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IMPLEMENTATION OF A STRENGTHENED  
AGRICULTURAL EXTENSION PROGRAM IN EGYPT

Report of a  
U.S. Extension Study Team  
to the  
Ministry of Agriculture of the Arab Republic of Egypt  
and the  
U.S. Agency for International Development

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Itinerary of the Extension Team

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## PREFACE

A USAID team (BIFAD) visited Egypt in the fall of 1981 and worked with an Egyptian team to produce a report in November 1981 entitled, "Increasing Agricultural Production through More Effective Use of Technology--Recommendations for a Strengthened Agricultural Extension Program in Egypt." Dr. E.T. York, Jr. was leader of that team and has also given overall guidance to the teams involved in this report.

In March 1982, a team made a follow-up visit to the Arab Republic of Egypt to outline an Extension Training Program, develop job descriptions and position requirements that would be needed in the new Extension Service System which was recommended. Members of this team were:

Charles McDougall - Emeritus member of the administrative staff of the Federal Extension Service, Washington, D.C.

Frank Madaski - Emeritus member of the staff of the Cooperative Extension Service, Michigan State University, East Lansing, Michigan

A United States Presidential Mission was also made available to Egypt in March 1982 for the broad purpose of studying the potentials for improved agricultural production and the constraints that exist with regard to achieving those potentials. Charged with studying the research and Extension functions within that broad study were:

Dr. Jack Claar - Deputy Team Leader; Associate Vice President for Public Service, University of Illinois, and Emeritus Director, Cooperative Extension Service, Urbana, Illinois

Dr. Roy Lovvorn, Federal Administrator Emeritus of the Cooperative State Research Service, Washington, D.C.

Dr. Arthur Mosher - formerly Chairman of the Agricultural Development Council; served as consultant to the mission and made significant contributions to the report.

The following is a combined report of the teams. Together they spell out the earlier USAID (BIAFD) study in more detail and make suggestions for the implementation of the plan to strengthen the Agricultural Extension Service in Egypt.

The USAID study teams were assisted by a great many people who gave freely of their time in helping them understand the system and the responsibilities that would need to be carried out at the various levels.

The teams are deeply indebted to his Excellency, the Minister of Agriculture Dr. Youssef Wally, for his personal courtesies and for the numerous entres to the Ministry that were so helpful in obtaining information to complete the assignment. Everyone contacted in the MOA, Universities and Governorates obliged the team with the best of cooperation and aided in their understanding of Egyptian Agriculture and Extension. Special gratitude is expressed to Dr. Mohammed Abbas, Head, Agricultural Project Preparation, Monitoring and Evaluation Unit and his staff member Mr. Mohammed Aly Farahat for their special guidance, interpretation and personal counseling.

The team also wishes to express its special gratitude to Dr. Raymond Fort and his colleagues in USAID/Cairo for their assistance and support. The views expressed in this report are those of the authors and should not be attributed to the Agency for International Development.

Editor of this report is Ovid Bay, Director of Communications, Extension Service, U.S. Department of Agriculture, Washington, D.C.

## I. INTRODUCTION

This report is developed in keeping with the structure for Extension that was recommended by the BIFAD team in November 1981. In that report, the USAID team recommended that Extension be combined with the National Agricultural Research Center in order to establish a strong subject matter base for its operations.

The report also proposed that a Director of the National Agricultural Extension Service be set up and that two deputies should be named, one for technical support and one for field execution. The latter would have a direct chain of administration down to the village, with offices at the Governorate and District level. It is envisioned also that the Director of Extension at the national level would have a budget that he would allocate for operations at the various levels. Furthermore, it was recommended that Extension personnel be relieved of much of their present regulatory and service functions so they could concentrate on their educational missions.

It should be noted that the system being recommended is a sharp departure from the past. It will be necessary to develop a consensus with regard to the mission of the restructured Extension Service and the circumstances that must exist in order for it to function. Accordingly, this report will address some philosophical concepts about the mission and functions of the proposed Extension Service.

Detailed job descriptions and position qualifications requirements are presented along with sections dealing with evaluation, training and program planning. Finally, there are recommendations for phasing into the new system from the present structure.

### The Mission of Extension is Education

The Extension Service is especially needed at this time in Egypt to help improve agricultural production through utilization of known technology. Therefore, the farm family should be the primary clientele to which the Extension service directs its first priority, since Extension is one of the few educational programs that reaches the village. It should be concerned not only with improving production, per se, but with bringing agricultural and related information to village people so that they may become more knowledgeable and more competent decision makers. The women need information regarding food preparation, preservation, nutrition, and various agricultural activities. The youth need out-of-school opportunities to learn agriculture and related subject matter.

The mission of the Extension Service includes both technical transfer and human development components. Extension is a special type of education. It is oriented to the solution of problems and to helping people apply information on their farms and in their homes.

Therefore, the mission of Extension should be broadly conceived as the development of people, even though the current situation may place a high priority on the task of increasing food production.

The overall objective for Extension should be: To help people, both adults and youth, acquire useful information and apply it in their homes and on their farms in such a way that the agricultural development of Egypt will be enhanced.

This concept of mission was a central aspect of the USAID team report. Considerable reorganization will be needed to carry it out along with a great many new philosophies and procedures.

#### The Philosophical Concept: To Help People

There are several concepts that need to be borne in mind as the new Service is established:

1. The Extension Service must be strongly oriented to the people it is trying to serve. For the most part, the changes that Extension will be trying to bring about will be voluntary on the part of the farmers. It is generally recognized that the technology and know-how exists to expand agricultural production of most crops 50 to 100 percent, if this knowledge were applied by farmers. But their acceptance of the changes needed to achieve such increased potentials will depend on their understanding of them. Therefore, Extension must start where the people are in their recognition of problems and provide convincing evidence that they can profitably increase production with the new techniques. Extension must secure help from the farmers in identifying the problems that they feel are limiting their progress. Therefore, any program or approach to convince the farmer to use improved methods must speak directly to the farmer's concerns. The effective Extension person will explain why change will be helpful through education, rather than dictate the use of practices through a top down authoritarian approach.
2. A key concept in organizing Extension is to be sure that the Extension personnel are viewed as friends of the farmer.

It is important that they be free of the various tasks of government that are inconsistent with such an educational mission or that could divert them from their assignment. Someone else must sell and deliver chicks, check acreage compliance, and do regulatory work. The time of the Extension person must be free to make farm visits, hold meetings, provide research information to farmers and other local agencies of government, and take part in frequent training. These duties are spelled out in detail in this report. The educational purpose of Extension must not be self-destructed by assigning incompatible duties to Extension personnel.

3. High priority must be placed on the integrity of the information carried by Extension. (The USAID BIFAD report recommends setting up Extension as a part of a national Research and Extension center.) The clientele must learn from experience that Extension people can be relied upon to have accurate information or to admit when they do not know an answer. To assure this will require such steps as the following:
  - a) More people should not be assigned to Extension for employment than can be equipped and effectively utilized.
  - b) Personnel training should be done and Extension should have the right of refusal to employ anyone not considered trainable with a reasonable input of time.
  - c) There should be intensive inservice training (initially one day a week), regular farm visits by the Extension agent in company of specialists, and remedial training where necessary, before Extension personnel are assigned to a village. Only through an intensive approach can the present image of Extension be changed.
  - d) New Extension employees should go into a training program before being assigned. The recommended training is spelled out in detail in a later section.
  - e) Technical subject matter specialists should be available to work with Village Agents in presenting subject matter at meetings and field days, and assisting agents with the design and care of demonstration plots.
4. Extension currently suffers from frequent turnover of staff and many unfilled positions. The considerable investment that Egypt will be making in Extension could be given greater assurance of success by setting up a pay schedule or incentive program that will attract and retain the people needed to make it successful. A pay system will have to be adopted that is competitive with peers.

In this regard, the research staff should be viewed as the counterpart structure for Extension.

5. The Extension staff must be accessible to the farmer and vice versa with a reasonable outlay of energy. Contact points with which the village agent is in regular communication should exist in every village. Extension personnel must be equipped with motorbikes or other vehicles so that they can cover their area quickly.

FIGURE 1. ORGANIZATION OF RECOMMENDED RESEARCH AND EXTENSION ENTITY

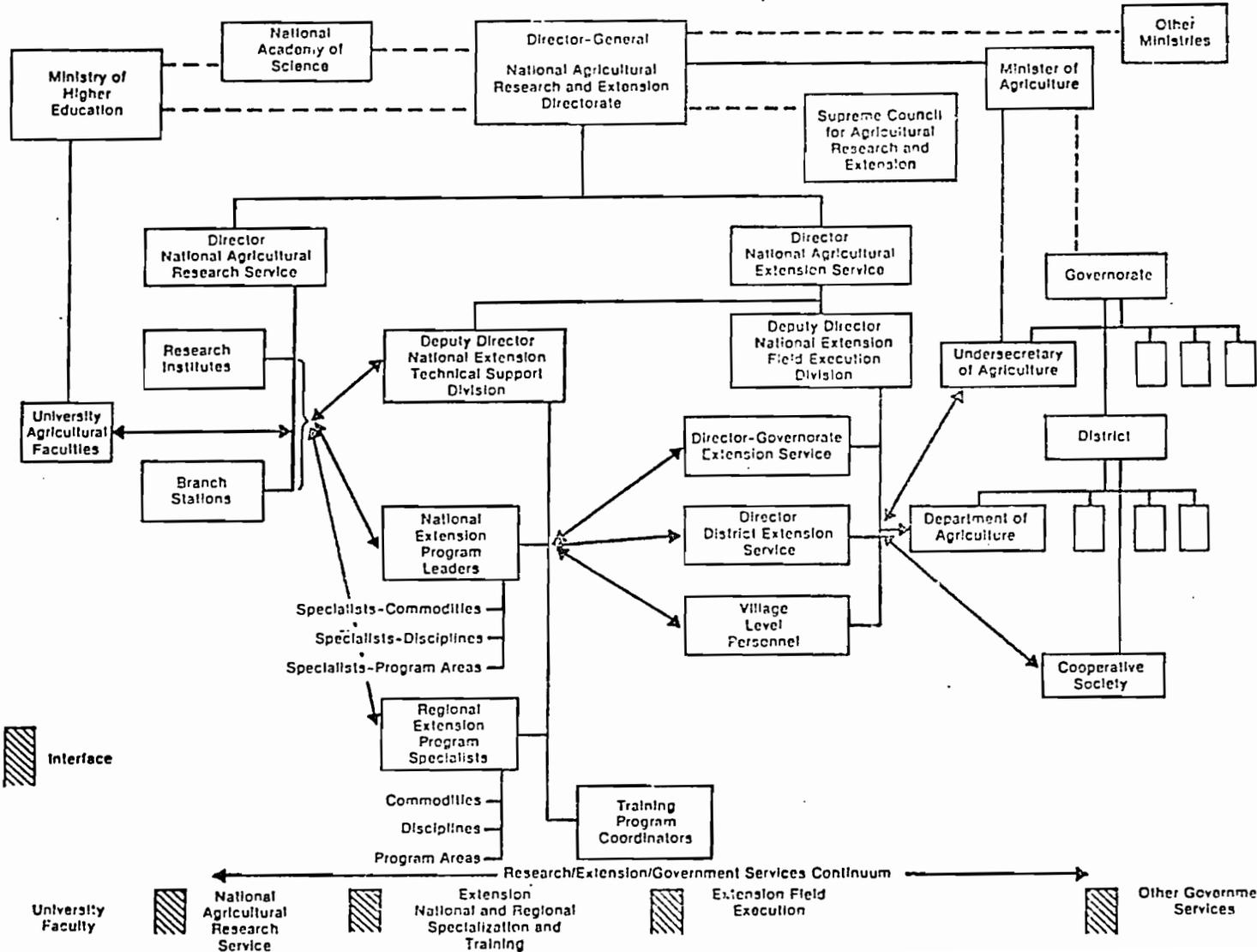


Figure 1.

