

PURDUE UNIVERSITY

International Education and Research

International Programs in Agriculture



**PORTUGAL UNIVERSITY
INSTITUTES
DEVELOPMENT PROJECT**

(Contract AID/NE-C-1701)

**REPORT ON
SHORT-TERM STAFF ASSIGNMENT**

Submitted by
DR. JAMES R. MAYHEW
Department of Continuing and Vocational
Education
University of Wisconsin
Madison, Wisconsin

May 9-July 10, 1985

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PORTUGAL UNIVERSITY INSTITUTES DEVELOPMENT PROJECT
(Contract AID/NE-C-1701)

REPORT ON
SHORT-TERM STAFF ASSIGNMENT
AT THE
INSTITUTO UNIVERSITARIO DE TRAS-OS-MONTES E ALTO DOURO (IUTAD)
VILA REAL, PORTUGAL

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ACKNOWLEDGEMENTS

I would like to thank Mr. Artur Cristovao and family, members of the Department of Economics and Sociology, the faculty and students of the Instituto Universitario de Tras-os-Montes E Alto Douro, and the Extension staff of the Tras-os-Montes Region for their assistance and hospitality in making my visit interesting and rewarding.

DAILY ITINERARY

May 9, 1985

Depart Madison, WI, 0700
Arrive New York, NY, 0930
Depart New York, NY, 1850

May 10

Arrive Lisbon, 0630
Depart Lisbon, 1100
Arrive Vila Real, 2030

May 14

Depart Vila Real, 1030
Arrive Vila Pouca de Aguiar, 1100
Depart Vila Pouca de Aguiar, 2000
Arrive Vila Real, 2030

May 15

Depart Vila Real, 0900
Arrive Vidago, 0945
Depart Vidago, 1215
Arrive Vila Real, 1300

May 16

Depart Vila Real, 1015
Arrive Vila Pouca de Aguiar, 1045
Depart Vila Pouca de Aguiar, 2000
Arrive Vila Real, 2030

May 21

Depart Vila Real, 1030
Arrive Murca, 1115
Depart Murca, 1500
Arrive Vila Real, 1545

May 24

Depart Vila Real, 0800
Arrive Aldeia Nova do Barroso, 1100
Depart Aldeia Nova do Barroso, 1500
Arrive Vila Real, 1830

May 27

Depart Vila Real, 0830
Arrive Murca, 0915
Depart Murca, 1400
Arrive Vila Real, 1500

May 29

Depart Vila Real, 0900
Arrive Vila Pouca de Aguiar, 0930
Depart Vila Pouca de Aguiar, 1930
Arrive Vila Real, 2000

June 18

Depart Vila Real, 0730
Arrive Braga, 1000
Depart Braga, 2030
Arrive Vila Real, 2300

June 24

Depart Vila Real, 0800
Arrive Cachao, 1000
Depart Cachao, 1200
Arrive Mogadouro, 1500

June 26

Depart Mogadouro, 1100
Arrive Miranda do Douro, 1130
Depart Miranda do Douro, 1430
Arrive Mogadouro, 1730

June 27

Depart Mogadouro, 1130
Arrive Braganca, 1400
Depart Braganca, 1530
Arrive Vinhais, 1600
Depart Vinhais, 1730
Arrive Vila Real, 2030

July 5

Depart Vila Real, 2030

July 10

Depart Lisbon, 1300
Arrive New York, NY, 1515
Depart New York, NY, 1840
Arrive St. Louis, MO, 2020
Depart St. Louis, MO 2140
Arrive Madison, WI 2239

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AREA OF CONSULTANCY

The nature of this consultancy has been to provide assistance in the area of rural extension. This was to be accomplished through observing and offering advice to Instituto Universitario de Tras-os-Montes E Alto Douro faculty and Extension Service staff on: (1) extension field work, (2) teaching, (3) research, and (4) evaluation. A major portion of time was devoted to assisting Mr. Artur Cristovao with the initiation of a research program on extension education in the region.

Specific Objectives of the Consultancy

1. To assist in the development of a program of research in extension education in the Department of Economics and Sociology at IUTAD.
2. To assist in the development of resident instruction in extension education.
3. To observe and assist in the development of the organization and field practice of the Extension Service of the Ministry of Agriculture.
4. To assist in the conceptualization and development of the Teaching Learning Resource Center as a university extension unit of IUTAD.

