

Draft
Workshop Report

STRATEGIC EXTENSION CAMPAIGN (SEC): RESULTS DEMONSTRATION AND
EXPERIENCE SHARING

July 14 to 19, 1996.
Penang, Malaysia

Workshop organized by

School of Communication
Universiti Sains Malaysia
Penang, Malaysia

and

Muda Agricultural Development Authority
Alor Setar, Kedah

in collaboration with:

The Extension, Education and Communication Service (SDRE)
FAO/United Nations, Rome, Italy

Report submitted by:

Arvind Singhal, Ph.D.
Associate Professor
School of Interpersonal Communication
Ohio University
Athens, Ohio 45701, U.S.A
(Workshop Rapporteur)

with

School of Communication
University Sains Malaysia

TABLE OF CONTENTS

STRATEGIC EXTENSION CAMPAIGN (SEC): RESULTS DEMONSTRATION AND EXPERIENCE SHARING	02
Workshop Organizers and Participants	02
Purpose of Report	04
STRATEGIC EXTENSION CAMPAIGNS	05
Evolution of SEC's Conceptual Framework	06
Ronny Adhikarya: Where People, Ideas, and Opportunities Converge	09
SEC APPLICATIONS	11
LESSONS LEARNED FROM SEC FIELD PROJECTS	14
IMPROVING THE CONCEPTUAL FRAMEWORK, OPERATIONAL PROCEDURES, AND FIELD APPLICATION TOOLS OF SEC	19
STRENGTHS AND LIMITATIONS OF THE SEC PROCESS AND IMPLEMENTATION STRATEGY	20
The Strengths	20
The Limitations	22
THE STATUS OF SEC'S INSTITUTIONALIZATION	24
RECOMMENDATIONS	26
SEC'S DILEMMAS	29
ENDNOTES	32
REFERENCES	33
APPENDICES	

Appendix A: List of Workshop Participants

Appendix B: Workshop Agenda

STRATEGIC EXTENSION CAMPAIGN (SEC): RESULTS DEMONSTRATION AND EXPERIENCE SHARING

The present report synthesizes the deliberations of a stock-taking workshop on Strategic Extension Campaigns (SEC) held in Penang, Malaysia from July 15 to 19, 1996.

The specific objectives of the workshop included:

1. To review the progress and achievements to date of various Strategic Extension Campaign (SEC) activities.
2. To discuss the specific results, benefits, experiences, and lessons learned from planning, implementing, and evaluating SEC activities worldwide.
3. To identify and analyze the strength and weaknesses of SEC approaches and methodology and its expansion strategies and field implementation.
4. To develop practical suggestions for further improvements, expansion, and wider utilization of the SEC methodology and its standard operating procedures.

Workshop Organizers and Participants

The workshop was organized by the School of Communication, Universiti Sains Malaysia (USM), a center of SEC expertise, and the Muda Agricultural Development Authority (MADA) of Malaysia, a consumer and implementer of SEC initiatives, in collaboration with the Extension, Education and Communication Service (SDRE) of the Food and Agriculture Organization (FAO) of the United Nations, Rome, the organization which pioneered and institutionalized the SEC method. Workshop participants included Dr. Ronny

Adhikarya, Extension Education & Training Methodology Specialist, SDRE Division, FAO, Rome¹, who played a central role in formulating, implementing, institutionalizing, and refining the SEC approach, several master-trainers of the SEC approach (including Dr. Ramli Mohamed and Dr. Yoke Lim Khor of the School of Communication, USM), and other SEC researchers and program implementors. The 27 workshop participants, hailing from 11 countries, included representatives of SEC implementing agencies (MADA and the Department of Agriculture, Malaysia; the International Rice Research Institute [IRRI], Philippines, and others); communication educators, researchers and campaign specialists; training evaluation specialists; experts in curriculum development; and agricultural extension officials and educators. A list of workshop participants is provided in Appendix A.

A session-by-session, day-by-day agenda of this five-day workshop (July 15 to 19, 1996) is provided in Appendix B. Workshop sessions and activities were geared to meet the workshop objectives (specified previously). The objectives of the workshop were spelled out by Dr. Ronny Adhikarya of SDRE/FAO/Rome in sessions #1 and #2. Other sessions covered a wide-range of deliberations on SEC activities including an analysis of the historical/conceptual evolution of SEC (session #3); the pioneering experience and advocacy role of SEC implementors in Malaysia (sessions #4 and #5); lessons learned from the multiplication and diffusion of the SEC concept worldwide (session #6); issues in training and packaging of SEC learning materials (session #7); SEC experiences from the field, including project reports from Tanzania, Malawi (session #8), and Thailand (session #9); lessons learned from the incorporation of SEC methods in-service training programs and in university curricula, and the institutionalization of SEC at the Continuing Education Center, Asian

Institute of Technology, Thailand (session #10); sharing of a "flagship" case of SEC in action to prevent and control HIV/AIDS among farmers of the MADA area in Malaysia (sessions #11 and #12) and in rice pest management in Vietnam (session #13); and identification of the strengths and limitations of the SEC methodology, conceptual framework, and implementation strategy (sessions #14 and #15).

In addition, this five-day Penang workshop included a demonstration exhibition of various multimedia materials, field reports, and process documentation from various SEC projects implemented worldwide. Also demonstrated, as mentioned previously, was the "flagship" case of the HIV/AIDS prevention and control SEC initiative targeted to farmers in the MADA area of Malaysia, including results of the KAP survey conducted in 1996, and the outcomes of the campaign strategy planning and message design workshops (Khor, 1996).

Purpose of the Report

The present report is organized with the purpose of synthesizing the general lessons learned to date about SEC in an effort to gain critical insights into SEC's past, present, and future. Toward this end, the present report utilizes the papers presented during the conference [Adhikarya (1996); Mohd. Noor and Othman (1996); Ho, Zakaria, Badrun, and Yeoh (1996); Mesfin (1996); Muyaya (1996); Patanapongsa (1996); Thiraporn (1996); Escalada (1996); Heong (1996); and Khor (1996)], the comments of the workshop's lead respondents, the various rapporteurs' reports from each workshop session, including the observations and reflections of the present author (Singhal), who participated in the workshop deliberations and took detailed notes. The purpose of the present report is not to chronologically describe the

activities of the various workshop sessions. Rather, the purpose is to make historical, methodological, and conceptual linkages among and between these workshop sessions in an effort to shed light on the past, present, and future contributions of SEC initiatives.

The present report analyzes the nature of strategic extension campaigns (SEC) and their constituent elements, the historical evolution of SEC's conceptual framework, lessons learned about SEC from various field projects, strengths and limitations of SEC, the status of SEC's institutionalization in university curricula and in-service training, and guides to future action to consolidate the potential of SEC.