## II. ORGANIZATION AND PERSONNEL ADMINISTRATION

### Organizational Overview

The organization recommended for the new Extension Service is spelled out by the USAID (BIFAD) report (see Figure 1). The Minister of Agriculture of the Arab Republic of Egypt has already begun to implement the report by taking the first steps toward combining Research and Extension.

It should be noted that the new system being recommended is a sharp contrast to the past. It is designed to increase productivity by making the maximum use of the Extension Service in transferring research results and technical information to farmers and related governmental units.

It will be necessary to develop a broad understanding with regard to the mission of the restructured Extension Service and the framework that must exist for it to function effectively. The overall functions and the general roles of personnel at each level are described below.

#### The National Level

The Director of the National Agricultural Extension Service will report to the Director-General of the National Agricultural Research and Extension Directorate. The Director will provide national leadership in developing a strong Extension program throughout the country in cooperation with the Supreme Council for Extension. We recommend that an Associate Director to handle a number of important staff offices such as budget and finance, program planning, training, and communications, be appointed. We also recommend that the current Institute of Extension Research become a unit in the Associate Director's office. It is believed that the studies conducted by this unit will be utilized more fully in this way. The Director should be responsible for developing a separate budget for Extension and for making allocations for Extension operations at all levels.

#### A. Technical Support Division

National Extension Teams will receive emphasis and play a very important role in the new Extension Service. They should be chaired by national Extension program leaders within the Technical Support Division under the Deputy Director. A key aspect of the teams will be to involve research personnel with them, as a procedure for establishing constant liaison between research and Extension staffs. The Extension program leaders who head each Extension section will be set up parallel

to the National Research Institutes. Each National Program Leader will have a group of appropriate subject matter specialists reporting to the leader who will interact with research and form these interdisciplinary teams of both research and Extension personnel. The National Extension Program Leaders will also administer the Regional Extension Specialists at the Regional Experiment Stations, universities and other sites. These Regional teams will need to adapt the national program where necessary and help provide technical liaison with other local agencies of government. A Rural Development Program should be established with a national leader and various specialists, similar to those paralleling the research institutions. This program unit should have equal status in the new structure with the other programs.

\* In a similar manner, there should be established a Program for Rural Women with a program leader and an associated specialist staff, representing such areas as nutrition, family resource management and other related areas frequently encompassed in Home Economics. Selected subject matter specialists of this unit may be placed in selected universities in order to provide research and technical backup.

#### B. Field Execution Division

The Deputy Director for Field Extension will have staff offices handling budget and finance, personnel, training, reports and evaluation, governorate field representatives and communications. It is proposed that six Field Representatives for the Deputy Director should be assigned either to work with specified Extension offices at the governorate level, or as expeditors and trouble shooters as assigned by him.

#### Governorate Level

The governorate level is the place where national programs are modified and where decisions regarding the need for further local verification trials are made to be sure the programs are adapted to local conditions. The Director of Extension at the governorate level will have staff positions for budget and finance, personnel, training, communications and reports and evaluation. Assistant Directors are provided to administer and supervise village Extension personnel. In order to continue the close association with research and to maintain the subject matter integrity of Extension, it is proposed in the USAID (BIFAD) report that the Extension Director report to the Deputy Director for Field Execution. Budget allocations will also follow this pattern. One important aspect of the job of the Director at the governorate level

will be to work closely with the governor and other governmental personnel to achieve close coordination, especially of facilities and other resources that are normally administered by the governorate. In other words, Extension at this level must relate closely to the governorate for certain administrative affairs but be strongly directed from the national office for program and subject matter content.

#### District Level

A small core of technical advisors for major crops, livestock and other program areas are recommended at the district level who will report to the District Director. These will be drawn from the most experienced village agents. Their role will be to backstop village staff on a daily basis, making farm visits with them regularly to insure quality control and to detect needs for additional training. Assistant Directors will supervise 3 to 12 villages in the district they serve. In the case of the Program for Rural Women, agents should be located at the district level to work with village women leaders in getting information to other village women.

\* Multi-village Level Agents will have an important educational role in providing farmers and other agriculturalists with the results of reliable research. They must be relieved of incompatible regulatory duties such as selling and delivering chicks, etc. They will also conduct crop demonstrations with assistance from the appropriate subject matter specialists. These agents will report to one of the Assistant Directors who in turn will report to the District Director.

#### STAFFING

The selection of personnel to fill the various positions is one of the most important tasks of the administration. This view is based on the premise that men and women who staff the organization are its most important assets.

Staffing decisions must be based on the specific competence of individuals. Otherwise, employees may be assigned to positions where they are unable to utilize their best talents, and thus will be unable to make their maximum contribution to the Extension organization. For example, if employees are encouraged to accept positions for which they have not been properly trained, excessive turnover of personnel may occur. The result would be a lack of continuity in the educational program and a poor image with the clientele. Therefore, care must be taken not to interpret the staffing process as "job filling." There is a significant difference between "job

filling" and careful recruitment. The following elements are involved in staffing:

1. The determination of personnel requirements relative to the positions to be filled and the qualifications desired in the individual to fill those positions.
2. Attracting satisfactory sources of candidates to fill the positions. This often requires a recruitment plan. (An internship plan is discussed in this report and can be part of a plan for the entry levels in Extension.)
3. The measurement of the candidate in terms of the position requirements and qualifications expected of the incumbent. This is the essence of the selection process.
4. An adequate placement program. This involves placement of the individual in a position suitable for him or her and communicating to him or her the duties, responsibilities and other essential aspects of the working environment.

In the entire process the assumption is made that authority is vested in one individual or group of individuals to meet the responsibilities required in the process. It is suggested that an office of personnel be organized at the national level for making policies, regulations and procedures to be followed at all levels of the Extension operation. Similar units may be needed at least at the governorate level.

In Egypt, it has been observed that many village staff members come from city homes and do not have the skills that are required in farming. Consequently, they may be reluctant to demonstrate practices requiring these skills. Farm people have little confidence in a teacher who is awkward in using simple skills and equipment. Special training in common farm skills will give confidence to the local extension worker. These often differ from classroom taught skills, but the underlying principles are similar. Extension workers often concentrate on specific problems and their solutions. When Extension Agents cannot be employed with farm backgrounds, it is especially important that field training be provided.

#### Specific Staffing Needs

The establishment of an effective and productive Extension service for Egypt can begin with a program of proper screening and selection of personnel.

There exists in Egypt a wide range and number of capable, educated people at the PhD, MSc and BSc levels in agriculture. Staff at research institutes, experiment stations and university faculties have a high level of technical and research

competence. Through the special projects in rice, cereal grains, mechanization, etc., there is a well trained and highly motivated group of Extension workers who are and should be available for the new Extension task. Likewise, within the present traditional Extension staff in villages, districts and governorates, there is another group of capable, effective Extension personnel. However, this latter group must be screened carefully since people will quickly judge the new Extension service by its personnel. This pool of manpower can form the nucleus of the new Extension service.

### Technical Support Division

The Technical Support Division occupies a key role in the new organization. The following staffing at the national and regional levels is suggested under the Deputy Director.

National Extension Program Leaders to parallel each Research Institute should be employed. In addition, Program Leaders for Rural Development and Progress for Rural Women should be provided. The list of program areas includes:

1. Cotton
2. Crops
3. Horticulture
4. Plant Protection
5. Animal Production
6. Plant Pathology
7. Soils and Water
8. Mechanization
9. Agricultural Economics
10. Veterinary Institute
11. Sugar Crops
12. Desert Lands
13. Rural Development
14. Programs for Rural Women

A staff of Subject Matter Specialists at the national level is to provide leadership for each crop, livestock or other program area and will report to the proper National Program Leaders. The relationship between the Research Institutes and the National Extension Program Leaders and their staffs should be very close. Extension specialists should serve on Research task groups and vice versa. Some personnel might have joint appointments in Extension and Research. Examples of Subject Matter Specialists are:

Crops: An agronomist Subject Matter Specialist for forages, maize, rice, barley; a geneticist for each, etc.

Horticulture: A horticulturalist for fruits (citrus,

grapes, strawberries, mangoes, etc.); a horticulturalist for vegetables (roots, leafy vegetables, tomatoes, cucumbers, potatoes, peppers, etc.).

Interdisciplinary National Extension Teams should be set up in each major crop and class of livestock. They should provide leadership in subject matter, program development, materials preparation and training. They should also work with the Execution Division in determining requirements for effective evaluation of staff performance. Likewise, they can analyze the methods of program development best suited to Egypt and suggest how to effectively involve farmers in advisory councils in their given program areas. The following is an example of an interdisciplinary National Extension Team for Rice (i.e., specialized in these topics with particular training and experience in how they relate to rice):

- Agronomist
- Geneticist
- Rice Researcher
- Mechanization Expert
- Plant Protection Expert
- Plant Pathologist
- Soils and Water Expert
- Agricultural Economist
- Rural Women Program Expert

Personnel of the latter five disciplines would serve on more than one team.

Sugar crops and soybeans are being cultivated in increasing amounts. Teams should be developed for these crops if there is sufficient need to do so.

