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A guide to preparation of extension material

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Publication date:
2008

Document version
Publisher's PDF, also known as Version of record

Citation for published version (APA):
Moestrup, S., & Olesen, K. (2008). *A guide to preparation of extension material*. Forestry Administration.

Download date: 13. Nov. 2026

FORESTRY ADMINISTRATION

FOREST & LANDSCAPE

A Guide to Preparation of Extension Material

2008

FORESTRY ADMINISTRATION

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Title
A Guide to Preparation of Extension Material

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Publisher
Forest & Landscape Denmark
Hørsholm Kongevej 11
DK-2970 Hørsholm
Denmark

Co-operating Partner
Forestry Administration
No. 40, Preah Norodom Blvd
Phnom Penh
Cambodia

Layout
Søren Moestrup, FLD and Forestry Administration Cambodia

ISBN 978-87-7903-423-4

How to order
This guideline is available electronically from
www.SL.life.ku.dk; www.treeseedfa.org
or may be requested from
SL-International@life.ku.dk ; ctsp@online.com.kh

This publication is financed by Danish Development Assistance (Danida)

PREFACE

This Guide to Preparation of Extension Material was developed by Indonesia Forest Seed Project in collaboration with Mrs. Kirsten Olesen Consultant on Information and Extension from Danida Forest Seed Centre in 2000.

Minor modifications have been made to suit the Cambodian situation by Forest Gene Conservation Project and Mr. Søren Moestrup, Forest & Landscape Denmark. It was agreed by Forestry Administration to publish in Khmer and English language for all involved stakeholders, in particular the guide in memory of the Extension Workers.

The Guide is prepared for supporting people who are dealing with preparation of extension materials and implementation of extension activities in practice. Hopefully the Guide will be a practical tool for the benefit of the forest sector in Cambodia.

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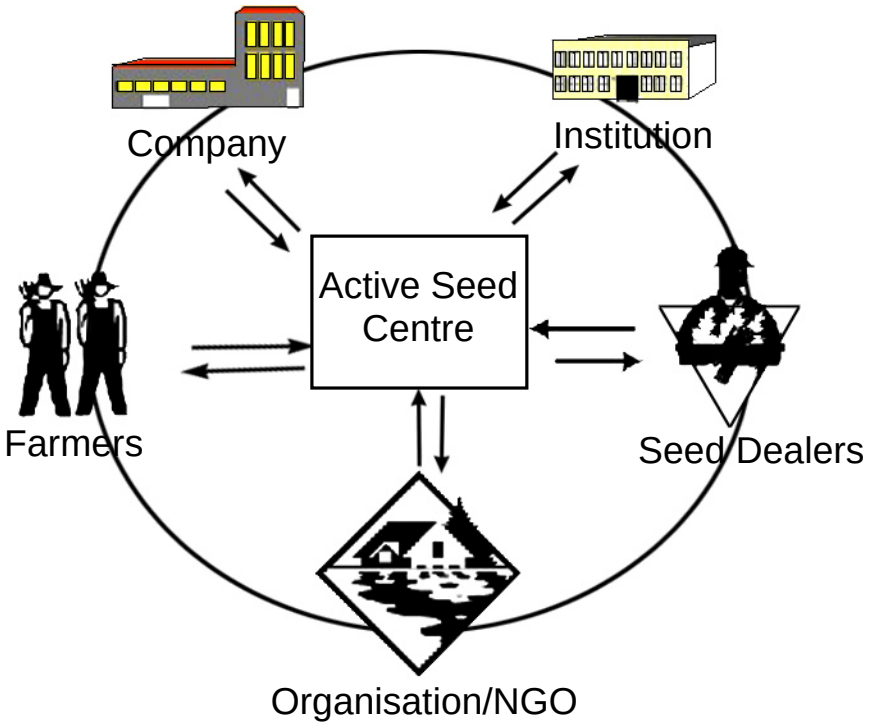
Be Active – Gain Konwledge

Target Groups/Clients



1. The more information you give, the more information you will get.

2. The more contacts you establish to your target groups/clients the more feed back you will get.

3. Trainers and Extension workers benefit from information and experience from trainees, target groups/clients.

4. Gained knowledge can be used in new extension services.

1. INTRODUCTION

The Cambodia Tree Seed Project (CTSP) was initiated in 2001 and its extension runs until September year 2008.