Identification of Portuguese Counterparts

This consultancy was limited to primary contact with Mr. Artur Cristovao, a faculty member in the Department of Economics and Sociology of IUTAD. In addition to Mr. Cristovao many contacts have been made within both IUTAD and the Extension Service of the Ministry of Agriculture. A brief listing of the more important of these follows:

1. Dr. Torres Pereira, Coordinator, Portugal Rural Polytechnical Institutes Project, IUTAD,
2. Ms. Manuela Ribeiro, Department of Economics and Sociology, IUTAD,
3. Mr. Jose Portela, Department of Economics and Sociology, IUTAD,
4. Ms. Paula Figueirado and Mr. Joaquin Costa, IUTAD students conducting research relating to extension education in the region,
5. Mr. Fernando Madureira, Regional Director, Extension Service,
6. Ms. Graca Madureira, Zone Supervisor, Alvao Padrela, Extension Service,
7. Mr. Domingo Amaro, Zone Supervisor, Planalto Mirandes, Extension Service,

8. Ms. Fatima Abreu, Regional Farm Management Specialist, Extension Service, and
9. Extension Service field staff in Vila Pouca de Aguiar, Murca, and Mogadouro.

ACCOMPLISHMENTS WITH RESPECT TO OBJECTIVES

The activities undertaken in this consultancy often relate to more than one of the objectives listed. The activities will be briefly discussed with an indication of the objective or objectives they supported.

The first set of activities was a series of observations of Extension Service practice at the field level in the zones of Alvao Padrela and Planalto Mirandes. These zones were chosen due to their experience in the implementation of the Training and Visit (T&V) system of extension education. With easier access and a higher probability of selection as the focus of Mr. Cristovao's research, more time was spent in the Alvao Padrela zone. The following activities were undertaken:

1. Met with the Regional Director of the Extension Service, the Zone Supervisor for Alvao Padrela, and the Regional Farm Management Specialist (May 13),

2. Accompanied an Extension Agent on two village visits near Vila Pouca de Aguiar (May 14),
3. Observed meeting of farm management group conducted by Zone Farm Management Specialist in Alvao Padreira (May 16),
4. Accompanied two Extension Agents on three village visits near Murca (May 22 and 27),
5. Observed field training session for new Extension Farm Management staff in Vila Pouca de Aguiar and area (May 29),
6. Participated in discussions with the Zone Supervisor in Planalto Mirandes (June 24 and 26),
7. Accompanied an Extension Agent on two village visits near Mogadouro (June 25), and
8. Toured remainder of Planalto Mirandes Zone with Zone Supervisor (June 26).

In addition to the field observations in Alvao Padreira and Planalto Mirandes the following activities were undertaken:

1. Met with the staff of the Centro de Formacao Profissional Agraria at Aldeia Nova do Barroso (May 24),
 2. Toured Agricultural-Industrial Complex at Cachao (June 24), and
 3. Met with Extension Staff at Braganca and Vinhais (June 27).
- The field observations were in support of objectives 1 through 4.

An extensive series of discussions was held with members of the Department of Economics and Sociology concerning the development of research in extension education.

A primary focus of the consultancy was on the doctoral dissertation research of Mr. Artur Cristovao. Several meetings were held (May 20, June 4, 7, 10, 11, 13, 15, 16, 21, and July 2) to discuss such areas as conceptual framework and methodology in the context of the field observations listed previously. A feasible schedule was developed including case study development during July, September, and October of this year and initial drafts of dissertation chapters during the period from November through February of next year. Mr. Cristovao plans to be at the University of Wisconsin-Madison during April and May of next year for completion of the defense copy of his dissertation and the final oral examination.

Two IUTAD students, Ms. Paula Figueirado and Mr. Joaquin Costa, were conducting research on extension education in the region as part of their fifth year internship. Ms. Figueirado was designing and implementing a questionnaire to gather information concerning the Projecto Desenvolvimento Rural Integrado de Tras-os-Montes (PDRITM). Mr. Costa was designing and implementing a questionnaire to gather information concerning the operation of the Training and Visit System in the Alvao Padrela Zone. Several meetings were held with the students to assist in the questionnaire development (Ms. Figueirado -

May 13, 31, June 3, and 17; Mr. Costa - May 13, 17, 20, 30, June 1, and 17).

In addition to the meetings with Mr. Cristovao and the students a meeting was held with Ms. Manuela Ribeiro, a faculty member of the Department of Economics and Sociology, to discuss her research interests (June 19).

The Evaluation Unit of the Department of Economics and Sociology is planning to conduct an evaluation of the PDRITM. Two meetings were held with Mr. Jose Portela, Ms. Manuela Ribeiro, and Mr. Artur Cristovao to assist in the design phase of this evaluation (May 27 and June 14).

The research meetings were in support of objectives 1, 3, and 4.

Resident instruction in extension education at IUTAD is accomplished primarily through the fourth year course on Rural Extension taught by Mr. Artur Cristovao. Several activities were undertaken in regard to resident instruction including:

1. Discussions of overall course conceptualization,
2. Participation in class sessions,
3. Discussions with students,
4. Presentation of lectures (May 22, 23, 30, June 11, and 12),
and
5. Assistance in the design of examinations.