Regional Extension Technical Specialists should be housed at research stations in the various parts of the country. It is understood that there is a representative from all institutes at each of the research stations.

There should be a cadre of technical specialists hired for the Technical Support Division. They should train and relay information to field agents at the district and village levels. The regional designation will allow a Team from each station to assist in program development and technical training for several districts they serve, even across governorate boundaries. These specialists should be responsible to the Program Leaders for their respective disciplines.

This will be the largest group of technical Extension specialists in the organization. They will be field, or application oriented, technical specialists. Regional specialists will be assigned to research stations or to universities having

faculties of agriculture or home economics, where appropriate. Regional Teams should serve as feedback agents to analyze farmer needs and interpret them to the research stations.

Regional Technical Subject Matter Teams shall be appointed for each commodity, discipline and program area by the Deputy Director of the Technical Support Division in cooperation with the Deputy Director of the National Field Execution Division. They will relate to the National Program Leaders through a designated Regional Program Leader.

Each regional Technical Subject Matter Team should include, whenever possible, researchers from branch experimental stations and personnel from university faculties for training Extension agents.

Teams should be set up in all agricultural commodities and program areas represented in their regions. They shall communicate with the national commodity teams and be housed where possible and feasible at research stations and with universities having faculties of agriculture.

The Regional Subject Matter Teams should:

1. Provide technical subject matter training programs for Village Agents;
2. Provide leadership in the program planning process for the District and Village Agents;
3. Back up the Village Agents with needed specific demonstration plots for "field days;"
4. Prepare with the assistance of a communications staff printed charts, bulletins for publication and demonstration materials in graphic form for Village Agents' use, to supplement those prepared at the national level;
5. Communicate with the appropriate staff members at the field execution level to provide inputs to the program development process and assimilate the field needs for research expressed at the district and village levels;
6. Develop research suggestions for research centers and/or institutes;
7. Maintain liaison with MOA officials at the governorate and district levels to coordinate educational programs with other services, and

8. Maintain communication with national program goals for each governorate through liaison with national commodity teams.

Multi-village and Village Extension Agents will have the most contact with farmers and their performance therefore is critical to the success of the Extension Service. Making changes in the compensation pattern may be essential to attracting and retaining the type of staff needed. Since the Extension Service will now be a part of the National Research and Extension Center, it is important that salary scales be adopted in keeping with those presently in use in the Research Center for personnel of comparable training and responsibility.

The prevailing scale in the technical support function for young researchers can become a basis for village-based workers with one year of experience. The senior district Extension agents can be remunerated on a scale comparable to the more experienced Researchers who attain a rank of Assistant, up to the rank of Senior Researcher for the Director of Extension at the governorate level.

Staffing in the field, however, must take into account factors in addition to direct compensation. Some of these factors are:

1. Living conditions, which in most villages are not as desirable as those in larger towns and cities. Housing facilities must be made a major incentive (adequate amenities, low rents, etc.);
2. Adequate transportation, through provision of motorbikes, for example;
3. Encouragement, in the form of the organization's concern for the personal welfare of the individual employee and his family.

In summary, competitive compensation, adequate practical training, and provision of basic amenities are required of the organization for the village level workers.

The functions, responsibilities and qualifications of village Extension personnel will be treated in detail in another section.

Qualifications and ResponsibilitiesNational Level

The general role of the Agricultural Extension Service at the national level is to provide leadership in developing informal educational programs that disseminate technology based on research results, to answer the problems of agricultural producers and other groups associated with agricultural development in Egypt.

This national leadership responsibility includes the provision of policies, procedures, regulations, personnel management practices, training, budgeting, accounting and evaluation to serve the entire Extension organization from the national to the governorate and village levels of operation. National leadership will include developing necessary working relationships with national units of the MOA and such other ministries as may be desirable to enhance effective nationwide Extension programs.

Job Description

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A. Director, National Agricultural Extension ServiceQualifications

1. PhD in Agricultural Sciences or related areas and at least 10 years proven administrative experience in Extension or related activities.
2. Comprehensive knowledge of the nation's agriculture and the importance of Agricultural Extension Service in carrying out the application of science in the fields of agricultural production through the people who live on and use the land.
3. Full understanding of the philosophy of Extension educational programs and methods for improvement of the nation and the people's welfare.
4. Has demonstrated progressive leadership and administrative capacity for the potential development of the nation's Extension Service.
5. Has demonstrated a sense of dedication to purpose for developing a solid base for the Extension educational program.
6. Understands the sequential steps necessary to construct an informal educational system throughout the nation.
7. Has demonstrated good personal relations and building of teamwork among his colleagues.
8. Has the ability to write and speak effectively.

General Functions

1. To provide national leadership and administer a nationwide Agricultural Extension Service.
2. To be familiar with government legislative and administrative processes and to develop broad support for the Agricultural Extension Service.
3. To cooperate closely with the Deputy Director of the Technical Support Division in integrating Extension with research operations.
4. To understand the nation's agricultural situation and the real needs of agricultural producers and their families, and take overall leadership in developing programs to meet those needs.

Job Description

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A., cont.

5. To assess Extension programs to determine effectiveness and changes needed to reach objectives.
6. To assess financial needs of the Agricultural Extension Service and to develop a budget process for Extension in cooperation with the Director-General for Extension and Research.
7. To formulate and provide leadership in the development of a nationwide personnel management system for Extension.
8. To take leadership responsibilities in cooperative working relationships within MOA and other government units and universities that may provide resources for more effective Extension programs.
9. To develop a comprehensive plan for professional improvement for all levels of Extension staff members.
10. To develop a process for developing local voluntary leadership as an important adjunct to the expansion of Extension programs and their effective use with lay leadership participation in Extension program activities.

Specific Responsibilities

1. To plan, execute and evaluate programs directed to carrying out national goals involved in identifying and solving problems of agriculture.
2. To provide national leadership for guiding and encouraging effective relationships among MOA departments, researchers, organizations, universities, at the governorate, district and village levels.
3. To motivate and encourage cooperation between research institutes and Extension personnel in order to foster a united effort at all levels.
4. To provide overall national leadership in subject matter areas and field execution.
5. To develop a system of national reporting of plans and accomplishments at all levels of government.
6. To cooperate with the Director-General of National Agricultural Research and Extension Directorate and other authorities to establish a basis for financial support and develop a budget based on national needs of the Extension Service at national and governorate levels.

Job Description

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A., cont.

7. To develop a national plan for manpower needs for all Extension operations together with a basis for supporting such needs in each Division.
8. To develop a national plan for allocating Extension funds for Extension field operations for each governorate level.
9. Evaluate and monitor the entire Extension operation through a carefully devised evaluation system.

Job Description

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B. Deputy Director,  
National Extension Technical Support DivisionQualifications:

1. PhD degree in Agricultural Sciences and at least 10 years experience in comparable fields.
2. Knowledge of the national agricultural situation, problems, cultural values, educational levels, government organization and services.
3. Has a thorough understanding of the purpose of the Agricultural Extension Service and knowledge of informal educational methods useful in solving problems of farm operators.
4. Has demonstrated leadership capabilities, good effective human relationships and the ability to develop teamwork with others.
5. Has demonstrated administrative management capacity.
6. Is skilled in organizing staff, interpreting technical and scientific data and organizing such material into instructional programs.
7. Has the ability to write and speak effectively.

General Functions

1. To maintain effective internal and external communications, especially with the Research Institute and Field Execution Division.
2. To administer National Program Leaders and all Subject Matter Specialists.
3. To collaborate with research personnel in using localized technology from branch research stations in further field testing, where appropriate.
4. To cooperate with the training sections and the Deputy Director of Field Execution in identifying inservice training needs through a process of analyzing program emphasis, observation of specialists' performance and performance evaluations.
5. To indicate to research institutes the types of technology that can be readily adapted into common farming systems and the important problems encountered in these systems.

Job Description

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B., cont.

6. To take leadership in seeing that publications and other educational materials and methods appropriate for the clientele are developed.
7. Develop an annual budget under the authority of Extension officials for financial support of the National Extension Technical Support Division reflecting the needs of national and regional levels for personnel, facilities, equipment and travel.

Specific Responsibilities

1. To cooperate fully with the Deputy Director for National Extension, Field Execution Division, for integrated national work plans for technical support services with field execution plans.
2. To organize and administer a staff of national and regional Extension program leaders comparable to the research institutes and branch experiment stations.
3. To provide a clear set of objectives for technical support units at the national and regional levels, based on recognized educational methods--that is, adjusted to the skills, knowledge and resources of the people involved.
4. To develop leadership and memoranda of understanding for cooperating with MOA units, universities and other government units that can assist with effective program delivery.
5. To develop a national budget under the direction of the Minister of Agriculture.
6. To prepare an evaluation plan to be used in the Technical Support Division.
7. To implement policies in accordance with government requirements regarding personnel management functions: recruitment, selection and placement, supervision, evaluation, transfer, termination, training, and awards.
8. To implement a personnel function within the Technical Support Division and coordinate incentive plans with the Field Execution Division.

Job Description

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C. Deputy Director,  
National Extension Field Executive DivisionQualifications:

1. PhD degree in Agricultural Sciences or related fields.
2. Knowledge and understanding of the national agricultural situation, problems, cultural values, educational levels, government organization and services.
3. Has demonstrated leadership qualities.
4. Has demonstrated effective human relationships and an ability to cooperate with other groups in a team effort.
5. Has a thorough understanding of the purpose of the Agricultural Extension Service and the informal educational methods to be used in solving the problems of farmers.
6. Has demonstrated ability to make sound and formally stated policies for a nationwide program.

General Functions

1. To develop sound written instructions for the conduct of field operations based on educational methods that take into account the skills, knowledge and resources of the Extension staff.
2. To cooperate fully with the Deputy Director of the National Extension Technical Support Division in developing a plan of work reflecting the National Extension program goals for all commodities and other special technical programs as needed.
3. To develop an annual budget for the financial support of Extension field operations as reflected by the needs of the national and governorate levels.
4. To coordinate with the National Program Leaders of the Technical Support Division and units of the MOA in seeing that educational programs are developed to transmit technical information to the people.

Specific Responsibilities

1. To provide leadership in developing cooperative working relations with MOA units, universities and other government units related to the development of more effective Extension programs.

Job Description

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C., cont.

2. To prepare a national plan and implement same for evaluating Extension program activities in relation to goals of the Field Execution Division.
3. To prepare policies in accordance with government requirements regarding personnel management functions: recruitment, selection, placement, supervision, evaluation, transfer, termination, training, and awards.
4. To administer programs as authorized and developed by national program leaders based on the national research findings and needs expressed in the people's advisory councils.
5. To utilize advisory councils at all levels for program advisory functions.