The project is a collaboration between the Cambodian Government and the Danish Government and the main aim is to strengthen the establishment and management of forest genetic resources in a participatory way.

Throughout the project period the transfer of skills and knowledge remains an important part of project activities and will be trained at all levels of extension activities.

The aim of the Guide is to facilitate the development and the production of extension materials by the staff of Forest Administration. The staff are expected to develop extension materials currently at all levels for many different groups of people within the regions, who require information on tree seed.

You may think that you do not know enough about the subject to begin a comprehensive extension service, but begin with what you know. You can get started by choosing one or few parts of the subject and concentrate on them.

You should make good use of any information that is transferred to you as a result of **on-the-job experience.** You get in touch with many people with long experience in subjects of interest for the seed centre. You should have an open mind for it and be ready to receive it and use it.

As your own knowledge and skills develop, your extension work can develop too.

It is the hope of CTSP that the Guide will be a practical tool for the development and production of extension materials within the wide scope of the Forestry Sector.

2. TARGET GROUPS

A 'target group'can be **defined** as a group of people or institutions with the same background and with the same need of information; it means that they can benefit from the same kind of extension material or use the same advice on the issues of interest. Examples of target groups could be commercial timber companies, technical staff of municipalities, institutions, tree planting farmers, and seed dealers.

As the regional tree seed centres are in touch with many people and thus get an overall view of what is happening in the region, the target groups will often be **identified** based on the centre staff's experience. It is important that the seed centres are active in their search for appropriate target groups and are active in their effort to make the centre known for what it can offer the different target groups.

You may seldom be able to identify a true target group, but you may find a number of people perhaps without previous connection that together make up a target group.

Considering the target group, you can try to **find them** e.g. through

already established institutions
professional or commercial organisations
local politicians
telephone books
advertisements
schools/colleges/training institutions
newspapers, radio or TV
public offices
NGOs

Within your target groups you should try to reach **'opinion builders'**, who are people with influence, people who others look up to and try to take an example from; it could be influencial people in commercial companies, reputable seed dealers, head of local schools or other training institutions, village elders etc. If such persons take an interest in what you tell them and show initiative, your message may spread more easily, like rings in water.

3. CONSIDERATIONS ON CHOICE OF EXTENSION METHODS

First you must consider the **background** of the target group; what is it likely that they know already, what are their cultural background, educational level, language, social and economic status, age, gender, possible illiteracy etc.

Your methods will also depend very much on the **kind of information or skill** you are going to teach: e.g. demonstrations of the skill of tree climbing or preparation of a technical paper on seed testing.

You must also consider the **physical surroundings**: how is the assessibility; how much equipment do you have to or can you bring; is a class room available; is there electricity; how big is the group; how much money, time and human resources are available.

It is of course essential that you have the necessary **technical know-how** about the subject that you are going to teach or demonstrate and consider the background of the people. But you should also take an **interest in them** and see their needs; if you **imagine yourself in their situation**, it is more likely that you can transfer appropriate knowledge in an appropriate way.

Finally, you should know **basic techniques of presentation**. This is where this guide may help you.

You may find the following questions relevant for consideration when you prepare the message you would like to extend to your target group:

Can the recipients read?
Can they understand the language I speak?
Can the message be transmitted in another and better way?
Can it be drawn, demonstrated, translated or transmitted better by someone else?
Can the participants take active part in the training?
Do I use foreign, unusual or unknown technical words?
Do I use long or complicated sentences?
Is it boring to read or listen to?
Will they find it of interest?
Will they know it already?
Will it be useful for them to know?
Do I understand their background well enough?
Will it be within their reach as to money and human resources?