STRATEGIC EXTENSION CAMPAIGNS

What is a strategic extension campaign (SEC)? A strategic extension campaign is a "strategically planned, problem-solving, and participatory-oriented extension program, conducted in a relatively short time-period, aimed at increasing awareness/knowledge level of an identified target beneficiaries, and altering their attitudes and/or behavior towards favorable adoption of a given idea or technology, using specifically designed and pretested messages, and cost-effective multi-media materials to support its information, education/training, and communication intervention activities" (Adhikarya, 1994, p. 15). The ten operational phases of planning a strategic extension campaign, from problem identification to needs assessment (phase #1), to formulation of campaign objectives (phase #2), to strategy development and information positioning (phase #3), to audience analysis and segmentation (phase #4), to multimedia selection (phase #5), to message design development, pretesting, and materials production (phase #6), to management planning of campaign (phase #7), to staff training

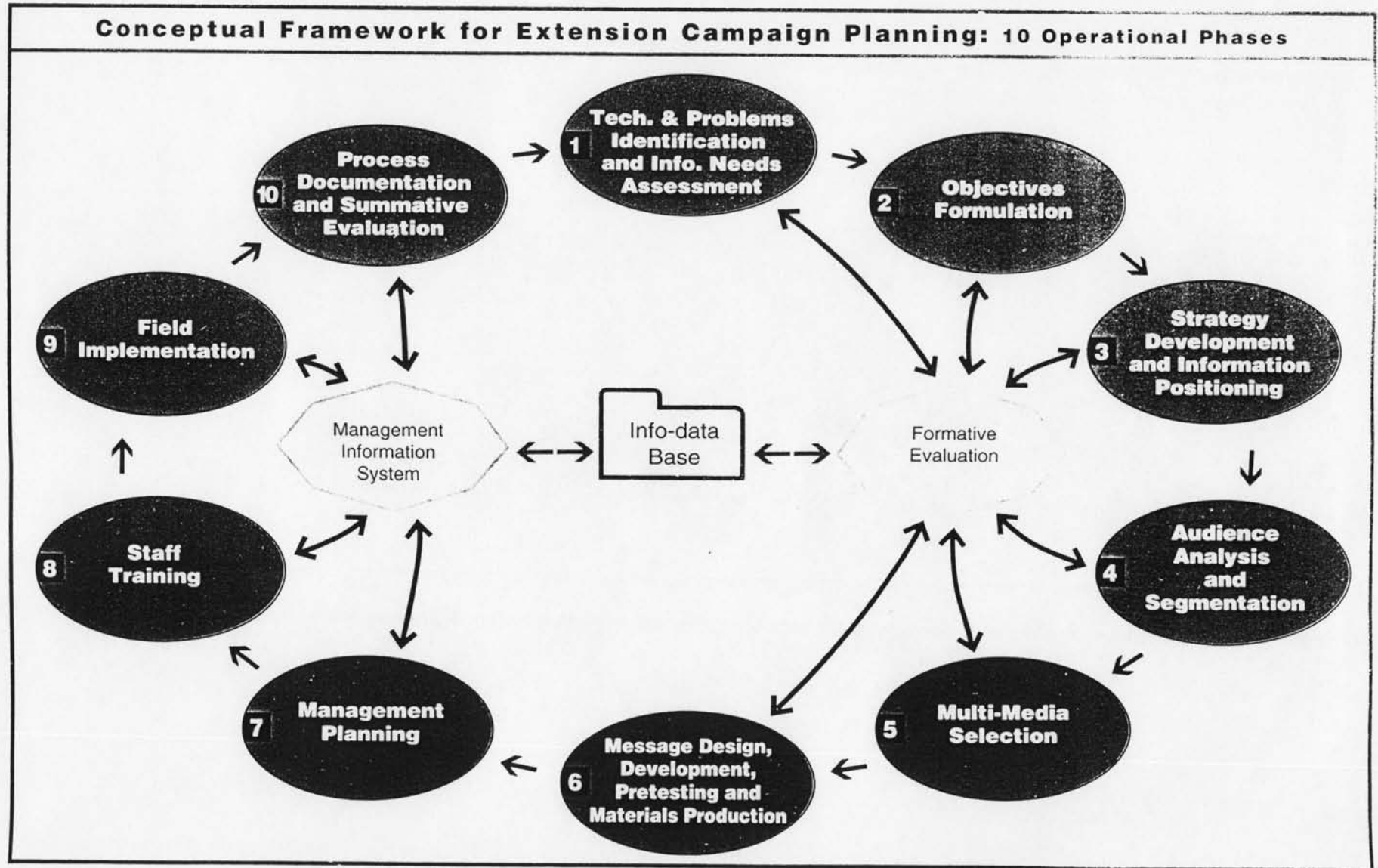
(phase #8), field implementation (phase #9), to process documentation and summative evaluation (phase #10) are depicted in Figure 1. A more detailed 15 step plan (with a suggested timeline) for implementing a strategic extension campaign, including the training of key local personnel in the SEC method, is provided in Figure 2.

The SEC method is, in essence, a carefully-designed process-oriented intervention activity whose purpose is to foster social change in developing countries. To date, it has been mostly used in the agricultural/extension sector to address problems related to farming and farm families. SEC, in this sense, is one time-tested non-formal education method of agricultural extension, education, and training. There are others too. For instance, the World Bank has sponsored the Participatory Extension Method (PEM) in many developing countries. However, the processes and methods of PEM are quite different from SEC.

Evolution of SEC's Conceptual Framework

SEC's conceptual framework evolved over a period of several years, learning from on-going SEC initiatives, and informed by new knowledge gained from field projects. The SEC framework is predicated on the premise that "good theories can be put into practice" (Adhikarya, 1996). The SEC framework is multi-disciplinary, deriving its tenets from the fields of communication theory and research (including attitude change, persuasion, and propaganda analysis), social psychology, commercial and social marketing, sociology, management planning, training and development, research methodology, education, and other fields (see Figure 1). As noted previously, the SEC method was formulated, tested, refined, and implemented in many countries under the direction of Dr. Ronny Adhikarya of

