any developing country the village woman's role in food production is crucial.

1. Women in many developing countries do field work in planting, cultivating, and harvesting field crops, therefore it is essential that they understand and accept new technology. An Extension home adviser, working with the homemaker, can influence her acceptance. In one part of India, women "vetoed" adoption of hybrid corn because they found this new variety harder to grind than native, lower-yielding varieties.

2. Women usually look after the small animals and poultry—important because of the general protein shortage throughout the developing world.

3. Women store and care for family food supplies. Much is lost through insects and rodents and carelessness.

4. Women prepare the food for the family to eat, could stretch available food, get better nutrition value, by proper use.
5. Women often have the sole responsibility for harvesting garden foods to be eaten daily. Correct timing and handling can save food and make for better diets.

6. Women in many countries sell foods in the local markets. Food is wasted because of improper preparation, handling, and display.

7. The wife and mother in the rural family is the custodian of the traditions, customs, and beliefs of the society. She is the one who teaches the children how to behave and what to believe. Many customs regarding food production, handling, and use are tied up with age-old rituals and beliefs because food has always been so important in primitive societies. In some countries people may need to change food habits. This is very difficult and will require a strong educational program aimed at women to bring about changes.

Malnutrition among children is especially serious in the poorer nations. In many, malnutrition kills almost half the children before they are six. Too often they die because of the mother’s ignorance or superstition about proper foods, not because food is unavailable.

Population Planning

Family planning programs are as vital as farm production to reach a balance between food and population and are usually directed toward the women. While such an educational program must include all people, the native woman Extension worker at the village level can have the greatest influence with rural women. She can be trained by medical workers to carry the message to women’s groups and to refer patients to clinics.

Rural women must have educational programs tailored to their needs, for their own development, for overall improvement of family living, for advancement of their nation economically and socially. No nation can realize its full stature with one-half its adult population subjugated to ignorance.

Youth

International Extension, in considering effective programs for farmers and women of the food-deficient nations, must not overlook youth programs. United States Extension work has always served the whole family. This unique feature is especially useful in many developing countries where society and farming center around the family.

Youth generally are more teachable than adults, more responsive, more willing to change, more venturesome. Their attitudes are more flexible. They are more likely to adopt new behavior and practices than adults. Through them, parents and community leaders can also be motivated to try new ideas.

Developing nations have predominantly young citizens. More than one-half of their people are under 25 years of age. These youths can learn to be better farmers and better homemakers; they can demonstrate the application of new technology; they can be a part of the development of agriculture and home science and, indeed, the development of whole societies.

Today at least 79 nations conduct rural youth educational programs, most of which are adaptations of 4-H. These programs can contribute significantly to food production and better family living.

International Dimensions

The development of the international dimension in Extension’s 4-H youth development program has progressed for more than 20 years. Among the most notable achievements in this regard are the International Farm Youth Exchange; training Extension administrators, specialists, and rural youth leaders; adding an international educational dimension to content and program; the 4-H Teen Caravan; and a host of individual member and club activities. The results of this program can be measured in terms of educational program enrichment for United States 4-H members, leaders, and the people influenced by 4-H, and in providing valuable assistance in expanding Extension-type rural youth educational programs around the world. The trained leadership resulting from these programs can be a powerful force in bringing about a balance between world food supplies and the world population.

It is important that 4-H youth gain a greater understanding of international responsibilities. Given the opportunity to actively serve, they can make a real contribution through the international exchange of people, ideas, philosophies, and practices—especially those which increase food production and improve nutrition.

Suggested Programs

1. Further develop the international educational content of the United States 4-H program by encouraging all Cooperative Extension Service entities concerned, including the Federal Extension Service, State Extension Services, policy and program committees, and private organizations to give spe-
cial attention to the development of an international dimension.

a. Further develop and test specific program materials for individual international projects, special interest groups, and/or clubs, television programming, etc. for members, teen leaders, and adult leaders.

b. Incorporate international aspects in all program areas and materials such as foods, citizenship, career exploration, animal projects.

c. Explore the development of appropriate incentive, awards, and recognition for individual members, leaders, groups, clubs, counties, etc.