4. EXTENSION METHODS

The transfer of knowledge can take the form of

dialogues
input at meetings or seminars
lectures

letters
notes in newsletters
technical notes
articles

demonstrations
simulations
instructions

posters
catalogues
brochures
calendars

videos
tapes
home page at the internet

It applies to all of these that you have a **purpose** with your extension work. You may e.g. aim at helping some people to become aware of new tree species for fodder or helping them to select the trees to collect fruit or seed from.

In order to achieve this, you have a **message** to convey. The message is the advice and technical or practical information you present.

You will have a certain **target group** (or some target groups) in mind when you prepare the message, and you will choose an appropriate **method** or a combination of methods (theory and practice) from the list above; it could be a lecture for a group of educated people in a class room with overhead projector etc; it could be a technical note or guideline prepared for a group of potential tree climbers to take part in seed collection; it could be short notices in different newsletters.

It is important that the method helps to convey the message, so that the **result** is that the interest of the target group is caught and that the group can understand it in the way it is presented. Also that they should be able to use it, for their own benefit and maybe for others.

5. WRITTEN EXTENSION MATERIAL

On all written extension material, the regional seed centre's name, address, telephone number etc. should be clearly shown, so that it is easy for interested readers to get in touch with the centre.

Before you write, you should make the purpose of the paper or note quite clear to yourself.

When you write, it is a good idea to imagine yourself in the **readers' situation** and imagine what they would like to know, and then try to write as if it was directly to them.

In the list of extension methods you can see that there are many forms of written material. For all of them you should consider the following items before you start writing:

long complicated sentences and long words generally make reading more difficult
unknown or very specialized words should be avoided
active sentences usually leads to shorter and less complicated sentences
different printing types are not equally easy to read
do not use too many different printing types on the same page
the lay out must be consequent
spelling errors must be avoided
a text to be printed should always be read by someone else

5.1 How to Use Illustrations

There are in principle four types of illustrations: photographs, drawings, tables and graphs.

Photographs are good to show a situation that can be seen as a whole at a glance; they are good to show 'atmosphere' (one photo may signal 'disaster' another 'happiness'). Photos are also good to show 'authenticity', what things really look like. They are good to show large items where details are less important, e.g. the shape or outline of a tree or landscape.

Drawings are particularly useful for showing special items or technical details without other things in the picture distracting the attention. Drawings are good to simplify details because surroundings that are without interest in the present situation can be left out. Details of drawings can be enlarged to different sizes.

Tables show individual data and results of something that has been measured. Tables give details and are necessary for reporting results of tests and experiments. Large tables may be difficult to read, whereas a summary of the many figures may be more immediately informative and more easily understood. Some tables or summaries of tables are better shown in graphs.

Graphs are very useful for showing numbers or amounts and their connection with other factors. They are good to show development over a period of time. Graphs can have different forms, e.g. curves, diagrammes, and discs (the latter ones are particularly useful for showing percentages). It is usually better to make several graphs instead of too complex ones. Graphs must have relevant units both on the vertical and the horizontal axes in order to show interesting differences. If you want to compare two graphs, they must have equal units.

Text under illustrations should be well prepared and well expressed as many people will read them before they read the rest of the publication; they may get interested in the subject through the illustrations. The text shall tie the illustrations and the text together as a whole. Readers should be able to read an illustration text independently, without having to refer to the main text. It is common to place the text of tables above these, and the text of the other illustrations below them (or next to them). In larger publications, illustrations should be numbered to avoid confusion or mistakes.