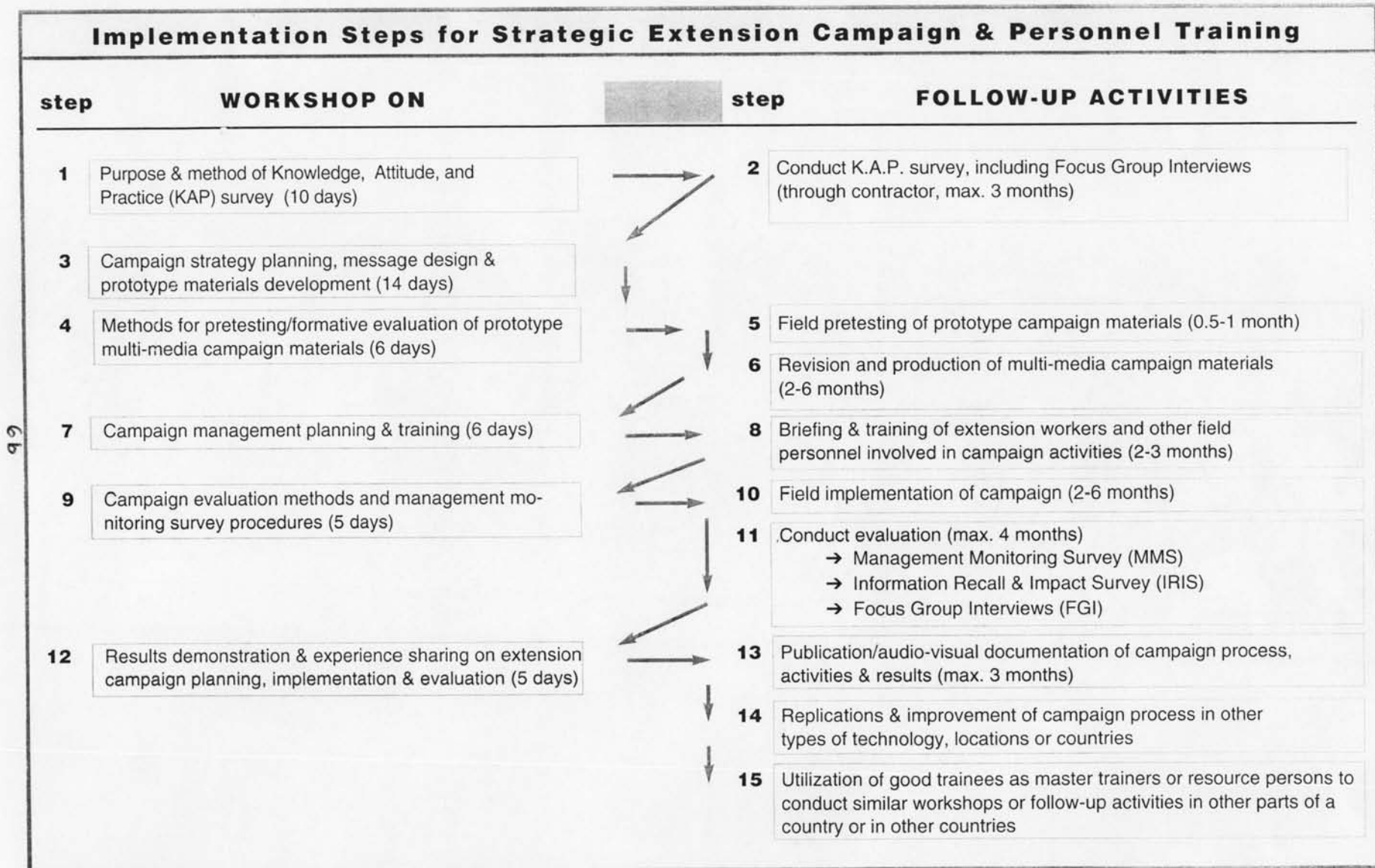
Figure 1



Adapted from: R. Adhikarya and H. Posamentier, *Motivating Farmers for Action: How Strategic Multi-Media Campaigns Can Help*, Eschborn, Frankfurt: GTZ, 1987.
 For more detailed information on similar frameworks, see: R. Adhikarya and J. Middleton, *Communication Planning at the Institutional Level*
 a Selected Annotated Bibliography, Honolulu: The East West Center, 1979

Source: Adhikarya (1994).

Figure 2



Source: Adhikarya (1994).

SDRE/FAO/Rome. During the workshop, Dr. Adhikarya (1996) noted that development planning methods usually lag by years, if not by decades, the current state of academic knowledge. To overcome this problem, he incorporated, in his formulation of the SEC method, knowledge from the classic scholarly works and the current research literature.

In the Penang workshop, Dr. Adhikarya (1996) detailed the intellectual inputs in his formulation of SEC's conceptual framework, providing a citation for each intellectual influence, including the key concept that it represented. These include Hyman and Sheatsley (1947) (the reasons why information campaign fails); Cantrill (1947) (the social psychology of collective behavior); Lewin (1947) (group decisions and social change); Hovland, Janis, and Kelly (1953) (communication, attitude change, and persuasion); Katz and Lazarsfeld (1957) (the role of interpersonal networks in personal influence); Newcomb (1955) (cognitive consistency in communicative acts); Festinger (1957) (cognitive dissonance theory); Klapper (1960) (mass communication effects and their limitations); Rogers (1962) (adopter categories, the S-curve of adoption, homophily versus heterophily in interpersonal influence); Bauer (1964) (audience selectivity in processing messages); Schramm (1971) (the nature of communication processes between humans); Campbell & Stanley (1966) (experimental and quasi experimental designs for field research and summative evaluation); Suchman (1967) (strategies in evaluative research); Rosenberg (1968) (the logic of survey analysis); Churchman (1968) (taking a systems approach); McGuire (1969) (the nature of attitudinal change); Freire (1970) (how the oppressed can empower themselves); Tichenor, Donohue, and Olien (1970) (the differential gaps in knowledge gained); Rogers and Shoemaker (1971) (the role of opinion leadership in the spread of new ideas); Kotler and Zaltman (1971) (the

marketing of social ideas and products); World Fertility Surveys of 1972 (the use of knowledge, attitude, and practice questions for needs assessment, problem identification, and audience segmentation); Kerlinger (1973) (the foundations of behavioral research); Davidoff and Reiner (1973) (a choice theory of planning); Sweeney (1973) (the use of commercial resources for social marketing), Mendelsohn (1973) (some reasons why information campaigns can succeed); Rogers (1976a) (the passing of the dominant paradigm in diffusion research); Rogers (1976b) (new perspectives in communication and development); Beltran (1976) (the problems of Western theories and methods in developing country contexts); Diaz Bordenave (1976) (the problems associated with communication and agricultural innovation in Latin America); Adhikarya (1977) (the use of communication planning for assessing needs and harnessing resources); Benor and Harrison (1977) and Benor and Baxter (1984) (the training and visit system of agricultural extension); Bandura (1977) (social learning theory); Maccoby, Farquhar, Wood, and Alexander (1977) and Maccoby and Solomon (1981) (lessons learned from Stanford University's heart disease prevention campaigns and community studies); Adhikarya and Rogers (1978) (the importance of a participatory, needs-based, demand-oriented, localized, and problem-solving approach); Rahim et al. (1978) (planning methods, models, and policy-making); Middleton (1978) (concepts and variables in communication planning); Adhikarya and Middleton (1979) (communication planning at the institutional level); Rogers and Adhikarya (1979) (a critical analysis of diffusion of innovations theory); Rogers and Kincaid (1981) (the convergence model of communication, communication network analysis); Reis and Trout (1981) (positioning of products and ideas); AED (1984) (use of behavioral science approach to promote health in developing countries);