2. Develop comprehensive and coordinated programs that provide opportunities for youth to assist in the development of rural youth educational programs abroad.

3. Expand educational exchange programs that promote better understanding and good will between people and that share technology which contributes to efficient agricultural production and better rural living.

4. Expand and implement programs that effectively mobilize resources of the Cooperative Extension Service youth program to assist in the further development of rural youth educational programs abroad. This would include governmental, institutional, organizational, and private resources, as well as those of the people served by the Extension program. Further develop programs that relate the Cooperative Extension Service as an institution to the development of similar institutions abroad.

5. Further study and develop procedures to collect, evaluate, and relate the best of what is known regarding the establishment and operation of effective rural youth informational educational programs.

6. Seek support to further the international dimension of Extension’s youth work from the private sector and through special legislation, contracting, and in other appropriate ways from the public sector.

Extension Is “Exportable”

Neither greater agricultural productivity nor smaller populations can be achieved by declarations of government policy. Personal incentives are bound up in a tightly woven web of social, economic, and cultural considerations that differ widely between countries and within countries. Somehow these multitudes of sovereign individuals must be reached and motivated to accept change in order to save themselves from catastrophe. This can be done only through their own leaders, in their own language, within their own cultural setting.

We believe that change can be accomplished with the help of the Extension-type educational methods that are already working so well in this country and in many developing countries. Cooperative Extension has the expert capability to train the leaders of other nations and help set up institutions for adaptive research and extension teaching that can pipe life-giving knowledge into the remotest villages of this hungry world.

The basic techniques of Cooperative Extension are needed in the hungry nations and are “exportable.”

What is most universal about Extension? What features will work best, transported to foreign settings, adapted to many cultures?

• Perhaps the basic, most widely applicable Extension teaching method is the problem-solving demonstration, with a trained worker guiding people to prove for themselves a new practice will work better than the old. A better crop, a better meal, a community project, are tangible—and convincing. Here is the essence of “adaptive research.”

• Extension is based on local people, local leaders, local governments. Since they have a voice in planning and directing Extension work, suggested changes meet less resistance than would government edicts.

• While it attacks specific problems, the ultimate goal of Extension teaching is the overall development of people—betterment of their economic situation and quality of living. Extension has no axe to grind, no political or other ulterior motive in teaching.

• The institutional base of Extension, supplying trustworthy, unbiased research, highly trained specialists, and physical facilities, gives solid backing to local workers, provides continuity of programs.

• Because Extension works with the whole family—men, women, and youth—its teaching is reinforced through the strength of the family, the most powerful social unit in most undeveloped nations.
Extension’s International Commitment

The U. S. Department of Agriculture, Cooperative Extension Service and Land-Grant universities, in cooperation with AID, are already deeply committed to supporting the international technical assistance efforts of the United States. We reaffirm this commitment to help developing countries build effective Extension educational systems by providing them the best possible advice and training for their Extension leaders. We also recognize that the need for Extension’s education-for-action programs is increasing, as the world food problem calls for mobilization now to meet the demand that is already upon us.

The leaders in Cooperative Extension are convinced of the importance of helping less developed nations increase their food production and improve the level of living of all their people.

Based on the American successes, we believe that maximum results can be achieved through a long-range developmental effort overseas, with Extension helping food-deficient nations set up and conduct carefully planned applied research and education programs patterned after the Extension system in the United States, but adapted specifically to the culture and unique needs and problems of the host country.

The Cooperative Extension Service has had a half century of highly successful experience in the needed kind of specialized educational techniques—gained in working with varied cultures and sub-cultures across the United States — that will be needed to put the developing nations on a self-supporting basis. We are already sharing this know-how with agricultural leaders of many other nations. For the past 22 years, the Extension Service has been training such leaders in the methods of Extension education. Today, 55 nations of the free world have some type of organization devoted to Extension-type teaching. Many of these desperately need continued United States support and intensive technical assistance to develop the kind of Extension Service they need.

Goals and Priorities

The goals of an expanded International Extension commitment should be:

1. To provide developing nations the best possible technical guidance in their efforts to adopt the successful Extension educational experience of the United States to the unique conditions that exist in each country.