Lectures were presented on "A Comparison of Extension Organization and Field Practice in the United States and Portugal" on May 22 and 30 (see Appendix A for lecture notes) and "Citizen Participation in Extension Program Development" on June 11 and 12 (see Appendix B). An informal discussion was held with students on distance education and the utilization of radio (May 23).

The activities relating to resident instruction were in support of objective 2.

Several additional activities not directly related to those listed above were conducted in support of the objectives.

1. A meeting was held with Dr. Torres Pereira, IUTAD Coordinator of the Portugal Rural Polytechnical Institute Project, to provide an orientation to IUTAD and to review the area of consultancy (June 6). Objectives 1 through 4.
2. Two meetings were held with local staff of the General Directorate of Adult Education to become familiar with general adult education practice in Portugal (May 28 and 31). Objective 1.
3. A meeting was held in Braga with Mr. Licinio Lima of the University of Minho to review research conducted in the region of popular associations, adult education and participatory action research (June 18). Objective 1.
4. Suggestions were provided in regard to the development of the Teaching Learning Resource Center and potential consulting

activities for the scope of work for Professor Clifford Spies (June 7). Objective 4.

IDENTIFICATION OF PROBLEMS ENCOUNTERED AND
RECOMMENDATIONS FOR SOLVING PROBLEMS

1. The primary focus of this consultancy was on the development of a research program on extension education in the Tras-os-Montes region. The initial effort in this direction is the dissertation research being conducted by Mr. Artur Cristovao. Several problems were addressed including:
 - a. What is the appropriate site for the research? The central question of Mr. Cristovao's research is to examine client participation in extension education program development under the Training and Visit System as implemented in Portugal. Two zones in the region have implemented the Training and Visit System - Alvao Padrela and Planalto Mirandes. Although eventually research will be appropriate in both zones, the dissertation research should be limited to one.

Although a final decision was not made on the site for the field research, the Alvao Padrela zone seems to offer the greatest variety of case study possibilities including a

number of PDRITM activities. In addition this zone offers easier access than the more distant Planalto Mirandes zone.

- b. What is the appropriate conceptual framework? Much of the literature of participation in program development is prescriptive in nature. A review of the literature indicated the usefulness of a conceptual framework developed by Cohen and Uphoff at Cornell University and utilized in the development of several case studies dealing with participation. This framework was extensively modified, adopted and utilized as the basis for the pretest in Mogadouro. Results of the pretest will be used to further adapt the framework.
- c. What is the appropriate social unit for the case studies? The implementation of extension education may be viewed at many levels from national through regional, zone and subzone to the village level. With the primary interest of this research focused on the question of participation in program development, the social unit for investigation could vary broadly. However, part of the purpose is to examine the points of contact between the Extension Service organization and its clientele groups. Therefore the most appropriate social unit will be the village.

- d. What are the most appropriate means for data collection?

Interview schedules useful in the development of case studies vary greatly in levels of generality and specificity. A considerable portion of time was spent discussing the degree to which the interviews should be structured. For the sake of breadth of data collection in an exploratory study the questions should be broadly phrased with a maximum of opportunity to probe.

- e. What are the most appropriate means for sample selection both of social units and within social units? If the social unit of the village is selected, then the necessity arises for the development of criteria for identifying and comparing villages for inclusion in the sample of cases. Within the villages selected it will be necessary to identify appropriate individuals for interviewing. Criteria for village selection and sampling within the village were developed.

2. In conducting the field observations it became apparent that extension staff at all regional levels have limited knowledge of extension program development approaches and minimal background in the social sciences. Although the Training and Visit System of extension attempts to overcome the problems of a lack of training in program development, the practice in the field appears to limit both the breadth and depth of contact with the rural population.

The Teaching Learning Resource Center as a university continuing education function of IUTAD has the opportunity to develop several programs to address the problems identified. An in-service training program could be developed for extension field and regional staff to provide appropriate knowledge and skills in extension program development. The foundation for such a program is already evolving with several examples observed of IUTAD faculty providing in-service training for extension staff. The Teaching Learning Resource Center could function to support the development of such programs on a cooperative basis with the Extension Service of the Ministry of Agriculture. This might be facilitated through the establishment of a joint planning committee including staff from each institution.

3. Qualifications for positions in the Extension Service beyond the field level appear to depend more upon academic preparation than upon field experience. Persons move into positions of Zone Supervisor and above on the basis of completion of a first level university degree program. Yet most field level staff have only the equivalent of secondary or two years of study beyond secondary. In effect this keeps people familiar with the field practice and problems of extension from positions influencing institutional policy and practice.

The Teaching Learning Resource Center might be able to facilitate the development of a program to assist extension field staff in earning the first level university degree necessary for promotion within the organization. This would need to be on a part time, extended degree basis allowing extension staff to accumulate credit while working full time. Such a program could allow credit for practical experience.