Photographs can show a whole situation at one glance and they can often indicate an atmosphere

Example

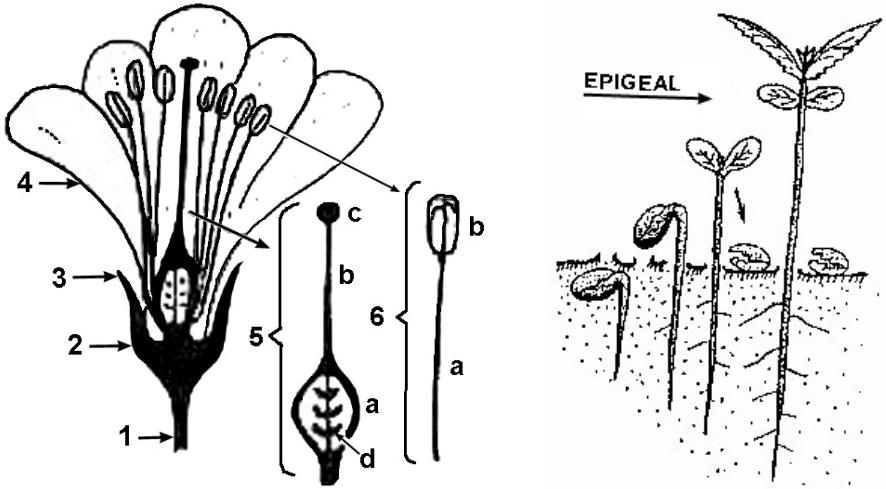
Photographs can show a whole situation at one glance and they can often indicate an atmosphere

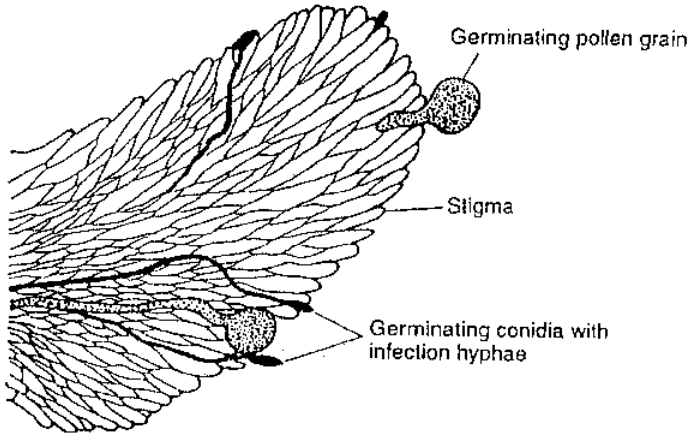
The month of May in a forest in South Zealand Denmark. Many visitors, and constrasting shades of green in the mixed forest are typical for this time of the year.

Example:

Drawings are good for details, simplifications and enlargement

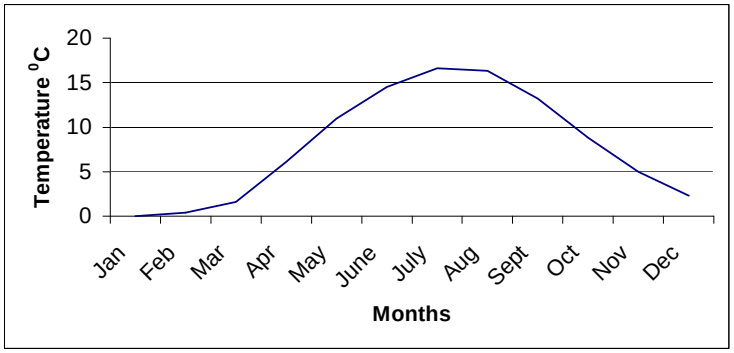
Here are shown three examples and more are found in the appendix



