

***COLLEGE OF AGRICULTURE, ANIMAL SCIENCES AND VETERINARY MEDICINE (CAVM)***

Topic: **CAPACITY BUILDING THROUGHT TRAINING IS THE ONE OF THE IMPORTANT DIMENSION FUNCTIONARY. OUTLINE IN DETAILS, THE EFFECTIVENES OF LISTENING AND READING SKILLS INCAPACITY BUILDING OF EXTENSION FUCTIONARITIES?**

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**MODULE NAME**: **AGRICULTURE EXTENSION AND POLICIES**

**COMPONENT: TECHNOLOGY TRANSFER SKILLS AND STRATEGIES**

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**DEPARTMENT OF CROP SCIENCE**

**OPTION OF CROP PRODUCTION**

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**By definition we can describe**

**Agriculture extension**: is the process of transferring scientific research and new knowledge to the agricultural practices through farmer education by (**Shri. B et al, 2007)**

**Capacity building**: Is the process of developing and strengthening the skills, instinct, abilities, processes and resources that organizations and community need to survive, adapt, and thrives fast changing world.

**Capacity building through training**: is the programs that enable people, communities and organizations to develop, implement and maintain effective social standards by (**Robert. B et al, 2003)**

**Listening:** is a process of receiving, interpreting and reacting to the messages received from the communication sender. Listening is a process involving awareness, reception, and perception.

**Reading:**It is a visual process: Eye movement, eye span, and perception span.

It is a brain process: Word resources (or) vocabulary, background knowledge, general education etc.

**Objectives**

the first objective is to disseminate research information in way that farmers can understand and the second is to solve the agricultural problems through capacity building.

Capacity building is vital for farmers in increasing production where extension agents try to train them how they can adopt new innovation which is in existence. During training, the effectiveness of communication skills such as listening, reading skills is necessary for making information to be easy transferred. The followings are the features of effective listening and reading skills in capacity building of agriculture extension functionaries.

**Effective Listening Techniques**

1. **Stop talking:** when you stop talking, you are able to bring your mind back to regular thinking. During training it is important to stop the conversation between the individuals, so that the condition of total silence is created and maintained, only the trainer remains speaks. As aresult the message in capacity building (e.g.: new method of farming system) delivers at great percentage.
2. **Concentrate on what he/she is saying:** when trainer is saying, listener should focus on mouth movement and his/her gesture style so that;he/she should understand well the logical inferences into the speech and moves of the trainer. Therefore, the purpose of capacity building through training will be achieved.
3. **Don’t interrupt**

Interrupting means cutting someone off when they’re speaking. Typically, women get interrupted in the workplace more than men, but all genders do it sometimes.

Even if you think you’re interrupting for a good reason – to ask a relevant question, offer your solution to a problem, or show that you understand – it’s rude and it almost always negatively affects the interaction.

Interrupting tells the person speaking that you don’t care what they have to say. You think that your voice is more important, or don’t have time to really listen to them. It can even make it seem that you weren’t really listening properly at all and were just waiting for your moment to interject.

1. **Get rid of distractions:**  while trainer is presenting, there are various things that can cause him to be distracted, he may suddenly think about something else that is not related to the topic and attempt to change the conversation of the new topic. Examples of distracters are watch, phone, doodling or tapping pen. You may also avoid exchanging verbal and nonverbal communication with others listening to the speaker because all of these make trainer feel frustrated and not comfortable with the working environment.
2. **Get the main point:** The trainer should be able to tick out the main point simply and clearly, this is helpful for the trainee to concentrate on the focus of the training. Here, the main point should be the transferable skills as everyone on the attendancewill be comfortable and familiar with the new technology or innovative idea brought by the extension agent and able to put in practice.
3. **React to ideas, not the person:** The listener in these circumstances experiences one of two emotions: Nervous or comfortable. If the listener, they trust what you say, be engaged, cooperate with your suggestion and speak well about to others. If the listener is nervous reverse all those responses. Experience itself will be present. Essentially, when the audience relax due to the speaker’s confidence. In order to be comfortable, the listener has known for certain that the worth of the presentation does not rest solely on the content but in the quality of the delivery. Example: Martin Luther imagines if people looked on him instead of his ideas.
4. **Don’t argue mentally:**Even if we are not formulating a response while listeningwe may still be thinking of other things. during conversation, how often have thoughts such as” what am I doing to have for my dinner”, “will I have time to finish that report” or” I hope I am not late picking the kids up” crossed your mind? At such time, we are distracted and not giving our full attention to what is being said. In other words, you are not actively listening to the speaker. Note that your mind and heart are on the training not at home or other personal business.
5. **Open minded:** Being open minded to the ideas and opinions of others will make listening to be effective, this does not mean you have to agree but should listen and attempt to understand, so that you should bring your contribution as possible.
6. **Note facts and evidence:** note main points while listening is facts and evidences to the listener who understands what he/she is following. It also helps listener to make attention by avoiding different distraction and cause him to concentrate on topic as well as making self-judgment.
7. **Listen for what is not said:**The most important thing in communication is hearing what is not said at all, but trying to go beyond and discover more than you told. When we listen we don’t just use our ears but we use our full set of senses by **(Abdul-Aziz .H et al 2012)**
8. **Effective of reading skills**