Korten and Klaus (1984) (theory and planning for people-centered development); Manoff (1984) (social marketing and public health); Cernea (1985) (putting people first); Chambers (1985; 1986) (rapid and participatory rural appraisal, putting the last first); Ray (1986) (communication for technology transfer); and Adhikarya and Posamentier (1987) (motivating farmers for action in Bangladesh through the use of strategic multi-media campaigns). In many respects, the Adhikarya and Posamentier (1987) book represented an important milestone in the conceptualization, application, and institutionalization of the SEC method and processes. The SEC conceptual framework has continued to evolve since; however, this evolution (or refinement) has mostly been a response to field-based lessons learned from newly-launched SEC initiatives in the late 1980s and 1990s (Adhikarya, 1994; 1996).

Ronny Adhikarya: Where People, Ideas, and Opportunities Converge

The historical evolution of the SEC is in large part the story of how individuals, ideas, opportunities, and initiatives coalesce. The story of SEC is intertwined closely with the professional career of Dr. Ronny Adhikarya of SDRE/FAO/Rome.

When Dr. Adhikarya earned an MA degree in Communication Arts from Cornell University in 1972 and a Ph.D. degree in Communication Research from Stanford University in 1981, he read the classic works and state-of-the art research literature in the disciplines of communication, sociology, social marketing, non-formal education, social change, and research methodology. This research literature directly influenced the intellectual basis of the SEC framework (as was detailed previously). Between his MA and Ph.D. degrees, Dr. Adhikarya worked at the East West Communication Institute in Hawaii and the School of Communication, Universiti Sains Malaysia, designing, implementing, and

evaluating various IEC (Information, Education, and Communication) campaigns, technology-transfer programs, and knowledge utilization initiatives. He also consulted with various international/development organizations (including FAO, UNESCO, UNFPA, Ford Foundation, International Institute of Communications), conducting strategic communication campaigns, training programs, and project evaluations in many developing countries. In essence, Dr. Adhikarya was catching SEC fever!

During his tenure at Cornell, Stanford, and the East-West Center, Dr. Adhikarya worked closely with such well-known communication scholars, social marketers, and development professionals as Wilbur Schramm, Everett M. Rogers, Daniel Lerner, Richard Manoff, Philip Harvey, William Sweeney, Eddi Ploman, and others. These institutions (Cornell, Stanford, and the East West Center) represented the "crossroads" of development scholarship and practice: Scholars and professionals from all over the world arrived here for education, training, workshops, and lectures. These institutions represented an ideal intellectual and experiential training ground for Dr. Adhikarya in his formulation of the SEC method. Dr. Adhikarya capitalized on these various opportunities at Cornell, Stanford, and the East West Center to "network" with well-known scholars, teachers, and development professionals of various developing countries, an effort that, in later years, would prove to be crucial in institutionalizing SEC at FAO/Rome and in launching SEC activities worldwide.

In many respects, Dr. Adhikarya represented the proverbial "right person at the right time" for the development of the SEC method. With him, one got a wonderful combination of factors: He was born and raised in Indonesia, trained in the U.S., and worked at three cutting edge institutions (Cornell, Stanford, and the East West Center) with the best known scholars and development professionals of the time. Endowed with an exceptional intellect, Dr. Adhikarya harnessed the

networking and experiential opportunities provided by his affiliation with these organizations and individuals, as he formulated and institutionalized the SEC method. In doing so, he drew upon his vast experience of technical consultation in 36 countries of Asia, Africa, Near East, Europe, North America, Latin America, and the Caribbean, including residence in five countries (Bangladesh, Indonesia, Italy, Malaysia, and U.S.) for more than two years. Especially useful for the SEC method was his hands-on experience in designing, implementing, and evaluating strategic communication/extension campaigns, managing project budgets, harnessing a network of committed professionals in each country, implementing quality control procedures through rigorous training of personnel, conducting formative and summative research evaluations, and in management planning and process documentation. Further, being based at FAO/Rome since 1983, Dr. Adhikarya was able to implement SEC projects on a global basis, while refining, institutionalizing, and codifying a body of knowledge (Adhikarya, 1994).

In academic circles, Dr. Adhikarya is looked upon as a rare and talented individual; a person, who can not only bring ideas from research into practice, but also bring ideas from practice into research, reinventing knowledge into effective tools of social change.

SEC Applications

Dr. Adhikarya began to experiment with SEC principles as early as in 1971 while enrolled as an MA student at Cornell University, when he developed a communication strategy to use folk media in support of a family planning initiative in rural Java, Indonesia (Adhikarya & Crawford, 1973). In 1974, he developed, on behalf of the Ford Foundation, a conceptual framework for a public information campaign on family planning in the

Philippines (Adhikarya, 1974). For the next decade, his ideas about SEC coalesced further during his years at the East West Center, Stanford University, and then as an FAO Communication Planning Expert in Bangladesh. In 1983, Adhikarya developed a planned communication strategy for a USAID-supported vasectomy campaign in Bangladesh. By this time, a conceptual framework and method for implementing SEC campaigns was emerging in Adhikarya's mind. The first large implementation of the SEC framework and methodology occurred during the now well-known Bangladesh Rat Control Campaign of 1983-84 that Adhikarya designed, implemented, managed, and implemented (Adhikarya & Posamentier, 1987). Back at FAO, Rome, and learning from the lessons of Bangladesh, Adhikarya in 1985 initiated, in cooperation with officials of Malaysia's Ministry of Agriculture, a rodent control campaign in Malaysia. The Malaysian case represented many firsts in the SEC process, especially in the following respects (Adhikarya, 1996):

1. Training of key local officials in a series of workshops in the various aspects of SEC; for instance, in designing, implementing, and analyzing KAP surveys; campaign strategy planning, message design and prototype materials development; pretesting of materials; etc. (see Figure 2). Dr. Adhikarya realized that such a training of local officials, which was not systematically incorporated in the Bangladesh rat control campaign, was crucial in the acquiring of knowledge and skills at the local level, in reducing dependence on "outside" experts, in enhancing the sustainability of the SEC initiative, and in extending the application of the SEC method for other development topics.

2. Subject matter specialists and extension workers were involved in simplifying the technology/information package of the SEC campaign during the formulation of the KAP

survey questionnaire. Previously, in Bangladesh, this task was carried out by the researchers and program implementers, who independently determined the technology/information package on a given campaign topic.