Job Description

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D. National Program LeadersQualifications:

1. Should have a Doctorate in the subject matter or related fields and should be willing to pursue further professional improvement; should have ten or more years experience in branch or field related work.
2. Extensive knowledge and experience in the theories, practices and principles of the Extension educational system and subject matter specialization.
3. Knowledge of social, economic, political and cultural factors affecting adult learning.
4. Demonstrates skills in obtaining, interpreting and using up to date information and ability to adapt to changing programs.
5. Demonstrates ability to speak and write clearly and to prepare communication plans for conveying ideas effectively.
6. Has demonstrated good human relations with colleagues.

General Functions

1. To provide educational leadership in a broad subject matter area on a nationwide basis. The Program Leader will plan, execute, and evaluate programs in an assigned subject matter area of Extension.
2. To establish and maintain liaison with appropriate research personnel in the institutes to keep abreast of the latest research findings in his or her field of work.
3. To provide national leadership for training in his assigned subject matter in cooperation with the training and other units involved.
4. To develop a system in cooperation with other staff members for evaluating results in terms of objectives in the plan of work.
5. To identify needs for subject matter publications or informational materials that can be used effectively by the audiences to be served.

Specific Responsibilities

1. To serve in an advisory capacity to the Deputy Director in

Job Description

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D., cont.

- cooperating with other program leaders, government units and universities regarding programs.
2. To be responsible for guiding and encouraging effective working relationships among organizations, groups, researchers, governorate, district, regional and village staff members.
  3. To set up, instruct and lead subject matter teams in each major commodity or product area.
  4. To effectively coordinate subject matter specialists in their assigned areas of subject matter in developing plans of work at the national level.
  5. To provide a clear set of objectives for subject matter support services for national and regional subject matter specialists in their fields of work.
  6. To provide assistance to national and regional specialists in evaluating educational program activities in their assigned areas of responsibility.
  7. To keep governorate, regional, district and village staff members informed of significant research findings and recommend appropriate programs for each level of Extension program activities.
  8. To make decisions on all technical aspects of assignments except those that may have major impact at a higher level.
  9. To assume responsibility for identifying and advising related research institutes of additional research needs.
  10. To employ persuasion, imagination and insight in securing support for the Extension Service.
  11. To maintain collaborative relationships with regional, governorate, district, and village agents relative to technical subject matter and programming functions.

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E. National Technical Subject Matter SpecialistQualifications:

1. PhD preferable, or MSc degree together with research experience.
2. Minimum of 8-10 years experience in a research institute or research station.
3. Displays leadership in his/her subject matter field.
4. Ability to plan and implement a program at the national level.
5. Proven communication skills, written and oral.
6. Interest and proven ability in informal teaching.

General Functions

1. To serve as a member of a national program team whose function is to provide leadership in planning a national Extension program in an assigned subject matter area.
2. To maintain an active role in the transfer of research information into effective programs for the Extension Execution Division.
3. To maintain liaison and collaborative working relationships with other program specialists and with Ministry staff to promote a positive research-Extension relationship.
4. To train counterpart subject matter specialists at the regional level and Extension staff at the village level.

Specific Responsibilities

1. To provide leadership in his subject matter responsibility through contact with research centers at the national level.
2. To develop an educational program that become models for governorate and district programs.
3. To relay research results to the Execution Division and various Ministry contacts, through publications and seminars.
4. To serve as a representative of the institute as a technical specialist on the national program team.
5. To develop objectives and goals for the program area that are consistent with national goals for agriculture in Egypt.

Job Description

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E., cont.

6. To cooperate with researchers in the institutes to make basic and applied research available to farmers.
7. To maintain contact with and suggest applied demonstration work at the governorate and district level.
8. To ascertain training needs for Extension in new publications, and plan with regional specialists to develop them.
9. To provide leadership in publishing applied research results.
10. To encourage professionalism within the research-Extension organization.
11. To keep regional, governorate, district and village staff members informed of significant results of research, interpret research, and recommend appropriate programs at each level of Extension program activities.
12. To employ persuasion, imagination and insight in changing attitudes, if necessary, to achieve effective programs.
13. To provide techniques for evaluation of subject matter programs and activities for the use of regional specialists in assigned areas.

Job Description

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F. Regional Subject Matter SpecialistQualifications:

1. PhD or MSc in Agricultural Sciences.
2. Has a minimum of 8-10 years experience in basic applied research.
3. Has communication skills in writing and speaking.
4. Has the ability to organize training for district and village agents.
5. Has displayed a capacity to work in transferring applied research to farmers.
6. Has demonstrated leadership qualities.
7. Has shown that he or she enjoys working with people.
8. Is willing to reside near research stations and travel across several districts.

General Functions

1. To be responsible for the program area of the subject matter competency needed in the region.
2. To develop appropriate district and village training programs.
3. Prepare publications and/or technical research materials from research stations.
4. To provide a relevant program in the subject matter field for the region or district.
5. To survey needs for agent training in his or her technical subject matter field and prepare on-the-job training materials and programs to be conducted in coordination with training center and district supervisory personnel.

Specific Responsibilities

1. To plan and conduct in-depth training programs for district and village agents.
2. To participate in program planning functions at the district and governorate levels. Whenever possible, the regional specialists should prepare materials for village agents' use.
3. Maintain communications with national subject matter

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F., cont.

- specialists in executing programs. Plan for periodic meetings with National Program Leaders.
4. Collaborate with researchers at stations to conduct field day training for village agents in technical subject matter applied research.
  5. Collaborate with other regional technical specialists or teams by traveling to district and village sites for educational meetings.
  6. Prepare publications, bulletins, fact sheets and slides for use at meetings and field days.
  7. Develop a farming systems approach to agricultural enterprises and its application to Egyptian farms.
  8. Prepare an annual plan of work for his area of responsibility in the Extension technical specialist role.
  9. Establish a leadership role with commodity producers in his region with regard to his subject matter specialty.
  10. Motivate agents and fellow researchers to collaborate in a professional manner to serve agriculture.
  11. Maintain a program of personal and professional improvement in his field by participation in conferences, seminars and individual study.
  12. Encourage the use of applied techniques and approved practices by all village agents in their region.

Job Description

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Governorate Level Field Execution Operations

Under the general direction of the Deputy Director of the National Field Execution Division, the role of Extension at the governorate level is to provide leadership for carrying out the national Extension programs and to make such program modifications as are appropriate for the various soil, water, climatic and cultural conditions at the governorate level. This level also provides the necessary administrative management that will be required by the national administration of Extension. These may include designated areas of administering policy, evaluation, procedures, regulations, personnel management, budgeting, reporting and accounting, and such other areas of responsibility that may be needed. This role shall include cooperation and collaboration with the Governor and other governorate officials,

Job Description

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A. Director, Governorate Extension ServiceQualifications:

1. Advanced degree, preferably a PhD, in Agricultural Sciences.
2. Administrative experience or demonstrated administrative potential.
3. A thorough understanding of Extension goals, programs and methodology; extension experience is desirable.
4. Has demonstrated leadership ability.
5. Has demonstrated effective human relations and communications skills.

General Functions

1. To provide leadership in all program areas applicable at the governorate level for all types of products prominently grown in the governorate.
2. To effectively utilize the resources of farmers, agricultural, university and research staff where available, to develop priorities for programs and follow up plans for agriculture in the governorate.
3. To develop an Extension delivery system for the district and village levels and to encourage the development of a positive institutional attitude toward the new research-Extension unit.
4. To assist the Extension staff at the governorate and district levels to determine program priorities and to plan and conduct programs.
5. To develop a process within the governorate for constructing annual budget requests to conduct Extension programs together with such other new investments that are needed.
6. To assist the national Extension office in evaluating program activities in the governorate and in identifying needs for improvement, including new program ideas and means for effecting improvements.

Job Description

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A., cont.

Specific Responsibilities

1. To maintain close relations with the officials of the governorate, keeping them well informed on Extension programs and activities.
2. Subject to the authority of the Deputy Director of the National Extension Field Execution Division, oversee the the conduct of all agricultural and family living educational programs in the governorate.
3. To develop a budget for governorate Extension operations, allocate resources and oversee the expenditure of funds within the legal framework.
4. To administer Extension programs in all agricultural fields as authorized and developed by the National Program Leaders and regional Extension program specialist teams.
5. To provide direction in identifying, establishing, maintaining and evaluating governorate Extension program goals, objectives and priorities.
6. To develop a governorate plan of work and such reports as may be required.
7. To provide leadership in the development of program and personnel policies.
8. To maintain positive communication with all governorate Extension units.
9. To develop and maintain personnel management functions in accordance with national government regulations for recruitment, selection, placement, supervision, evaluation, transfer, termination, training, and awards.
10. To maintain liaison and develop working relations with numerous other agricultural units that can make Extension programs more effective in achieving common goals.
11. To maintain effective internal and external communications with national Extension offices and other research and Extension colleagues.
12. To provide an atmosphere that fosters teamwork and a sense of commitment to Extension goals.

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District Level

Under the direction of the Director of the Governorate Extension Service, the role of the District Director of Extension Services shall be to administer and oversee the conduct of National Extension programs. This level of operations is one of the most important levels of Extension operations. District leadership guidance affects the performance and the effective delivery of Extension programs to farm producers and their families. District Directors will carry out designated administrative responsibilities as are requested.

A. District Director of Extension Services

1. A BSc or MSc degree.
2. Seven or more years experience in Extension or similar work; supervisory experience is desirable.
3. Has demonstrated administrative ability, especially the capacity to supervise and counsel personnel.
4. Has the capacity to write and speak effectively.
5. Works well with others; shows the ability to coordinate several units toward a common goal.
6. Must understand Extension programming, goals, and methodology at the village, district and governorate levels.
7. Has a knowledge of and understands the principles of educational program development and personnel management.
8. Has demonstrated a capability for planning, organizing and conducting programs, conferences, on a village and regional basis.
9. Has demonstrated capability of working with research resources and university resources for programming and counseling to meet district and village needs.
10. Exhibits a knowledge of and capacity to utilize human relations as well as communications skills to achieve teamwork efforts in programs.
11. Has demonstrated the ability to develop good public relations programs at the village and district levels to assist the Governorate Extension Director in maintaining an effective public relations program for the Extension Service.