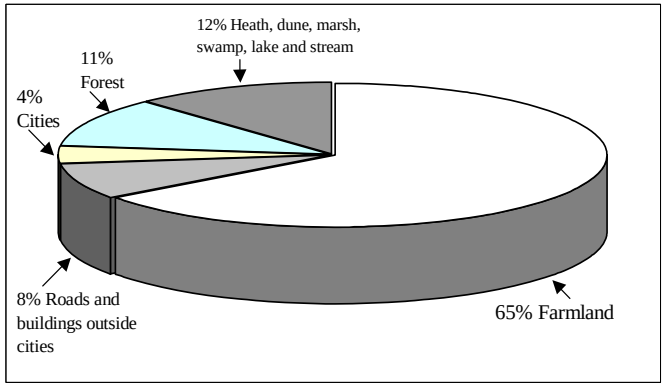


Tables show results which have been measured

	Year	Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
Temperatur, ^{0}C	7.9	0.0	0.4	1.6	6.1	11.0	14.5	16.6	16.3	13.2	8.8	5.0	2.3
Precipilation, mm	662	55	39	33	39	38	48	74	80	72	70	60	54
Day of forst	88	21	19	19	6.0	1.0	0.0	-	-	0.1	2.0	6.1	14



Graphs show relationship among factors.



5.2 Posters and Brochures

Posters and brochures are mostly used for brief messages meant to draw attention to the seed centre itself, its activities, special events, or basic and lasting information about seed aspects.

Most of what is said below about posters also applies to brochures, only that brochures bring longer messages on a number of pages.

Text of posters

few messages
the most important messages most clearly seen
brief and to the point
not many details
no difficult or unnecessary words

Illustrations on posters

clear and straightforward
not many details
with direct connection to the text

Layout of posters (may help to catch attention)

size and colour of paper
size and colour of letters or figures
unusual design
key words that catch the eye
logo or slogan of the sender (the regional seed centre)

To start with at the regional seed centres, you may make quite simple temporary posters in black and white, perhaps with drawings made by staff members. These posters could be used in connection with your extension work, used on flip-overs, and thus tested in connection with training courses or demonstrations. You could make them more conspicuous by giving them a simple frame of coloured paper or cardboard.

Later on, permanent posters can be made of more durable paper and more artistically by the help of artists, designers or people from graphic arts. Posters can tell people about the activities of the seed centre to make them aware of what it does and arouse their interest. You may also make posters that show different technical aspects, e.g. different tree species of the region or different types of seed. The posters could be placed on the walls in the seed centres, in public forestry offices,

offices or laboratories belonging to private companies, in schools, libraries, or other places where many people come and go.

Make great effort to phrase the message on posters and in brochures, as it is usually short and should attract attention. Check out the size of letters to make sure that they can be read at the required distance.

At special occasions, you may prepare temporary posters indicating the occasion, its time and place as a supplement to the seed centre's permanent posters.

5.3 Catalogues

Catalogues are sent out, either regularly or occasionally, to advertise services offered by the regional seed centre.

Catalogues should have a pleasant look but not be too expensive because their validity is usually short.

Give the catalogue a layout that makes it easy for people to find what they may be looking for. Place the services in suitable groups under suitable headings, and place descriptions and prices clearly in connection with the individual items. In this way confusion or mistakes may be avoided.

It should be clearly indicated how clients conveniently and quickly can contact the seed centre.

5.4 Technical Papers and Notes

Remember to consider the readers and imagine yourself in their situation.

During the years to come, many papers and notes will be distributed from the regional seed centres to people with very different background:

the less the readers are educated and used to studying,
the shorter the sentences and the paragraphs
the fewer the technical terms
the fewer the difficult or unusual words
the more illustrations
the more explanations of what others may take for granted

For illiterate people, illustrations alone may have to convey the message.

Also consider
what do the readers know beforehand
what is of interest and should be included
what shall the readers be able to do on their own when they have read
the paper
how can new knowledge or important parts of the paper be emphasized
that the text should be clear
that illustrations should be included to ease understanding
that repetitions may help readers to remember

Also remember what was mentioned above on the points to consider before you begin to write (see at the beginning of paragraph 5).