3. The involvement of multi-disciplinary teams in the various SEC workshops including policy makers, master trainers, extension workers, subject matter specialists, researchers, and others.

4. The inclusion of a management monitoring survey (MMS) as part of the summative evaluation procedures to ensure that the campaign was managed in an effective manner. For example, it was important to ensure that the poster charts were displayed properly. If the posters disappeared, the problem was a management problem and one should not blame the target audience for not learning from the campaign. The MMS represented, for its time, a methodological advancement in conducting summative evaluation of development interventions.

5. The production of multi-media materials to gain a synergetic effect in utilizing the various available media channels.

6. The use of cost-benefit analysis studies to understand the return gained for every dollar spent in an SEC campaign. In the 1985, Malaysia rodent control campaign the cost-benefit ratio was computed at 1:2.6. This figure does not include the invisible benefits of numbers of people trained, follow-up activities initiated by them, and other intangibles. The present day cost-benefit ratio for SEC, in 1996, is in the range of 1:50, twenty times higher than a decade ago.

LESSONS LEARNED FROM SEC FIELD PROJECTS

Lessons learned from the rodent control SEC initiative in Malaysia proved to be an especially important input when the SEC method began to spread within Malaysia, and to other countries of Asia, Africa, and the Caribbean during the late 1980s and the 1990s. The Malaysian Ministry of Agriculture officials, who were trained during the 1985 rodent control SEC initiative, helped farmers in the state of Kedah to increase yields of the pomelo tree (*Citrus grandis*) through an SEC campaign. Many of these Malaysian agriculture officials, in later years, served as resource persons/master trainers for other SEC initiatives in other countries. Within Malaysia, the Muda Agriculture Development Authority (MADA) was quick to adopt SEC principles, with help from SEC resource persons/master trainers based at the University Sains Malaysia, in its quest to serve its 63,000 constituent farmers. Since 1987, MADA has implemented three SEC campaigns to promote (1) integrated weed management, (2) dry seeding of rice, and (3) control of the brown plant hopper. Significant desirable outcomes were achieved in each of these SEC campaigns, resulting in increased yields for MADA farmers (Adhikarya, 1994).

The present Penang workshop provided a forum to share experiences from various SEC field projects, including the case of Malaysia's Ministry of Agriculture (Mohd. Noor & Othman, 1996) and MADA (Ho, Zakaria, Badrun, & Yeoh, 1996; Khor, 1996). Other SEC project reports were presented from Zanzibar, Tanzania on efforts made to increase the yields of cash crops like banana and cassava (Mesfin, 1996); from Malawi on the integration of SEC principles and population education into the agricultural extension services (PADEAX) (Muyaya, 1996); from Thailand on the campaign to increase the yields of temperate-zone

fruit crops like apricot, peach, pear, and plum (Patanapongsa; 1996); from the Philippines on the campaign to control the population of golden snails (Escalada, 1996); and from Vietnam on the campaign to reduce insecticide spraying for leaffolder control (Heong; 1996). The modus operandi of several of these SEC campaigns, including their process documentation, knowledge-attitudinal-behavior outcomes, and cost-benefit analysis are summarized in Adhikarya (1994)², and hence not repeated here.

However, the workshop participants, in the various presentations and deliberations, identified several lessons learned from their respective SEC projects, which are summarized here.

1. The various stakeholders (cooperating departments, ministries, subject matter specialists, researchers, program implementers, and others) must be brought together relatively early on in the SEC planning process to ensure their commitment, cooperation, and common understanding of campaign objectives. The top officials of each collaborating organization should also be involved in SEC deliberations early on; their patronage is critical to the long-term sustainability of the SEC initiative. In this way, the SEC method promotes better network linkages between the various ministries, departments, and teaching, research, and training institutions.

2. The KAP survey represents an appropriate bottom-up planning tool for strategic extension campaigns. As more SEC campaigns have been launched, implementing agencies such as MADA, the Malaysian Department of Agriculture, International Rice Research Institute, and others have realized the importance of the KAP survey in the SEC process, especially its important role in audience needs assessment, problem identification, audience

segmentation, message design strategy, and research evaluation.

3. The Critical Information/Technology Acquisition Package (CITAP), which undergirds the KAP survey, represents the product being marketed in a strategic extension campaign, and hence should receive inputs from the target audience, subject matter specialists, and researchers.

4. Training of field workers, extension officers, and top management in the SEC process is critical for institutionalization of SEC and its long-term sustainability. Further, an organization implementing SEC should select its trainees very carefully, keeping in mind their skills, roles, and future potential to harness SEC. Also, it is important that a core group of individuals in an organization must go through the complete SEC cycle.

5. Field-level intermediaries (for example, agricultural extension workers) through whom the campaign messages reach the target audience play a very important role in determining the effectiveness of a SEC initiative. Careful attention should be given to their selection, training, and motivation.

6. In addition to training the officials of the SEC implementing agency and field workers, volunteer leaders from among the target audience should also be selected and trained, creating an army of para-professional change agents. This was done in the Thailand-based temperate-zone fruit cultivation project (Patanapongsa, 1996). Volunteer leaders are especially effective because they are homophilous (or similar) with the client audience and have high credibility among them. They also respond well to prestige and symbolic incentives. In the Thailand SEC project, which was under the Royal patronage, volunteer leaders were given hats, bags, jackets, and name plates bearing the Royal logo. The use of

volunteer leaders from among the target audience also aids the long-term sustainability of the SEC effort.

7. The development of standardized SEC training modules and learning materials is critical for wider replication of SEC without loss of quality. High quality training materials enhances the credibility of the training, the trainers, and the trainees.

8. Trainers need to be trained to use the SEC training materials appropriately. Trainers should be especially aware of the training needs of the trainees and, to the extent possible, use local examples and data to illustrate SEC concepts. Simulated exercises or descriptions from other contexts can be useful, but may be perceived as being "unfamiliar" or too far removed from the local reality.

9. To the extent possible, SEC initiatives must use locally available experts and resources. This strategy reduces dependence on outsiders, is cost-effective, and is critical for project sustainability.

10. SEC implementers must be able to distinguish failures resulting from a faulty campaign strategy versus a faulty campaign management plan. As mentioned previously, the management monitoring survey (MMS) as part of the summative evaluation procedures can be highly useful in discerning the reasons for campaign failures.

11. At the heart of implementing a strategic extension campaign is detailed management planning, reflected in the careful scheduling of broadcast spots, the thoughtful sequencing of lesson plans for volunteer workers, where and how to display media materials (for instance, how high should the poster be displayed so that it cannot be removed).

12. The use of microcomputers can greatly expedite the SEC planning and

implementation process. Microcomputers can help in creating and revising project documents, in data analysis, in making visual graphics, in report-writing, and in process documentation.