General Functions

1. To administer an effective Extension program by providing leadership for program development and program execution by village and district workers.
2. To provide information to farm families regarding the most up-to-date technology available from the research stations, institutes and universities, and to foster its application.
3. To develop an effective system for assessing program thrusts and provide an evaluation of personnel and programs.
4. To encourage agents and specialists, develop detailed

Job Description

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A., cont.

performance plans outlining specific duties and activities needed to conduct programs.

5. To provide for effective methods and programs for in-service training of field agents and specialist staff.
6. To develop necessary local support from farmers and agriculturalists to maintain an active involvement with the Extension and research programs.
7. To maintain close liaison with professional personnel of other agricultural agencies, such as cooperative personnel, to help insure that they are all making consistent recommendations.

Specific Responsibilities

1. To supervise and backstop local Extension personnel in their districts in carrying out the programs, setting up demonstrations and making farm visits, to bring farmers the most up-to-date technology available from the research stations and institutes through the Extension specialist.
2. To administer an effective Extension program by providing leadership in program development and in conducting of programs for village and district workers.
3. To develop an effective system for assessing program thrusts and providing evaluation of programs.
4. To encourage village agents to develop detailed performance plans outlining specific duties and activities by which their performance should be measured.
5. To provide effective methods and programs for in-service training of field agents and specialist staff at the district and village levels.
6. To develop necessary local support from farmers and agriculturalists to maintain active support for the Extension and research program.
7. To develop a continuing working relationship among research staff, subject matter specialists and village agents.
8. To assist program supervisors and agricultural commodity programming teams to formulate, develop, organize, and conduct effective program development procedures and to motivate and assist village Extension agents in

Job Description

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A., cont.

developing, planning, organizing, and conduct of village Extension programs.

9. To motivate village Extension staff members to develop techniques for maximum use of program subject matter specialists and program teams within the district; also, to encourage ideas for developing strategies for program implementation.
10. To inform the governorate Director of Extension on programs being conducted within the district, and to report on problems or concerns.
11. To cooperate and assume leadership in evaluation and effectiveness of all Extension personnel assigned to the district.
12. To assist all Extension personnel assigned to the district in developing professional improvement plans and give counsel related to training and personal/professional improvement plans.
13. To assist in developing position descriptions, personnel recruitment, placement and transfer of all personnel in cooperation with the Director for Extension at the governorate level.
14. To be responsible for maintaining a high level of morale and program effectiveness for the region.
15. To represent all Extension workers within the district in support of personnel, equipment and other needs to make Extension programs more effective.
16. To develop necessary district support from farmers for maintaining active Extension and research programs.

B. District Assistant Director for ExtensionQualifications:

1. A BSc degree, minimum.
2. A minimum of 5-7 years experience at the village level or equivalent experience.
3. Demonstrates strong leadership ability.
4. Must demonstrate effective communication skills.
5. Exhibits ability to accept and delegate responsibility.
6. Must reside in the assigned area.
7. Must exhibit initiative and self motivation.

General Functions

1. To plan and conduct an effective Extension training program for new as well as experienced agents (on-job training).
2. To maintain a program with local agents to develop a schedule of intensive activities for conducting their Extension field work.
3. To assess program effectiveness and agent performance.

Specific Responsibilities

1. To provide Extension field staff with assistance in planning, conducting and evaluating Extension programs.
2. To motivate specialists and village agents to work with farmers in their villages to provide effective Extension programs.
3. To consult with staff on programs and on personal matters relating to their work.
4. To train agents, beginning and experienced, to become more proficient agents, through direct contact and consistent program supervision.
5. To communicate with specialists and Extension administration as well as local agents, relative to problems, concerns and needs for research.
6. To provide information and assistance in developing

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- educational materials, to conduct meetings, field tours and field demonstrations.
7. To supervise and direct village agents in establishing work plans.
  8. To provide assistance and schedule field visits with agents.
  9. To assist local staff in developing an active advisory council of farmers and other agriculturalists.
  10. To prepare and maintain adequate performance records for program and personnel evaluation for agents in the area of responsibility.
  11. To arrange transportation when necessary for the specialists staff to visit agents in their locations.
  12. To assist specialists to disseminate research information among agents in the district.
  13. To guide Extension field demonstration work in the district aimed at providing farmers with new methods and research to apply to their farms.
  14. To develop team work in the district among agents, specialists and farmers.
  15. To develop and maintain appropriate liaison and public relations with agents and other governmental units at the village level.
  16. To develop regular meetings with village agents to maintain support and communication.
  17. To prepare administrative reports as necessary for the organization.
  18. To communicate problems in production and research needs to the proper channels in the organization at the district and governorate levels.

C. District Technical AdvisorQualifications:

1. A BSc in Agricultural Sciences or higher degree.
2. Has demonstrated excellence in serving a minimum of five years as a village extension agent for a major crop and is experienced in planning and implementation of programs for a major crop or livestock enterprise. For rural development programs and programs for rural women, he/she must have had village experience.
3. Has demonstrated ability to transfer applied research to clientele.
4. Has demonstrated leadership ability and willingness to cooperate and work with others in Extension.
5. Has a reputation as a good teacher in transmitting technology for the solution of problems.
6. Has demonstrated ability to organize and manage good village programs.

General Functions

1. To assist village agents in conducting Extension programs for a major crop or livestock enterprise in applying technology in accordance with plans outlined for demonstrations in the village.
2. To assist in training agents in their technical area of responsibility and to assist agents in program development.
3. To provide leadership in developing the ability of village agents and/or village leaders to assess needs and conduct a village extension program in a subject matter field.
4. To assist the Assistant District Director and regional subject matter specialists in follow-up efforts with village agents in the conduct of programs outlined for village farm or home demonstrations.
5. To assist the Assistant District Director in the evaluation of village program efforts in his assigned area of responsibility.
6. To promote good relationships with Extension staff members in a manner to achieve a coordinated team effort.

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C., cont.

Specific Responsibilities

1. In cooperation with the Assistant District Director, to work with village agents in assisting them to carry out their assigned responsibilities in a particular crop or livestock enterprise, rural development program or program for rural women.
2. To strengthen the agents' competency to perform assigned responsibilities.
3. To employ persuasiveness, imagination and insight to motivate the agents.
4. To make suggestions regarding needed program emphasis and to provide guidance in coordinating with other programs.
5. To conduct regular meetings with village agents in the district for subject matter training and program development.
6. To participate in personal professional improvement through in-service training with research and Extension specialists.
7. To maintain continuous communications with other District Technical Advisors, regional research stations, Extension specialists and nearby university resources.
8. To maintain contact with appropriate MOA and other government units at district and village levels that directly affect farm problems.
9. To submit reports as directed.

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Multi-village and Village LevelA. Multi-village Extension AgentQualifications:

1. Must have a BSc degree.
2. Minimum of 3-5 years experience in Extension.
3. Demonstrates desire and ability to work with people.
4. Demonstrates ability to communicate using effective skills.
5. Displays a positive attitude toward continued personal and professional improvement.

General Functions

1. To plan, organize and conduct Extension programs at the village level.
2. To maintain a flow of current methods of research based technical and management information to the village.
3. To increase the skills of farm families to include the application of the latest research to their farming business.
4. To motivate farm families to take positive actions to improve their own village interests.
5. To provide leadership and cooperation in planning and developing an effective leadership program in the assigned area of responsibility.

Specific Responsibilities

1. To develop an effective village program.
2. To conduct educational seminars and programs to instruct farmers in specific programs.
3. To plan and prepare field demonstration trials in villages.
4. To conduct plot meetings to show methods and results.
5. To develop an advisory committee of leading farmers in his villages to help plan and conduct programs.
6. To cooperate with other multi-country agents in the villages in conducting educational programs in his assigned villages.

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A., cont.

7. To work closely with regional specialists to provide latest research information to farmers through demonstrations, tours, meetings, etc.
8. To attend on-the-job training sessions to acquire the latest technical information.
9. To prepare accurate reports of accomplishments for his supervisors.
10. To maintain an interest in professional improvement by attending meetings and professional conferences.
11. To maintain contact with latest research through communication with the research stations and university contacts.

Job Description

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B. Village Extension AgentQualifications:

1. A Bachelor degree, showing adequate academic performance in a field applicable to village work.
2. Minimum 3-5 years experience in Extension or similar work.
3. Demonstrates strong leadership ability.
4. Has effective communications skills.
5. Demonstrates ability to get along with others.
6. Is willing to live in the assigned village.

General Functions

1. To provide farmers and other agriculturalists the results of reliable research in agriculture.
2. To consult with farmers and other agricultural leadership, including other agricultural agents, in determining program priorities.
3. To train farmers, including rural women, and other agriculturalists to evaluate the application of research results to their own situations.
4. To design programs with the assistance of appropriate crop specialists and supervisors to provide farmers and other agriculturalists with experiences that will help them understand and make desirable changes and adjustments.
5. To participate actively in in-service technical training and professional improvement activities to enhance his capabilities as an educator and technical expert.
6. To maintain communications with other village and district agents and to cooperate with other departments and organizations who serve agriculture at the village level.
7. To document programs and make reports of accomplishments.

Specific Responsibilities

1. To conduct appropriate crop demonstrations for crops grown in the village, with assistance from appropriate subject matter specialists.

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B., cont.

2. To communicate problems in production and research needs to the proper channels in the organization at the district and governorate levels.
3. To utilize councils of farmers and leaders to help plan and conduct seminars and field meetings to instruct local farm families.
4. To initiate, encourage and promote other agricultural home and village activities to provide added income, such as cheese making, butter, honey, poultry meat and eggs, or fattening animals for meat.
5. To maintain contact with and assist in the coordination of activities of other village personnel, to assist farmers to understand policies and help them make choices in their farm operations.
6. To utilize all available technical subject matter specialist assistance in developing and conducting educational programs at the village level, both in agriculture and family improvement.
7. To provide leadership training for village farmers who are in leadership roles, such as in cooperatives, and to develop village leaders through their participation in seminars, demonstrations, field days, etc.

## Reporting and Evaluation

### Reporting

Every staff member of the Extension Service should be aware of his reporting responsibilities related to policies and procedures of the National Agricultural Extension Service. A system of reporting and regulations regarding due dates should be constructed for all professional staff members.

Training of staff members to fully understand the reporting procedures, content and regulations should be done prior to inauguration of the reporting system.

Reporting on program activities and their progress is one method of evaluating program responsibilities and progress of staff members.