Titles should
be short
be easy to understand
be informative
be interesting
include important key words

Headings and sub-headings are used to divide the paper into appropriate parts, so that each part makes a smaller completed unit within the whole paper. It is a good idea to use some time and effort to make notes of the different subjects you are going to include in your paper; put them in a natural or logical order. This will make it easier for you to write and for the reader to follow your ideas and understand them.

You should know that

Headings	are read by most readers
Sub-headings	are read by some
Ordinary text	is read by fewer

and also that

Illustrations are seen by most readers

Texts to illustrations are read by many

This means that you should prepare headings and illustrations with great care. But does on the other hand not mean that the full text of the paper should be written with less care.

Shorter or longer **notes** with technical information on a limited subject or special information of current interest should play a prominent role in extension from the regional seed centres. They can be prepared with less input than technical papers as to compilation of necessary information, time, money and human resources.

Much of the above advice on technical papers applies equally to the preparation of notes.

6. VERBAL PRESENTATIONS USED IN EXTENSION WORK

6.1 Demonstrations

It is said that **once seen is better than ten times told**

It is important to consider the following items:

- prepare yourself well by practising
- you may not be able to demonstrate a technique or procedure if you only know it in theory
- even if you have used a technique or procedure several times, it is not so easy to demonstrate it
- the group of spectators should not be too big
- make sure that all parts of the demonstration are truely visible
- make sure that everyone can hear; megaphones or microphones may be of great help
- prepare hand-outs with key words relating to what was demonstrated
- prepare hand-outs on where to get additional information

6.2 Speeches and Lectures

Speak

- a language that is likely to be understood, both national language and level of difficulty
- clearly and not too fast; everyone should be able to hear you all the time
- with equal clarity all the time; do not drop your voice when you say something of less importance. If it is not important enough, leave it out
- with interest on your subject, otherwise the audience is likely to lose interest
- to the audience, not to your notes or the screen behind you

Manuscript

If you are going to say more than just a few words, you should make a manuscript; it could be the complete text with bold or underlined headings so that you can clearly follow how far you have come. It could also be notes with key words or main points, but then you must be more familiar with your subject and a more experienced speaker. Be sure to have a good conclusion.

Overheads or slides

Overheads or slides in the correct order may help you to keep on the right track. They will also make it more lively for the audience. They should be informative and relevant. Do not show too many quickly after each other. Choose overheads and slides that can be accompanied by good explanations. The text on overheads must be short and visible. Ordinary pages from books are usually not good enough, and relevant parts of them must be suitably enlarged (letter size on overheads should be approx. 8 mm to be clearly seen on the screen).

Time

Know in advance how long time you are supposed to speak and keep within the limit. Better be too brief than too long. Try it out beforehand. If time is running faster than you thought and the chairman announces 'two minutes left', you must have your conclusion ready instead of having to do without one.

Practical arrangements

Be properly instructed in the use of flip-over, light, microphone, change of slides etc. Try it out if it is possible.

It may not be fair, but if you make a good presentation, the listeners are more likely to remember what you said and more likely to pay attention to your message.

6.3 Written Material in Connection with Verbal Presentation

Hand-outs are mentioned above in connection with demonstrations. Also in connection with speeches and lectures it is a good idea to prepare hand-outs with the main points of your speech and with reference to where additional information can be obtained.

After seminars, workshops and conferences, proceedings with the contents of lectures (or summaries of these) and other input may be published. Proceedings are often valuable documents that keep the information for the future and allow others than the actual participants to benefit from them.

Instruction manuals may be prepared for special procedures. Details are found in appendix II.

7. EVALUATION OF EXTENSION ACTIVITIES

Extension activities may be evaluated by the help of statistics, i.e by their numbers or amounts; e.g.

how many training courses have been held ?
how many people have participated ?
how many letters were sent out with advice ?
how many telephone calls did you have with clients ?
how many newsletters have been issued ?
how many hectares have been planted in a certain region ?