13. When possible, qualitative behavioral checks should accompany the quantitative responses provided to the KAP survey during pre- and post-intervention data collection phases. Such checks can alleviate self-report response biases.

14. SEC implementing agencies must prepare in advance to meet the market demands created by SEC. For instance, if crop yields are likely to rise as a result of the strategic extension campaign, finding of new markets for the produce is crucial to the economic well-being of the farmer. In the Thailand temperate-zone fruit cultivation project, for instance, SEC advisors suggested the establishment of agro-processing units in anticipation of a bumper harvest. However, the implementing agency did not realize the value of this advice until there was a bumper harvest and prices of fruits went down because of increased supply (Patanapongsa, 1996).

In sum, various lessons were learned from SEC field experiences that were presented in the Penang workshop. During the last several sessions of the workshop, the workshop participants were split into two groups. One group worked to analyze how these lessons learned from over a decade of SEC projects could lead to an improvement in the SEC conceptual framework, its operational procedures, and its field application tools. A second group identified the strengths and limitations of the SEC process and its implementation strategy. There was an obvious, though healthy, overlap in the missions of the two working groups, as we detail in the following sections.

IMPROVING THE CONCEPTUAL FRAMEWORK, OPERATIONAL PROCEDURES, AND FIELD APPLICATION TOOLS OF SEC.

Members of the first working group emphasized the strengths of the SEC conceptual framework, especially its grounding in theories and methods of such disciplines as communication, strategic planning, management, marketing, training, and education. However, several suggestions were provided to further refine the 10 operational phases of the SEC process (see Figure 1).

1. In Phase 1 (see Figure 1), the crucial role of the KAP survey needs to be emphasized up front as a means of problem identification and needs assessment. So Phase 1 should be retitled: KAP Survey, Problems Identification, and Needs Assessment.

2. The processes, elements, and activities associated with the KAP survey (in Phase 1) needs to be respecified. The previous sequence of processes, elements, and activities associated with the KAP survey are depicted in Figure 3. The respecified processes for the KAP survey (reflected in Figure 4) include:

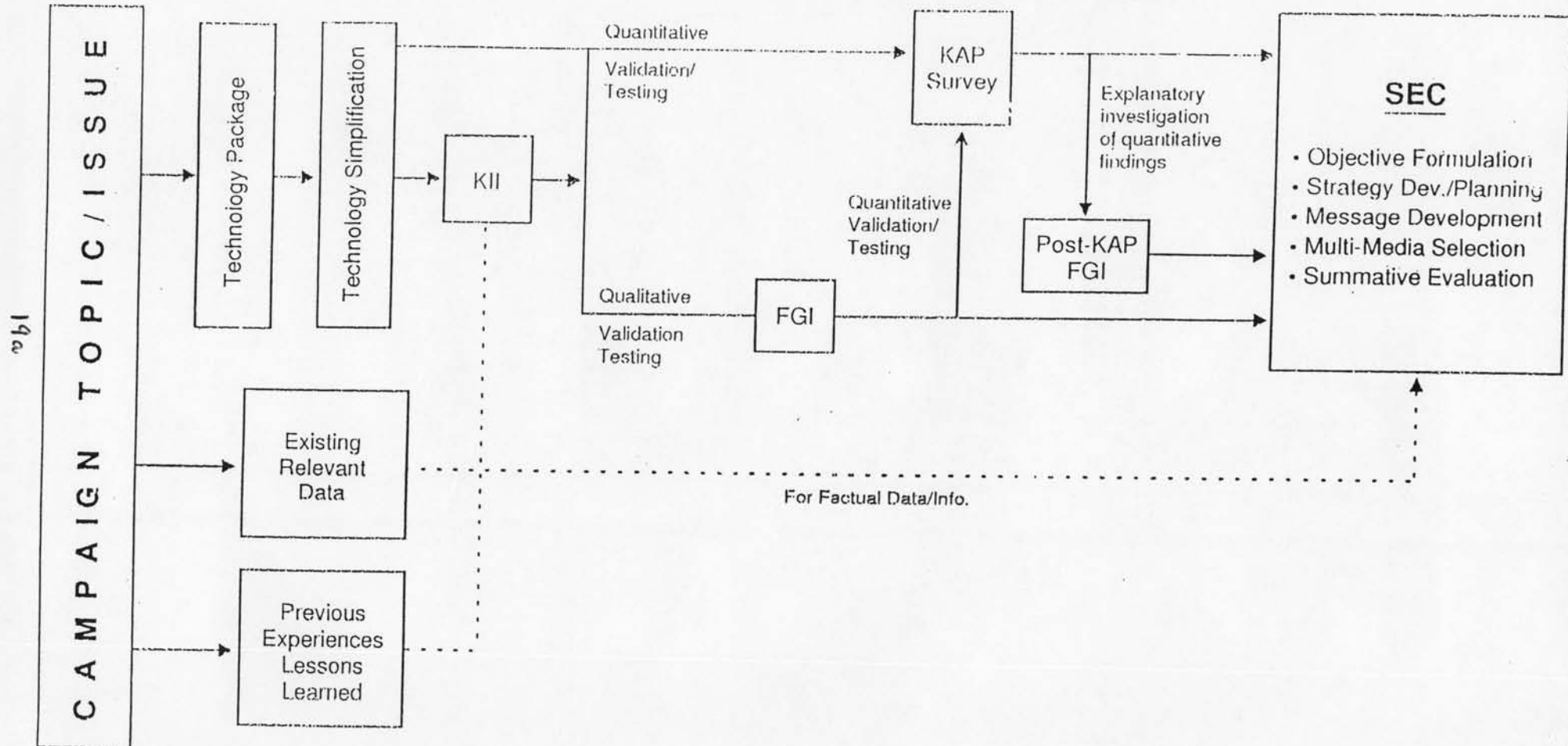
- Once the campaign topic is determined, begin with the Identification and Diagnosis of Main Issues, validated by Key Informant Interviews as well as by a Multi-Disciplinary Team of Experts. A Technology Package and the Critical Information/Technology Acquisition Package (CITAP) for the campaign topic must be derived from this original list of main issues during the process of technology simplification.

- The step of KAP Survey is elaborated to reflect the stages of questionnaire development, pre-testing, and implementation.