### Evaluation for Extension Program Accomplishments

An evaluation of all training programs should be established. Agent performance and the accomplishments of program thrusts based upon objectives will be essential in determining the overall effectiveness of the Extension Service. National, governorate and district training programs can be evaluated based on the objectives of the program

Evaluation of personnel at all levels is at one time a basis for determining promotions and remuneration and a very good personnel development tool. Through the identification of problems and weaknesses, training programs can be devised and counseling can be made specific.

#### A. Criteria for Evaluating Technical Subject Matter Specialists

1. Participation in professional organizations.
2. Ability to interact with researchers and adapt research for Extension Service use.
3. Program development: the number and quality of bulletins and other instructional aids prepared.
4. Papers published on applied research.
5. Number of training meetings conducted for village agents and overall effectiveness as an instructor.
6. Number of farm visits and field days participated in.
7. Quality of participation on subject matter teams.

## B. Evaluation of Village Agents

The primary evaluation of village level staff should be a function of the Director of the Governorate, the Assistant Directors and District Directors, working as a team. Criteria for program performance shall be established to (1) assist each staff member in identifying program priorities; (2) determine progress in achieving goals with clientele; (3) enable administration to devise systems for merit evaluation of performance by individual agents, and (4) provide a basis for budgeting incentives for the field execution and regional specialists staff.

\* Criteria can be quantitative in terms of program accomplishments. Criteria should be based upon program goals for agents at their level of operation and for their job functions and responsibilities, i.e., adoption of practices, changes in farmer performance, etc.

\* Qualitative factors in the evaluation process should be based on the agent's performance in conducting the responsibilities, i.e., teaching skills, reporting, etc.

### 1. A Basis for Evaluation of Village Workers

The following criteria are examples of points on which to evaluate village staff:

1. Number of farmers (or women) contacted on farms, within a basic number which has been established.
2. Amount of demonstration plot work and meetings at plots.
3. Attendance at on-job training in the district.
4. Participation of farmers in meetings, field days, seminars.
5. Cooperative working relationship with regional and district agent staff.
6. Development of an agricultural advisory council; maintaining the council; reports of activities.
7. Public support (farmers' respect for the agent).
8. The variety of programs undertaken in the village.
9. Reading and training skills the agent uses as an informal teacher in providing orientation.
10. Changes made by farmers in the area, production increases, etc.

## 2. Evaluation Form for Village Staff

Maintaining contact with agents will help in observing performance on a regular basis. A form is a simple way to do this (see Appendix 1).

The performance plan is based on the job description's specific functions and responsibilities. The staff member, with the Assistant District Extension officer, will list in order of importance the responsibilities (column 1). In column 2 the agent will list the results to be accomplished. The agent and Assistant District Extension officer together will fill out the "progress" report in column 3. If for some reason the plans of work are changed, the agent must write the reasons for the change.

A designated period of time is stated on the form. Three-month periods are suggested, and follow-up should be carried out four times a year. Agents should respond positively to this approach; it will allow the district agent and village agent frequent interaction.

### III. TRAINING

#### Types of Training

There are several types of training, including:

1. On-the-job or in-service training, e.g., one-day sessions weekly at the district or area level.
2. In-depth training: Usually one session per year at a training center of the government, or nearby university.
3. New agent training: This form of training for newly hired field agents should be a combination of general training and specific remedial experience and should be a requirement for all newly employed staff members.
4. Internships: An internship program between the last two years of agricultural studies would enable prospective extension employees to gain understanding of extension functions and their role in educating farmers.

Each type of training will be considered for each principal class of employee. Specific training needs will also be outlined in the section on Implementation.

#### Training Program

The broad educational program conducted by the Extension Service requires that in-service training should be comprehensive continuous throughout the professional life of the individual. Employees shall be offered a program of in-service training designed to develop well informed and motivated personnel. In-service training programs should include such social science and philosophy subjects as are implied by the general purpose of the Extension Service and such professional and technical subjects as are appropriate to specific purposes of the Extension program.

#### A. Training for All Employees

While each employee has specific training needs that are more of less unique to the individual, there are some common needs. Nine areas of competency are generally considered important for all extension workers. These are appropriate for national, governorate, district and village workers. Suggestions for providing training in these areas are outlined in the section on implementation. The areas are classified as follows:

1. The Agricultural Extension Service
  - a. Extension objectives, organization and policies

- b. Policy Making
  - c. Job operation and standards; personnel evaluation
  - d. Office management and business procedures
  - e. Responsibilities and qualifications of extension personnel at all levels within the organization
  - f. Relationship of segments of the extension organization to other segments
  - g. Forces that caused Extensive Service to come into being; unique features of the Extension program
2. Human Development
    - a. Developmental processes of people; behavior patterns
    - b. Group dynamics and group interaction
    - c. Principles and techniques of effective counseling
    - d. Understandings and skills needed in human relations
  3. Program Development
    - a. Program determination: how to determine, analyze and evaluate situations; how to identify, clarify, and give priority to problems; how to determine and state objectives clearly
    - b. Program execution: how to organize and carry out plans of action (plan of work, teaching methods, management of time and energy)
    - c. Program evaluation: how to measure results of teaching efforts in terms of stated objectives
    - d. The role of the extension worker, use of lay leaders and committees, the involvement of people in programs
  4. Educational Process
    - a. Principles of learning
    - b. Teaching-learning process; methods and techniques
    - c. Educational philosophy
    - d. Adult education programs
    - e. How to motivate people
    - f. Decision making
  5. Social Systems
    - a. Basic reference groups (family, community, school, place of worship, clubs)
    - b. Power structure, clique (control) groups
    - c. How to identify and develop leaders; what types of leaders are useful in relation to different kinds of groups, both formal and informal
    - d. How to identify local culture (social, economic, racial, other status groups)
    - e. How to involve people in identifying their individual, common and related needs in their natural environment
    - f. Group processes and social action
  6. Communication
    - a. Language and semantics

- b. Oral communication (speaking, counseling, face-to-face contacts)
  - c. Written communication (letters, reports, articles)
  - d. Mass media methods and techniques (radio, television, news releases, newsletters, exhibits, circular letters)
  - e. Individual and group contacts, methods and techniques
  - f. Responsibility for accuracy in communication
  - g. Analysis and interpretation of data
7. Philosophy and Values
- a. The nature of culture; values as a part of cultural heritage
  - b. Value orientations of low income people; value orientation differences between urban and rural people
  - c. Basic value premises of Egyptian heritage
  - d. Interpreting Extension Service to participants in worldwide extension programs
  - e. Citizenship and public responsibility
  - f. Philosophy of education, its nature and utility
8. Technology
- a. Up-to-date information in subject matter fields pertinent to the job
  - b. Identification and effective use of resources (specialists and others)
  - c. How to interpret and use research findings
  - d. Methods and techniques of disseminating subject matter
9. Research and Evaluation
- a. Action research: measuring the effectiveness of on-going programs
  - b. Value of the experimental approach (pilot projects)
  - c. Methods and techniques of measuring both progress and end results in relation to program objectives.
  - d. Methods of assisting people in the evaluation of their efforts

While the need for training in these nine areas is common to all extension employees, the scope and intensity of the training varies with positions.

#### B. Training for Various Staff Categories

In addition to the training needed by all Extension workers, certain areas of training appropriate to the positions should be provided for administrators, supervisors, and specialists. Supervisory assistance should supplement the basic training outlines above with on-the-job training to meet individual, immediate problems.

### 1. For Specialists

In-service training beyond that provided in the basic course should provide Extension Specialists with understanding and skill in such areas as:

- The role of the specialist
- The specialist's function in Extension program building
- Effective Extension teaching techniques
- Working relationships of specialists
- How to analyze and interpret economic and social data
- How to maintain leadership in a technical field

### 2. For Supervisors

In-service training, beyond the basic areas, should provide Extension supervisors with understanding and skill in areas such as:

- The role of the supervisor
- Personnel recruitment and selection
- Job analysis
- Personnel management, evaluation and training
- Interviewing and counseling
- Program development and supervision

### 3. For Village Agents

Training programs for increasing the competency of the field agents in technical subject matter should be planned by the specialist team at the district level in cooperation with the District Assistant Directors and the training coordinators. A knowledge base for each Extension agent in the area of his responsibilities at the village level is of primary concern to assure his acceptance by the farm community.

- a. New employees should receive an in-depth training program of two to three months at a training center to provide (i) basic training in Extension methodology and philosophy; (ii) program development, plans of work, reporting and evaluation; (iii) teaching and motivation skills; (iv) hands-on training in crops and animal production, mechanization and any other needed basic skills to accomplish agent responsibilities.
- b. In each district a team should survey the knowledge needs of Village Agents in relation to the major crops grown in the district.
- c. The team shall, with the assistance of the District Assistant Directors, plan a series of technical, on-the-job training seminars, probably once a week for the first six

months. Seasonal demands of crops should receive priority in the technical training process. In addition, at least one one-week course per year should be given at a training center or university to up-date the village agents' technical competence.

#### C. Coordination of Training

The details of a training program where in-depth training away from the village is required should be coordinated with the training department and the district and governorate training functions.

#### D. Extension Internships

It is evident that many graduates of Agricultural Colleges have had no practical agricultural experience and are disadvantaged when they become employed as a Village Extension Agent. We are not aware of the opportunities for practical field experiences designed for undergraduates by universities.

It is suggested that more attention be given this important phase of learning Extension work through provision of internships for undergraduates between their last two degree years. Internships would enable the student to gain more understanding of the Extension functions and their role in educating farm operators. Interns should be placed with trainer agents in the villages selected by the supervisors. Training agents qualifications should include: a good philosophy of Extension and a wholesome attitude for Extension policies and professional ethics; recognition as a superior teacher; good at organizing and executing program activities with effective results; cooperative with his colleagues and other units of MOA, government units and farmers.

It is suggested that interns be given special assignments under the supervision of the trainer agent in field experiences, special reading assignments, and job related responsibilities. Periodic counseling during the course of the internship could serve as a review of the experiences and also serve to increase job expectations.

When the internship is terminated he/she can be evaluated in terms of attitudes, quality of work, dedication, willingness to work with others, etc. The results of the evaluation and exit interviews can determine potential recruitment for future employment in Extension work. Similarly, the intern will learn what Extension work is and whether or not it may fit in with his career interests.

Extension administrators as employers should have every opportunity to select the best qualified candidates for employment

and job qualifications must have been established before consideration is given to recruitment.

Recruitment efforts must be consistent, reasonable, fair and equitable. Interns during the summer months usually are limited in number and therefore, should be considered along with other applicants on an equal basis.