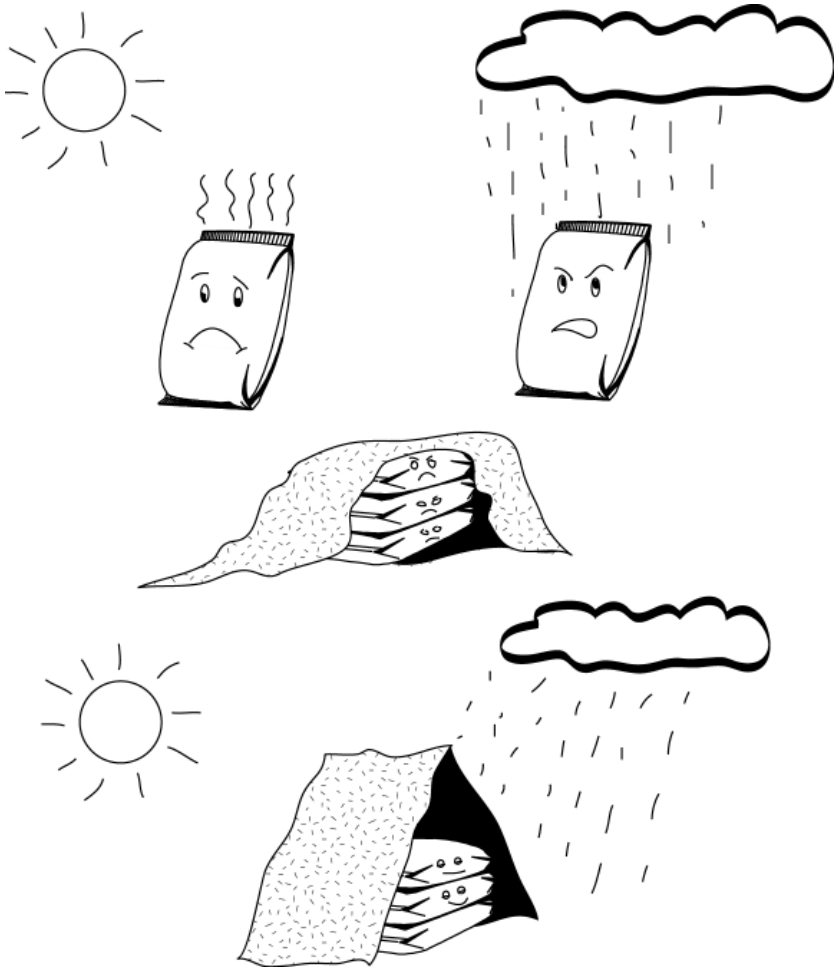
Extension activities may also be evaluated based on the change in attitude or behaviour of the different target groups. This is a more difficult task: e.g.

has it become more common to use safety equipment during tree climbing for seed collection ?
have farmers reacted to your advice, have they for instance changed to new and better tree species or are they now collecting seed from more trees than they used to ?
have commercial companies become more aware that they shall order seed from suitable seed sources through reliable seed dealers ?

In order to evaluate the impact of the seed centre's activities, you should visit the people and see if things are functioning. You should also try to evaluate whether your own advice given to them on previous occasions has been beneficial to the people.