3. The term Staff Training in Phase 8 (see Figure 1) should be replaced with the term

Figure 3

PROCESS, ELEMENTS, AND PURPOSES OF KNOWLEDGE, ATTITUDE, AND PRACTICE (KAP) SURVEY IN THE CONTEXT OF STRATEGIC EXTENSION CAMPAIGN (SEC)



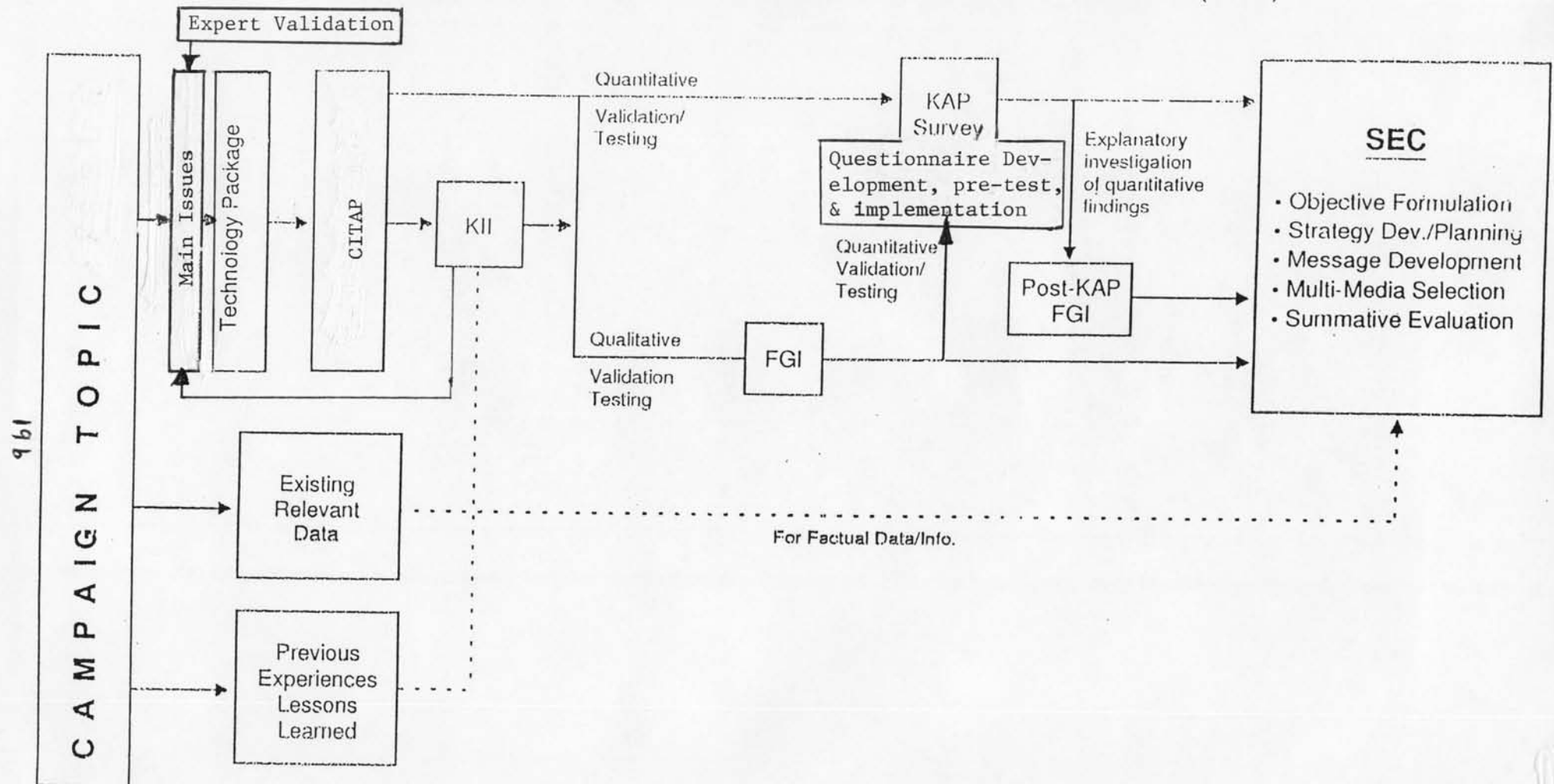
Notes:

- KII = Key Informant Interviews
- FGI = Focus Group Interviews
- KAP = Knowledge, Attitude, Practice
- SEC = Strategic Extension Campaign

Figure 4

REVISED (July, 1996)

PROCESS, ELEMENTS, AND PURPOSES OF KNOWLEDGE, ATTITUDE, AND PRACTICE (KAP) SURVEY IN THE CONTEXT OF STRATEGIC EXTENSION CAMPAIGN (SEC)



Notes:

- KII = Key Informant Interviews
- FGI = Focus Group Interviews
- KAP = Knowledge, Attitude, Practice
- SEC = Strategic Extension Campaign

CITAP = Critical Information/Technology Acquisition Package

Training of Implementors, given the generic nature of the word "staff."

4. Phase 10 (see Figure 1) should only read Summative Evaluation. An asterisk should be included in each of the ten phases specifying that process documentation be carried out in each phase.

Further, summative evaluations of SEC should implement rigorous research designs in order that the results may have stronger policy impacts. When possible, field experiment research designs, with both pre-post data in both treatment and control areas of study must be implemented. Such data are more likely to convince policy-makers about the effectiveness of the SEC method in bringing about social change.

The workshop participants also emphasized the importance of each SEC project going beyond the usual phases of process documentation to produce documents-for-dissemination (short articles, research reports, videos), enabling a wider sharing of SEC's conceptual framework and field application tools with policy-makers, academicians, and other professionals.

STRENGTHS AND LIMITATIONS OF THE SEC PROCESS AND IMPLEMENTATION STRATEGY

Members of the second working group identified the various strengths and limitations of the SEC process and its implementation strategy.

The Strengths

The strengths of the SEC process and its implementation strategy include:

1. The SEC method systematically and accurately identifies a target audiences' needs

and problems by using KAP surveys, key informant interviews, focus group interviews, and other formative evaluation procedures.

2. The SEC method is participatory, cost-effective, and research-based, involving target beneficiaries in influencing their own welfare.

3. The SEC method strengthens (1) the research extension-to-farmer linkage, (2) the farmer-to-research extension linkage, and (3) the extension-training linkage.

4. The SEC method mobilizes and utilizes resources systematically, effectively, and efficiently, increasing the coverage of agricultural extension activities.

5. The SEC method has a built-in process of institutional capacity-building through the training of key local officials.

6. The SEC method can assist policy decision-makers to prioritize the tackling of extension problems, including the appropriation of human and material resources.

7. The SEC method emphasizes precise and comprehensive process documentation in every phase (see Figure 1), providing an opportunity to systematically move from one phase to another, building on what was accomplished previously.

8. The SEC approach believes in methodological triangulation, that is, it incorporates multiple methods of data collection, collation, and analysis. Methodological triangulation enhances the rigor of formative and summative evaluation procedures, aiding in strategic decision-making.