The creation of Extension internships can serve to provide a linkage with universities preparing students for careers in agriculture. The internships would also be helpful in university adjustments in curriculum planning.

#### IV. PROGRAM PLANNING

The program planning process for Extension requires involvement of research personnel and Extension technical subject matter specialists at all levels.

In addition, efforts to involve lay advisory groups representing village leaders in the various commodities and livestock enterprises and other program areas are recommended as part of the program planning process. Input by village leaders in the planning process is valuable. Through giving advice they feel that they have taken part in the planning process and the plans developed are then supported by them. Through this type of collaboration, implementation of program activities from national to village levels can be facilitated. An effective process of program development will require experimentation with different approaches. It may take 2-3 years to get the process refined to suit Egyptian agricultural needs.

##### Purpose of Program Planning

The purpose of the planning process is to determine problems that are limiting the progress of agriculture and to develop educational materials and programs to solve them. Planning programs at the different levels of the Extension Service is a basic function. Mobilizing the components for effective planning requires involvement of the professional Extension staff at the research institutes, personnel at research stations, combined whenever convenient with agricultural university faculty. Basic and applied research inputs will be combined so they may be considered by the appropriate program planners. Added to these research components should be recommendations based upon local conditions, i.e., climate, soil, plots, etc., of governorate, district and village teams. This simplified version of the planning processes is the method of deliberating and arriving at decisions, regarding a national program of work.

##### Functions and Organization of Research-Extension Teams in Program Planning

The interdisciplinary teams made up of research and Extension personnel should be the focal point of program development for the entire system.

Their functions include:

1. To propose and develop a national program of work for each commodity and program thrust.

2. To combine efforts of Extension technical support and research institute personnel, led by a National Program Leader, in developing a Plan of Work.
3. To involve resources from agricultural and home economics faculties whenever feasible to bring their expertise to bear on the problems of agriculture, rural development and rural women.
4. To provide feedback through the technical support and field execution regarding research needs at governorate, district and village levels.

As outlined elsewhere in the report, the Director of the National Agricultural Extension Service through the Deputy Director of the Technical Support Division shall:

1. Establish a corps of technical field support subject matter specialists in each of the commodity, livestock, disciplines, or program areas that are represented by an Institute.
2. Designate technical subject matter specialists program leaders to provide national team leadership for each area.

(A program team shall consist of representatives of research and Extension units in the various commodity or program areas of the Institutes.)

#### Responsibilities of Subject Matter Teams in Program Development

##### A. National Level

The representatives of national program teams are employees of the Technical Support Division of the Agricultural Extension Service. They shall be housed in the Research Institutes of their disciplines. Their basic functions are:

1. To provide liaison between the Extension Service, research institutes, research stations and universities.
2. To relate to and provide national leadership in programming for their respective discipline or commodity.
3. To serve as technical subject matter specialists in the national technical support divisions. They will serve in the role of program developers for the national level. Their inputs will be disseminated to governorate and district levels for deliberation in developing programs at that level. A national Plan of work will include inputs from governorate, district and village levels as well as

inputs from MOA and other Ministry programs affecting farmers at all levels.

4. To coordinate requests emanating from villages through the district levels of execution with those identified by governorate teams of technical subject matter specialists. These requests for research shall be communicated to the research institutes.

#### B. Governorate Level

The governorate should be responsible for modifying program packages where local conditions call for modification, for promotion of the programs, for training district and village personnel, for follow-up supervision and backstopping local Extension programs.

Personnel paralleling the national group should be set up in each governorate under the supervision of the Director of Extension in that governorate. Whenever possible; subject matter personnel should be based at an experimental station or at a university. At times it may be preferable to employ research or university personnel part time as Extension subject matter specialists rather than employing separate personnel for Extension on a full time basis.

#### C. District Level

At the district level, supervisors should be employed to follow up the work of village level personnel. These people would also arrange for training and request assistance of subject matter personnel in making field visits with new personnel, providing backup as needed, etc. Some districts may be large enough or remote enough to require some specialist staff, but generally it should be possible to provide it from the governorate.

Egypt is small enough that two levels of subject matter staff should be adequate to provide content and training for village staff. Normally, Extension workers will be assigned to work with more than one village, perhaps three or four. These workers will make farm visits, work with cooperators on demonstration plots, arrange field meetings where subject matter from the government usually will present information.

#### D. Village Process for Program Development

The village agent should organize an advisory group of Farm Leaders representing major crops, livestock and poultry in the village or region. These commodity groups will discuss and develop suggestions for programs for the Village Extension Agent to conduct. If there are several commodity groups at

this level their suggestions should be combined in the development of programs.

As an integral phase of the process, the governorate specialists and/or their suggested program inputs can be introduced to the village group. Specialist recommendations will carry inputs from research stations and institutes to help farmers understand the latest technical information applicable to their local situation. The village agents should make requests before each cropping season for assistance from subject matter specialists in conducting field days and holding meetings in his area. Such assistance would be especially useful in holding briefing meetings for other local government agencies. It is important that information from Extension and other local agencies be coordinated.

## V. IMPLEMENTING THE NEW SYSTEM

The new pattern for Extension is complex and will undoubtedly require careful phasing. Some suggestions follow.

The Minister of Agriculture has already taken the first steps to help toward combining Extension with Research at the national level. A special Task Force should be set up to guide the new system. It is recommended that the reorganization proceed as rapidly as feasible at that level. These steps should include selecting the National Director for Extension, an Associate Director, the Deputy Director for the Technical Support Division and Deputy Director for the Field Execution Division. Several staff offices are recommended for these units which will also need to be established. Nothing further should be done in restructuring the Field Execution Division until the Technical Support Division is well established. Consideration should be given at this time to providing a special training program for the leadership of the new Extension Service. This should involve a short course in administration of an extension service and an opportunity to study Extension in action in at least two locations.

### The Technical Support Division

1. The next step should be to complete the Technical Support Division. This involves selecting program leaders and subject matter specialists at both the national and regional levels, as outlined in the organization and staffing plans. Great care should be taken at the national level to establish close functional linkages with the corresponding research institute.
2. The next step should be to set up the National Program Teams. These teams should be given some time to analyze the research that is available in their subject matter field and to prepare subject matter programs that are ready to be taken to the field. These general packages should be carefully reviewed by the regional program leaders and subject matter teams serving Extension at the governorate and district levels. These teams need to decide if further field testing is needed before the package is proposed for field use.
3. A major consideration in forming the Technical Support Division is to develop a flexible approach so that the special AID-funded projects that exist in such areas as rice and major cereals may be folded into the new structures at the national leadership level. This will require careful

and detailed planning between the Deputy Directors of the Technical Support Division and Field Execution Division, and USAID. Because of the work going on in these projects, the field testing of these crops might be considered already sufficient for direct application in many similar settings. This may make it possible to move much faster in these areas and actually to incorporate the projects into the new Extension services as special program thrusts. In fact, these projects could be incorporated into Extension and carried out in more governorates and districts than would be practical in the other crop areas. The fact that the rice and EMCIP agents do not do any regulatory work should serve as a model that could be extended to all village agents as quickly as their other duties could be reassigned.

The special AID project teams, when built into the new Technical Support and Field Execution Divisions could also function as a part of the training staff for these program thrusts. Their experience should be exploited for the benefit of the total Extension system.

4. To sum up, for the sake of emphasis, it is recognized that accelerated action may be possible, for example in the crops where USAID or other foreign/Egyptian projects exist, since research and extension have already been combined, special training has been set up around specific program thrusts, personnel have been selected who are free from conflicting duties, and job performance requirements have been set up. Many of the components of the new Extension system have already been set up in the AID special projects. They can form the nucleus and much of the model for the new system. It is recommended that early discussions take place at the highest levels to begin this orderly transfer.

Because of the unique situation in these special project areas, many of the following steps in phasing development of the new Extension service can be vastly telescoped and action can occur more swiftly.

#### The Field Execution Division

1. The next step after selecting the Deputy Director of the Field Execution Division and setting up the staff offices, should be to select at least two governorates in which to launch the experimental program. These should be far enough away from Cairo to be away from urban influences but not so remote as to hinder frequent consultation; for example, there might be one or two Delta and one Upper Egypt governorates chosen. These pilot governorates should be selected as soon as the staff of the Technical Support Division is in place and functioning.

2. The next step should be for the Minister of Agriculture, the Director of the Research and Extension Center, the Director of Extension and the two Deputy Directors to discuss the new Extension program in some depth with the governors of the pilot governorates. It is especially critical that the principal aspects of the new organization that are different from the past be stressed. For example, the close ties with research, the new pay structures for Extension, the new job descriptions for personnel, the new budgeting structure, and the necessity for administering the Extension Service from the national level should all be carefully explained.

It must be made clear that Extension personnel are not to be redirected by the governorate to other functions. At the same time, the close administrative and working relations with the governorate, which is also a key component of the new system, should be carefully outlined.

3. The next step should be to select the District Directors and three Assistant Directors for each of the experimental governorates. By having this many Assistant Directors it will be possible to easily staff the new districts with experienced personnel when the program is extended, perhaps after six to twelve experimental months.
4. The next step is to design any needed local verification trials for each of the experimental governorates.

It is a cardinal rule of effective Extension that no new practice should be recommended to farmers that has not been thoroughly tested under local conditions. It is not safe to assume that farm practices tested at branch experimental stations can be safely recommended for general adoption.

Note: The special projects such as the Rice and Cereal programs that are underway in Egypt may already have provided the essential testing for some crops and in some areas. To the extent that this is true, some of the steps outlined below can be passed over. The determination of the stage for each crop and area should be a task assigned to the regional subject matter teams for each major crop.

Local verification trials (frequently called "on-farm testing") are research. They involve comparative testing of different varieties, planting times, plant populations, fertilizer applications, etc., to find out which ones are most productive under local conditions. As such, they can best be designed and supervised by subject matter specialists rather than by Extension agents. It is only after the question of what to recommend to farmers has been

answered by Local Verification Trials that it is safe for Extension personnel to set up result demonstrations, an important Extension teaching technique.

Mounting a number of Local Verification Trials is one of the best ways to exploit the opportunity for research-Extension collaboration that the new corps of subject matter specialists makes possible.