2. To provide the highest quality training both in the United States and abroad for foreign nationals who are or will be in positions of Extension leadership in their countries.

Priorities in providing technical assistance should be consistent with the policy of helping countries formulate and implement a sound over-all agricultural development plan, including provisions for an effective Extension educational system related to research and to training professional agriculturists.

Priority should be given to helping these countries build an effective Extension system as an integral feature of their agricultural development organization. This recognizes the proven need for an institutionalized relationship between the Cooperative Extension Service of the United States and the organization in a foreign country assigned the responsibility and authority to carry out Extension-type educational programs. This is more important than simply providing individual Extension advisers to foreign countries or training individuals from these countries in Extension techniques. A primary concern should be the development of the foreign nations’ capacity to provide, over time, the kind of Extension educational organization and program that will meet their unique requirements for helping their people achieve increased food production and a better life.

Activities

In order for Cooperative Extension to more effectively share its “know-how” with the food-deficient, developing nations and help them to produce and use the larger amounts of food needed by their citizens and the world, certain major activities should be undertaken. This can be done through giving technical advice and cooperation designed to:

1. Develop sound and viable Extension programs and institutions overseas. Provide advisory assistance and national staff training abroad by employing United States Extension personnel to assist in foreign universities, training centers, and ministries of agriculture. A major contribution can be made through periodic evaluation of Extension progress.
2. Provide more technical consultation and support for U. S. Extension workers serving abroad, including refresher training during home leave and when assigned stateside. Implement a vigorous long-range training program to increase the number of competent United States Extension personnel interested and available for overseas.

3. Provide specially designed education and training in the United States for more foreign nationals to study Extension agricultural or home technology. Furnish in-country follow-up support and technical assistance after they return home. Evaluate training results and revise future training programs accordingly. Plan and supervise on-farm training and experience in the United States for farmers from developing countries.

4. Conduct an expanded international exchange, person-to-person, so that American farmers and families may serve overseas and other country nationals may come to the United States for experience in Extension or farming.

5. Prepare new Extension teaching aids adapted to various developing countries, for use by both professional workers and rural people. Develop model publications for temporary use and for translation until countries can produce their own materials.

6. Establish a data center to collect and organize information on developing countries and their Extension Services for use by Americans. Prepare analyses and reports of this information periodically.

7. Organize and conduct international conferences of Extension directors and others as a means of stimulating foreign Extension Services to develop their own staff capabilities and other resources.

Cooperation Essential

Many agencies and organizations are already involved in food production problems in many countries. Extension must learn what they are doing and work closely with them whenever possible, in the effort to improve the world food situation.

All of these efforts will give greatest results if they are conducted jointly with other cooperators, such as the Land-Grant Association and member institutions, the National 4-H Center staff and advisory committee; the Agency for International Development; the International Agricultural Development Service, and other USDA agencies; governments and institutions of other countries; and business, industries, and other private groups.

Presently Handicapping Conditions

Organizationaliy, within Extension and related United States agencies, these conditions handicap or prevent the most effective implementation of International Extension programs:

- Inadequate legislative authority.
- Authority and responsibility for Extension work abroad diffused among various agencies.
- Lack of a coordinated plan to mobilize United States resources for International Extension work, resulting in piece-meal efforts.
- Inadequate information base for sound planning.
- Disagreement as to proper timing for research and Extension development abroad.
- Unsatisfactory financial arrangements for some aspects of present International Extension programs.

Extension work in developing nations also faces problems similar to those encountered in the beginning years of Extension work in the United States such as:

- Lack of legislative authority.
- Absence of needed agricultural research.
- Fragmentation of research and Extension among agencies of the government.
- Lack of information upon which to plan work.
- Shortage of qualified Extension workers.

Implementation

Effective implementation of Extension international goals in support of the policy of the United States to provide technical assistance to developing nations will require the creation of an international dimension as an integral part of the operation and programs of the Cooperative Extension Service.

This will take a long-term commitment not only from the Cooperative Extension Service, but a commitment and clearly delegated responsibility by the appropriate administrative units of the U. S. government, with legislative concurrence and authorization. Funding arrangements must also be evolved that will enable not only the Federal Extension Service in the U. S. Department of Agriculture, but the cooperating State Extension Services, to meet this challenge without impairing the effectiveness of domestic programs.