4. Although many students in the IUTAD academic programs will be moving into extension as a career, they seem to have limited experience in agriculture from a practical perspective and limited knowledge in the social sciences and education. Graduates of IUTAD may have an excellent knowledge of the theory of agriculture, but will enter professional roles with less than adequate knowledge of extension program development and the social sciences in general. This limits their ability to deal with many of the problems facing extension.

The Teaching Learning Resource Center might be able to facilitate the development of internship programs to assist IUTAD students in gaining experience in both practical agriculture through on-farm work integrated with the undergraduate curriculum and extension program development through work with outstanding extension field staff.

Further, the Teaching Learning Resource Center might serve as a mechanism for bringing visiting lecturers to campus for short periods of time to share ideas with IUTAD faculty and students. The visitors might include not only staff of the Extension Service and related organizations but also a sample of active farmers.

5. Several discussions were held in regard to the establishment of the Regional Development Studies Center. This Center may face many problems including: (1) the identification and the gaining of access to relevant existing data bases, (2) the identification and generation of needed new data bases relevant to the Tras-os-Montes region, (3) the development of relationships with related organizations such as the Extension Service and the Teaching Learning Resource Center, and (4) the development of a coordination mechanism within IUTAD similar to that of the Teaching Learning Resource Center.

The process of data base identification might begin with contacts in appropriate universities within Portugal and organizations within the Ministry of Agriculture and then expand to include similar organizations within other EEC member states and other countries. Data from the data bases will need to be tested for applicability to the Tras-os-Montes region.

There seems to be potential for overlap between the functions of the Regional Development Studies Center and the Teaching

Learning Resource Center. The sorting out of research and extension functions and assignment to a particular Center will be helpful. In both cases the Centers will be performing a coordination function with IUTAD faculty. This function might be shared between them through a coordinating committee.

APPENDIX A

Lecture Notes

"A Comparison of Extension Organization and
Field Practice in the United States and Portugal"

APPENDIX A

Lecture Notes - A Comparison of Extension Organization and Field Practice in the United States and Portugal

Presented May 22 and 30, 1985

I. Description of similarities and differences

A. Close relationship to government structure

1. At the national level the USDA Extension Service in the United States and the Ministry of Agriculture in Portugal
2. At the intermediate level (state) the State University in the United States and the Regional Office of Extension and IUTAD in Portugal
3. At the local level the County Extension Office in the United States and the Zone Office in Portugal
4. Discussion of implications
 - a. Nature of relationships between governmental units
 - b. Role of university in system

B. Field practice division of labor

1. Portugal - division on the basis of geographic areas (subzones)
2. United States - division on the basis of subject matter
3. Discussion of implications

C. Subject matter emphasis

1. Portugal - emphasis on agriculture
2. United States - emphasis on agriculture, home economics, youth and community development
3. Discussion of implications

D. Structural variations in Extension

1. Portugal - one organization
2. United States - comparison of Cooperative Extension Service with University Extension
3. Discussion of implications

- E. Concept of integration of Extension with university
 - 1. Portugal - relationship is evolving
 - 2. United States - highly integrated functions of research, Extension and resident instruction
 - 3. Discussion of implications
- II. Open discussion with the class of the comparison

APPENDIX B

Lecture Notes

"Citizen Participation in Extension Program Development"

APPENDIX B

Lecture Notes - Citizen Participation in Extension Program Development

Presented June 11 and 12, 1985

- I. Definition of citizen participation - active involvement of people at the local level in the process of making decisions about the nature of Extension education programs.
- II. Discussion of relevant concepts
 - A. Change and development
 - B. Decision making and power
 - C. Education
 - D. Communication and frame of reference
- III. Discussion of frames of reference of Extension and farmers
 - A. Overlaps and differences
 - B. Central question of how frames of reference can be made to overlap more
- IV. Means to increase overlap
 - A. Extension adopts the frame of reference of farmers
 - B. Farmers adopt the frame of reference of Extension
 - C. Utilization of legal restrictions and limitation of inputs
 - D. Education and improved processes of communication
- V. Presentation of a simple model of communication (Berlo)
 - A. Sender and receiver
 - B. Messages
 - C. Forward and feedback channels
 - D. Utilization of feedback channels to improve communication and increase participation
- VI. Sharing of power in decision making
 - A. Development of a continuum of power sharing and discussion of the implications of various positions on the continuum
 - B. Presentation and discussion of the Arnstein Model of Citizen participation and the sharing of power in program development

VII. Questions for discussion

- A. Which frame of reference represents "truth"?
- B. What changes should occur for "best" development to take place?
- C. How do frames of reference change? What is the role of education?
- D. What is the role of dialogue in education?
- E. What is the relationship between the degree of power sharing in the program development process and the process of change in rural development?