5. Select sites for Local Verification Trials in each of the experiment governorates and launch and carry out the first set of LVT's. Three sites for such trials in each local area are recommended. This will help ascertain how much variation there may be in local conditions.
6. While those first LVT's are being conducted, bring the leader of the Task Force, the District Directors, the Assistant Directors and the Subject Matter Specialists together for a week of discussion of the new pattern of combined research and field extension operations: This new pattern involves many new concepts and problems and it is not likely that it will be instantly understood. An important part of creating high morale is for all of these persons to take part in the decision-making in a period of consultations in which all can express their questions, their doubts, and their conclusions about how the program can best be developed.
7. Select a field Extension agent for each village or combination of villages in the experimental governorates. Some of these may be persons who are already field agents in the governorate, but some transfer of personnel may be needed. The new pattern will make different demands on field agents. It will involve learning how to interact with Subject Matter Specialists. It probably will involve relieving field agents of some tasks they have been asked to perform in the past so that they do not have assignments that conflict with their new mission.

If the new pattern is to have a fair chance of succeeding it will require having a staff of field agents who are sympathetic with it and willing to experiment with new ways of going about their tasks.

8. Launch a 10-12 day training course in the experimental governorates. More than one course may be necessary in order to keep the groups small enough for effective discussion. These should be participated in by the District Director, the Assistant Directors, all of the village field agents and 4-6 Subject Matter Specialists.

The purposes of this period of training would be (1) to introduce the field agents to the totality of the new pattern of operations; (2) to emphasize that all members of the staff are expected to participate in planning operations as well as in executing them, and (3) actually to begin the process of developing program objectives and plans of work. These plans should give attention to daily work schedules.

This course would include:

- Presentation and discussion of the new National Agricultural Research and Extension Directorate; presentation and discussion of the respective roles of the Field Execution Division and the Technical Support Division;
  - The roles of Subject Matter Specialists;
  - The nature of Local Verification Trials and the difference between them and Result Demonstrations;
  - The importance of intensity of Extension field activities;
  - The importance of developing a routine for field Extension activities;
  - The need for frequent in-service training combined with selecting program objectives and a Plan of Work for each field agent for the immediate future. In the last two or three days of this course the participants should actually decide on a few program objectives and on a Plan of Work for the first month of field operations; and
  - The need to foster informal linkages with the cooperative societies for input distribution, farm credit, and marketing.
9. The next step should be to launch a continuous program of in-service training for field agents in each district--one day each week for the first six months, perhaps reducing this to one day every two weeks later on.

Each of these weekly sessions would be a combination of (1) reviewing developments in the field since the last session; (2) discussing problems encountered, reviewing technical information relevant to activities in the immediate future under the leadership of one or more Subject Matter Specialists, and (3) reviewing and practicing Extension methods to be used (under the leadership of the Subject Matter Specialist for Communication).

The leadership in these in-service training sessions would be taken by the District Director and the Assistant Director, with the aid of appropriate Subject Matter Specialists.

On appropriate occasions these sessions should be held near where one LVT is underway so that it can be observed and discussed by the whole group.

More intensive training may be needed to bring some trainable village agents up to the technical requirements which will be expected in the new system. This may involve three to four-month training programs at training centers with emphasis on work in the field with selected crops.

10. As a part of the reporting system, each field agent may be asked to keep a diary of daily activities, of farmers contacted and changed farm practices observed.

There have been some arguments against this approach: (1) If field agents believe these records are used for personnel evaluation, they may have an inclination to falsify them, and (2) If District Directors insist on seeing the diary each time they visit the field agent, it may make those visits occasions for criticism rather than visits to encourage field workers and to facilitate their activities.

It is necessary, in any case, to periodically take stock of what a program is accomplishing, and a daily diary can assist the field agent in self-assessment with respect to the Plan of Work.

Therefore, if the use of such records in personnel assessment can be played down, keeping a daily diary can be very helpful and with this caution, this system is recommended.

If such a procedure is adopted, the form of the diary must be kept as brief as possible. The diary should be kept in duplicate and one copy turned in weekly at the time of the in-service training session. Moreover, each District Director should have a Records Clerk who keeps a running summary of the reported activities of field agents.

ITINERARY OF THE EXTENSION TEAM

F. Madaski

C. McDougall

Feb. 19           Arrival TWA 880, 1350

Feb. 20           Orientation

Dr. E.T. York, Extension Mission  
Dr. Ray Fort, USAID Mission  
Dr. Mohamed Abbas, Coordinator of BIFAD Comm.

Feb. 21           Dr. Farouk Afify, Chairman, Supreme Council for  
Agricultural Extension

Overview of Egyptian acceptance of BIFAD  
Report: Dr. Abbas

Visited new offices, Tahrir Street, Giza

Feb. 22           Dr. Donald Brown, Chief, USAID Mission

8:00 a.m.   Orientation and presentation of  
Extension Mission

10:00 a.m. Dr. Mohamed Abbas  
Dr. Tayel, Undersecretary for Extension,  
"The Role of Extension"

Feb. 23           Meeting with Dr. Youssef Wally, Minister of  
Agriculture:

8:00 a.m.   Dr. York reported on our Mission's  
goals and objectives

Dr. Tayel, "Egypt and the Future  
of Extension"

3:30 p.m.   Departed by train for Assyut

9:00 p.m.   Arrived Assyut

- Feb. 24
- 9:00 a.m. Met Extension Inspector, Mr. Mamduh Mustafa; discussed role of extension at the District level and responsibilities of District Inspector.
- 10:30 a.m. Assyut University, Sociology Dept.  
 Dr. M.G. Rashid, Sociology Dept.  
 Dr. Ahmed Salah, Prof. of Rural Sociology  
 Dr. Baghat Adel, Lecturer  
 Dr. Fatima Kazan, Communications  
 Discussed university program in Extension Field Efforts
- 1:00 p.m. President Dr. Hamad Gamel of Assyut University presented views of the University toward Extension and Agricultural Research
- 2:00 p.m. Met with Ministry of Agriculture staff in Assyut, including the Director of Agriculture and the Director of Extension and Staff, to discuss Extension work in Assyut Governorate
- By automobile to Sohag, 100 kms south of Assyut and capital, Sohag Governorate
- 7:00 p.m. Met with Director General of Agriculture and Director of Extension for Sohag Governorate
- Feb. 25
- 9:00 a.m. Met with Governor of Sohag.  
 Discussed agriculture and the role of Extension in the region.
- 10:00 a.m. Met District Director of Extension at the Village Level, Mr. Kaddees  
 Visited a Cooperative, discussed Village Agent role, job responsibilities
- 12:00 a.m. Visited a Branch Research Station near Sohag (Shandawil); wheat, cereals
- 1:30 p.m. Departed Sohag by train for Luxor
- Feb. 27  
 Returned to Cairo from Luxor

Mar. 1 Team met with Director General of Extension, Ministry of Agriculture, Dr. Ahmed Alwal, and staff

Dr. Rafai, Director of the Extension Research Institute: discussions relative to research needs and programs

Mar. 2 9:00-11:00

Kafr el Shaykh Governorate. Met MOA Undersecretary, Mr. Salika, Director of Agriculture, and the Director of Extension

1:00 p.m. Met Director of Extension Dr. Abou Allam; Dr. Ross, Rice Project, and Dr. Samir of Sakha Research Station

Visited a local Cooperative manager

2:00 p.m. Dr. Fikry El Kerby, Animal Industry Research Institute

4:00 p.m. Visited Extension Training Center at Sakha (classrooms, laboratories, visual aids center); met David Hearl, U.K. Technical Cooperation Officer

7:00 p.m. Staff and Village Agent Trainees

Mar. 4 10:00 a.m. Dr. Bishr, Senior Researcher, Sakha Research Station: crops

12:00 a.m. Visited state farm at Sakha, 11,000 feddans

Mar. 6-14 Report development, Cairo

Mar. 15 Mr. Jim Graves, Extension Director

## PERFORMANCE PLAN - OBJECTIVES

Employee Name \_\_\_\_\_ Position \_\_\_\_\_

Village \_\_\_\_\_ Date Submitted \_\_\_\_\_

This form is designed to assist you in planning your work and reviewing your achievement. It should also help you plan and prepare for additional responsibilities and self-development. Your supervisor will discuss this plan with you and guide you.

## ESTABLISHING WORK AND DEVELOPMENT PLANS

- Step 1  
(Supervisor)      DELEGATION: Each supervisor must inform the staff member of the planning period to be covered. The supervisor should outline the objectives for each program area of responsibility in that county or region. Supervisor should review his own approved objectives with staff member.
- Step 2  
(Employee and Supervisor)      PARTICIPATION: After each employee understands program area goals they should list their major job functions in column 1 as indicated on the following page. In column 2 they should list specific objectives and results they hope to achieve during the base period.
- Step 3  
(Employee and Supervisor)      APPROVAL: The supervisors must discuss and review each employee's development plan. All necessary changes in employees plan must be recorded before final approval. Employee, county chairman and/or CED and supervisor should have a copy of finalized plan. Definite review dates must be established.

Period Covered \_\_\_\_\_ Progress Review Dates \_\_\_\_\_

Employee's Signature \_\_\_\_\_ Date Approved \_\_\_\_\_

Supervisor's Signature \_\_\_\_\_ Date Approved \_\_\_\_\_

Assistant or District Supervisor Signature \_\_\_\_\_

Date Approved \_\_\_\_\_

(Do not sign unless Progress Review Dates have been established.)

Step 4  
(Employees and  
Supervisor)

PROBLEM-SOLVING: At the established progress review times, the supervisor will meet and discuss progress on objectives. Any major deviations should be analyzed from a problem-solving point of view.

ADJUSTING PLANS: Changes in plans should be made whenever relevant. If an employee has made accomplishments which are not anticipated, these should be recorded at review time, if they are compatible with organizational goals.

Step 5  
(Assistant  
District  
Director)

FEEDBACK: The Assistant District Director may occasionally review employees' progress. This is to increase the quality and speed of feedback information to other management levels.

Step 6

RECYCLE: Upon completion of periodic review, start the planning cycle beginning with Step 1.

**MAJOR JOB FUNCTIONS**

List in order of importance the major responsibilities of your position.

Indicate rough order of percentage of time

**2. JOB OBJECTIVE**

List the specific results you expect to accomplish during this time period within each Job Function. These objectives should be stated in measurable terms and should include: What is to be accomplished, by what date. If a measurable performance standard is not feasible, establish schedule for subjective evaluations.

**1. PROGRESS REPORT · 4. COMMENTS**

Achieved	Partially Met	Little Done	Plans Changed

If plans have changed, make the appropriate adjustments. Cite reasons for all important deviations as a means of developing future planning skill. Consider personal factors such as job knowledge, judgment, attitude planning, etc. Also, consider extenuating circumstances, lack of resources, etc.

NOTE: Record significant accomplishments anticipated in previous plans.