The position of the International Extension Subcommittee of ECOP, representing the State Extension Services, is that, because of the importance of the critical world food situation and the potential of Extension education to help solve this problem, all concerned should make a concerted effort to overcome the current conditions handicapping the most effective mobilization of the international capabilities of Extension education.

To this end it is recommended that: (1) The International Division of the Federal Extension Service
be strengthened. This office should be adequately staffed to perform a national liaison, leadership function, and coordinating role for the State Extension Services in international affairs. (2) The basic organizational and working relationships between the Federal Extension Service and the states, as in present domestic programs, should be retained in international programs. These proven, long-established working relationships are adaptable to effectively mobilizing the Cooperative Extension Service for international as well as domestic programs.

More specific recommendations for staffing and training are given in following sections.

Training and Staffing for International Extension

Cooperative Extension is making two types of contributions directly to increased food production and improved levels of living in the less developed countries. These are: (1) Training foreign nationals in the United States and (2) Providing staff for overseas Extension programs.

Expansion and improvement are possible in both areas.

1. To relieve the shortage of properly educated, trained and experienced Extension personnel both in the United States and overseas.

2. To provide institutionalized continuity of training and technical assistance for both overseas nationals and United States staff going abroad, through United States training centers and similar area or country centers abroad.

3. To facilitate the transferability of training in the United States and overseas.

Training Foreign Nationals

Since 1944 more than 20,000 men and women from 100 countries have received some training in Extension education. About 5,000 have been primary trainees whose dominant interest was Extension; the rest received supplemental training in Extension. Training was financed by AID and predecessor agencies.

These trainees are programed to Land-Grant universities for orientation, training, field experience, or formal academic courses. They receive training on campuses, in county offices, on farms, or with Extension-related groups. They visit Extension staff workers and see Extension in action with people. Their purpose is to learn about and understand United States Extension and adapt it to home-country conditions.

This training is significant in terms of potential improvements in world food supplies and human welfare. Within the U. S. Government, Cooperative Extension Service has experience and the greatest competence to give such training.

However, several conditions now impair this training:

- Trainees usually are involved only part-time.
- Universities receive training fees, but never enough trainees or money to employ a full-time Extension teacher for these trainees.
- Trainees usually do not receive enough help to interpret their United States experience to fit conditions at home.
- In-country training of foreign nationals is deficient in quality of instruction and other resources.

Recommendations. For an improved system of training foreign nationals, Extension should:

1. Revise and expand the program of academic, in-service, and on-farm training.

2. Emphasize more practice applicable to home-country conditions.

3. Increase grassroots field training in counties and on farms relative to present academic emphasis.

4. Provide technical assistance follow-up to overseas trainees after they return home.

5. Develop and expand regional or in-country training programs for field-level foreign Extension workers, preferably in centers in or near their home country. Or Extension may help interested nations develop centers along the line of United States training centers proposed below. In addition to training both foreign and United States workers, the overseas centers could provide field support and supervision for both.

6. Encourage and assist interested Land-Grant universities to develop specialized Extension training centers in the United States as outlined below.

Proposed Extension Training Centers. The establishment of centers for the training of both foreign and United States Extension workers is recommend ed. Each center might focus its attention on a region of the world or a specific aspect of Extension training.

Each center should be developed jointly by universities concerned, the Federal Extension Service, the International Agricultural Development Service, and
AID. They should be funded for adequate facilities and staff, and operated full-time as an integral unit of Extension. A practical core curriculum would emphasize adapting Extension programs and methods to trainees’ home-country conditions. This training should be long enough to “take hold” and become effective—for example 12 to 18 months.

Such centers could grow into focal points of excellence in practical teaching and research in international Extension education. At the same time they could become reservoirs of knowledge about Extension development worldwide.