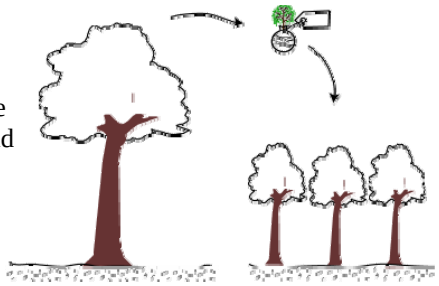
APPENDIX I
EXAMPLES OF ILLUSTRATIONS

Temporary storing of tree seed in the open area

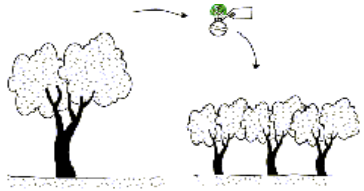


WHICH TREES TO HARVEST

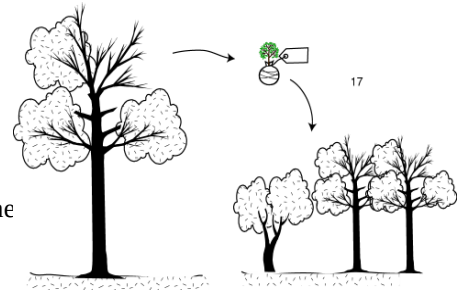
15 Collect from good seed trees: Seedlings generally grow to be like their parent seed trees. The quality of a plantation will only be as good as the quality of the parent seed trees. Therefore, seed should only be collected from trees that you would like to see in your plantations or farm.



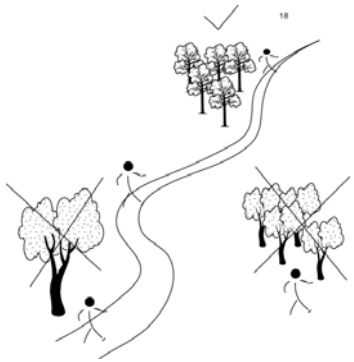
16 What is a good seed tree? This depends on the species to be collected and its use. Trees used mainly for TIMBER should be tall, straight, with light branching and no forking. FODDER trees should be shorter, bushy, with a large crown and dense foliage. Trees for FUELWOOD can benefit from abundant branching. Trees used for reclaiming sites have no particular characteristics. All seed trees should be growing vigorously. Obviously, they should have a reasonable amount of fruits, especially if the tree is grown for its edible fruit as well.



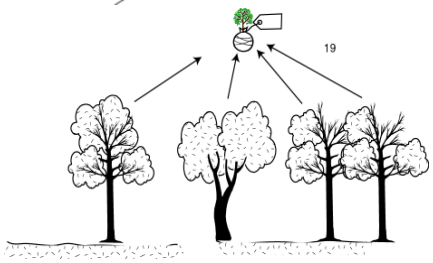
17 Avoid unhealthy trees: Do not collect seed from trees that look suppressed, deceased or generally unhealthy. Sometimes it is tempting to do so, because such trees tend to produce an abundant fruit crop, and they can be shorter and easier to climb. However, the seedlings produced from such seed will very likely be susceptible to decease.



18 Avoid young or isolated trees: If you are collecting seed from a species that normally grows in groups or stands avoid collecting from very isolated trees. Such trees may have many fruits, but many of the seed within may be empty due to poor pollination. For the same reason, do not collect from very young trees.



19 Collect from several parents: A seed lot is generally best if it is made up of seed from several seed trees, and not just from one or two that happened to have many fruits. If the seed lot comes from many parents, there will be more variety in the seedlings, and they will have a better chance of forming a healthy plantation.



Development from seed to tree to seed again

APPENDIX II
PREPARATION OF INSTRUCTION MANUALS

Your first consideration must be the users: e.g. how much do they know in advance? Do they know the terms I use? How many details will be necessary?

Any statements on safety must be written at the beginning of the instruction. If they are not necessary for the whole procedure, they should be repeated just before the step where precaution is necessary.

Users may be able to follow an instruction better if they are given some background information. Explanations should be given in front of the instruction, as it may be confusing to have them in between the description of the individual steps of the procedure.

Each step should be described in strict order of performance.

Each step should appear in a new sentence, and the steps should preferably be numbered.

e.g. (5) add 50 g salt
(6) stir until the salt is dissolved
(7) boil the mixture for two minutes

It should be checked that all steps, even the smallest, are included in the manual.

Check that the whole instruction can be understood and that the procedure can be carried through by the help of the instruction.

The draft instruction should be tried out in practice and revised a number of times until eventually everything is all right.

It may be a good idea to let the potential users take part in the preparation of the manual.