* **Finding Main Idea:** Main ideas are often found at the beginning of paragraphs and also found in the concluding sentences of a paragraph. The main idea can be expressed as a summation of the information in the paragraph as well as a link to the information in the next paragraph. Several sentences in a paragraph can imply the main idea by introducing facts about the topic before actually stating the topic. Implied ideas can be drawn from facts, reasons, or examples that give hints or suggestions concerning the main idea. These hints will be clues leading you to discover the main idea in the selected text.If you are able to summarize the information in the passage in your own words,you have absorbed the correct main idea. To accomplish this goal, try the steps listed below after reading a short section of your textbook.
* **Recalling Facts and Details:** Sentences that tell more about the main idea are called facts and details. Facts and details explain or support the most important idea in the paragraph. Facts and details often tell about the who, what, where, when, why, and how of the main idea.

Every reading passage contains facts and details. The facts and details tell more about the main idea. Questions about facts and details ask you about something that was stated in the passage. To answer a question about a fact or detail, look back to the passage to find the answer. A common mistake that children make when reading and looking for the Main Idea of a paragraph or passage is that they focus in on one detail of the story and think that is the main Idea. Students have to put ALL the facts and details together to come up with the overall main Idea of the passage. Too many times students only see that one detail and don’t put them all together. This is why many students get the Main Idea question incorrect on a reading activity. However, they seem to do fairly well when reading for facts and details by (**Chikaire, J.U 2015).**

* **Understanding Sequence:** Sequencing is one of many skills that contributes to reader' ability to comprehend what they read. Sequencing refers to the identification of the components of a story — the beginning, middle, and end — and also to the ability to retell the events within a given text in the order in which they occurred. The ability to sequence events in a text is a key comprehension strategy, especially for narrative texts. Sequencing is also an important component of problem-solving across subjects. Sequencing is an essential reading skill that students must develop if they are to fully understand all reading material. Luckily, sequencing comes naturally to most children as the concept of chronological order is reinforced from very early on through the practice of the routines of daily life. In its simplest terms, identifying sequence in a text involves identifying the beginning, the middle, and the end. One of the easiest ways to recognize the order of events is to look out for the sequencing words or transitions that are used to connect the various parts of the text by **(Mark. N 2013).**

Some of these words and phrases also act as signals to provide an indication of whether the event will be located in the beginning, in the middle, or toward the end of the text’s chronology.

* **Recognizing Cause and Effect:** It is the reason that things happen. In essence, cause is the thing that makes other things happen. Effect refers to what results. It is the what happened next in the text that results from a preceding cause. To put it concisely, cause is the why something happened and effect is the what happened. Cause and effect are important elements of a text that help the reader to follow a writer’s line of thought. They may already display a good implicit understanding of the concepts in their own reading and writing.
* **Making Predictions:** Making predictions encourages readers to use critical thinking and problem solving skills. Readers are given the opportunity to reflect and evaluate the text, thus extracting deeper meaning and comprehension skills. Students will also be more interested in the reading material when they connect their prior knowledge with the new information that is being learned.
* **Finding Word Meaning in Context:** The meaning of unknown words which you come across in your reading sometimes can be known by their surroundings, that is, their contexts. The context of the sentence can tell us the part of speech of the unknown word. Using the context of the paragraph to define unknown words can also helpful.Readers often have trouble because they identify the literal but incorrect meaning of a word when they should identify the way it was used in the passage. The following sections will give you more explanation and some exercises on how to get help on the meaning of unknown words by checking their part of speech and their place in context.
* **Drawing Conclusions & Making Inferences:** is using information that is implied or inferred to make meaning out of what is not clearly stated. Writers give readers hints that help them by **(Abdul-Aziz .H et al 2012).**

**SUMMARY AND CONCLUSION**

Agriculture extension is the transfer of scientific information to the farmer while capacity building through training is way of just strengthening the ability of farmers such mind set, level of thinking, etc. through training. Reading and listening skills are of high important during training. Listening skill helps trainers and trainees to be together and to understand the topic. Trainees should respect characteristicsof effective listening skills like avoiding interruption, get main ideas, avoid distraction, open minded, stop talking, concentrate on what is being said. These will let information being transferred be comprehended. Reading skills in the same way as listening during training pray a great role in way that trainer read various approaches in gathering information on topic to be discussed then him/her should respect the qualities of effective reading skills and the trainees may read the information collected by trainer. Qualities of effective reading skills are Recognizing Cause and Effect, Making Predictions, Finding Word Meaning in Context, Drawing Conclusions & Making Inferences

Briefly, the above communication skills are of high important especially in agriculture extension through these some agricultural problems will be reduced and production increase so we request farmers to be a good listener and reader in training.

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