These centers should be able to:

1. Develop training programs designed to meet special needs of Extension personnel with differing backgrounds of education and experience.
2. Develop and teach content basic to agricultural and home economics Extension, including both theory and application.
3. Have an administrative unit capable of committing the university resources essential to effective training.
4. Develop a pool of staff experience, expertise, and other resources for increasingly effective training.
5. Develop a research base for the training provided.
6. Provide additional follow-up service to give alumni participants further training, consultation, materials, etc.
7. Provide an entity to attract adequate financial support for excellence in training.
8. Maintain liaison with USDA, AID, and other agencies partaking in international programs.

**Staffing United States Personnel for Overseas**

During the past 5 years, 295 Extension staff from 33 states have served abroad in more than 31 countries scattered worldwide. One-third of these were county workers. Also, 19 states have at least 195 people overseas in 27 countries engaged there in related non-Extension fields such as teaching, research, and non-agricultural assistance.

The short-run nature of the contracts for foreign aid programs and the absence of tenure arrangements have discouraged many of the dedicated professional people Extension needs for foreign technical and development work. Too often, they would have to cut themselves off from the institutions in which they have already launched their careers, and upon returning find that they have been bypassed for promotions and professional assignment.

Universities without long-term contracts cannot promise career assignment or tenure status to their best qualified personnel. Although 3-year contracts have been the rule between AID and the universities, it is proposed that at least 5-year authorizations of funds be set up to establish more long-term commitments by Land-Grant universities, the Cooperative Extension Service, and foreign governments.

The commitment of Extension personnel to foreign programs should not be in competition with the domestic mission of the Extension Service. Cooperative Extension should pursue a program of staffing for the overseas commitment as an integral part of its regular mission and should be involved at the planning stage as well as at the stage of implementation of foreign programs.

We concur with the President’s Science Advisory Committee on the World Food Problem which recommended that: “Each executive agency should be given an administrative and Congressional mandate to ‘man for’ long-term foreign assistance, rather than ‘squeezing out’ projects from domestic personnel . . . The dichotomy of ‘domestic’ vs. ‘foreign’ interest is no longer tenable and must be eliminated as a short-term view so that the technical expertise and manpower of the entire Federal establishment can be made directly available for foreign aid, as needed, without subterfuge or indirection.”

**Recommendations.** The following recommendations have evolved.

1. There should be longer term contracts and tenure to encourage qualified Extension professionals in overseas careers.
2. Cooperative Extension should develop comprehensive training programs to prepare Americans for service abroad. Training would include orientation on culture of the host country, job duties, language, etc. This should be given at both United States and overseas training centers, by specialized Extension training leaders.
3. The Cooperative Extension Service should encourage and conduct:
   - Exchange programs between Extension workers overseas and Cooperative Extension personnel here.
   - International and regional professional conferences, workshops, and seminars.
   - An international Extension journal to help upgrade Extension work as a profession in other countries.
Special Series No. 7 by the Cooperative Extension Service of South Dakota State University, Brookings, and the U. S. Department of Agriculture

Issued in furtherance of Cooperative Extension work, acts of May 8 and June 30, 1914, in cooperation with the United States Department of Agriculture. John T. Stone, Dean of Extension, South Dakota State University, Brookings.

SM-10-67-6561
How Extension Operates in the United States

EXTENSION EDUCATION, based on research, has been a dominant factor in increasing food production in the United States. Extension methods, adjusted to the local situation and cultural climate, can also help other countries reach higher food production goals.

In this country, local Extension committees reflect the needs of the people and cooperate with county governments, the State Land-Grant universities, and the Federal Extension Service of the U. S. Department of Agriculture. Together, they form the nationwide Cooperative Extension Service facility for reaching farmers and others with informal education.

Key workers at the county and area levels are the 10,000 agents and specialists trained in technical subject matter and experienced in dealing directly with the farmer and his family. They are backed up by some 4,000 specialists in agriculture, home economics, and related subject matter at the Land-Grant universities.

The agents multiply their efforts through a system of hundreds of thousands of local volunteer leaders in the 3,000 U. S. counties. Thus through the professional county staff, and these volunteers, Extension is in close touch with nearly all of the nation's farmers and other rural residents.

This same kind of communication network, with its great potential for education and goodwill, can be and is being employed in international "food for peace" efforts. Foreign agricultural leaders and administrators, trained by Cooperative Extension, report outstanding successes where they have applied these Extension methods to their local problems.