9. The SEC method can be applied cross-nationally and cross sectorally: It can be adapted to address a wide-range of social problems in diverse sectors (both agricultural and non-agricultural) in different countries.

10. The SEC method supplements and complements the existing methods of agricultural extension and training. It has been positioned as an ally, not a competitor, to other existing agricultural extension methodologies.

11. The baseline KAP survey data generated by SEC can be utilized by other project managers for formulating and implementing other related programmatic interventions.

12. The SEC method is relative easy to "sell" to decision-makers because it is cost-effective and result-oriented; also because there is data from various projects in various countries to demonstrate its effectiveness.

13. The SEC method is dynamic, lending itself to continuous refinement and improvement based on new lessons learned from the field.

14. Over the years, SEC has developed a core base of experienced SEC professionals in various countries, who are highly committed to this approach.

The Limitations

The limitations of the SEC process and its implementation strategy include:

1. Only a few dozen resource persons/master-trainers exist in the world who have expertise in the various SEC methods and processes, severely limiting the scope of SEC expansion and multiplication in future years. These master trainers, who all work full-time in other professional occupations, are highly busy individuals, and not so readily available.

2. The SEC process is a relatively new extension education, communication, and training methodology; hence it is not well-known in most developing countries among decision-makers and development professionals.

3. While SEC has generated a great deal of high-quality process documentation in each of its projects, only a handful of publications (Adhikarya & Posamentier, 1987; Adhikarya, 1984; Mohamed, 1993) about SEC initiatives have reached the larger community of academicians and professionals interested in issues of social change. This general paucity of publications about SEC in the mainstream academic, professional, and popular media have limited the advocacy role of SEC among policy decision-makers, and undermined its public relations potential.

4. Only a few standardized training modules exist for SEC and most of them are in the process of finalization. A lack of available training materials has somewhat retarded the replication of SEC initiatives worldwide. Further, the quality of SEC training in various projects has been highly dependent on the availability and quality of the master trainers.

5. While a great deal of practical experience has been gained in various field-based SEC activities, few narratives or insightful case-studies have been compiled from the field about the process of needs assessment, message design, pre-testing, management planning, and other SEC steps. Hence, local lessons from the field have not found a global mechanism of dissemination.

6. While FAO needs to be commended for conceptualizing, designing, implementing, evaluating, and institutionalizing the SEC method in several countries, the seed money that it has provided has been highly limited to harness the great potential of this high-quality, social change methodology. Other donors, for instance, the World Bank, have made far greater investments in implementing its extension education, communication, and training methods.

7. The nomenclature of SEC, with "extension" in its name, can serve as a perceptual

barrier to the dissemination and the institutionalization of the SEC method outside of the mainstream agriculture/extension sector.

THE STATUS OF SEC'S INSTITUTIONALIZATION

The workshop participants agreed that SEC's future is in large part related to its institutionalization in existing in-service training programs and in university level teaching curricula. Some ground has been covered in this respect; however the potential exists to do more, as we argue in this section.

At the School of Communication, Universiti Sains Malaysia, where several of SEC's master trainers (including Drs. Ramli Mohammed, and Yoke Lim Khor) are based, the SEC methodology is taught in two undergraduate courses (YBP 302 and YBP 303), spread over two semesters, making for a total of 112 student contact hours. Students learn a great deal about the 10 operational phases of SEC, including the design of prototype campaign materials, the campaign management plan, the management monitoring survey, and the summative evaluation procedures; however, there is no field-based implementation. In the Visayas State College of Agriculture in the Philippines, where another SEC resource person, Dr. Monina Escalada, is based, the SEC framework is integrated in the undergraduate and graduate courses in development communication. While teaching these courses, the SEC approach is consciously referred to as "strategic communication campaign" to avoid conflict with the extension department. The course outcomes, include a strategic extension campaign plan. but given the limitations of time and resources, there is no opportunity to implement any of the campaign elements. At the Centre for Extension and Continuing Education (CECE),

Agricultural University of Malaysia, the SEC framework is integrated in two courses (PP431 and PP 307). Further, Malaysia's Department of Agriculture in its Centre for Extension Development and Training in Telok Chengai, Kedah State, has included, since 1986, SEC principles in its two week course on extension and training methodology. Also, the Agricultural training Institute in Bumbung Lima, Penang State, started offering SEC as a course for extension officers in 1989.

At the Asian Institute of Technology (AIT), Thailand, a Strategic Extension Campaign Development training course has been offered by its Continuing Education Center since 1994 (Thiraporn, 1996). The six-week course costs \$3,500 (U.S.) in tuition and \$2,000 in living expenses. Some 14 participants attended the course in 1994 and 7 participants in 1995. AIT's Continuing Education Center, in many respects, represents a SEC franchise. The School of Communication at the University Sains Malaysia is also considering to offer training courses in SEC on a cost-recovery basis. In 1996, the Agricultural University in Wageningen, Netherlands, began to integrate SEC principles in its training courses.

What lessons have been learned to date from the experience of institutionalizing SEC? What opportunities for SEC's institutionalization exist in the future?

1. The SEC approach has a great potential market in academic institutions, continuing education programs, as well as in-service training programs.

2. For further multiplication of SEC in educational institutions, a critical mass of trainers and trainees are needed. Especially needed are the right kind of teacher trainers, who have the skills to balance theory and practice, who are articulate, who are good presenters, and facilitators.

3. There is an imminent need to develop more effective teaching modules for SEC. The need for two types of SEC teaching modules is especially: A comprehensive teaching module which summarize SEC's ten operational phases (see Figure 1), and a simpler core model.

4. The potential exists for SEC to be delivered through distance education teaching methods.

5. Short orientation courses on SEC should be developed for government officials, policy-makers, and top managers.

6. The future of SEC lies in its ability to be franchised i.e. replicated without loss of quality. In today's world, SEC training should be offered on a cost-recovery basis. Once the market is convinced that SEC delivers a favorable cost-benefit ratio, the market will bear the costs of SEC training.

RECOMMENDATIONS

The Penang workshop yielded several specific recommendations to enhance the future impact of the strategic extension campaign (SEC) method. While some of these recommendations may have been addressed previously, they are, nevertheless, included here in order to underscore their importance.

1. To ensure the sustainability, replicability, and high quality of SEC's initiative, new master trainers in high numbers (25 to 30 people from various countries on various continents) must be carefully selected and trained.

2. The SEC methodology must be more aggressively promoted and incorporated in the

curriculum of colleges and universities, especially in the agricultural institutions and departments of communication, as well as in-service training curriculum of various organizations. Needed are faculty development seminars on SEC and a wider sharing of SEC curriculum, training methodologies, case studies, and videos.

3. To understand SEC's direct impacts on a global level, such aggregate measures must be compiled: Numbers of countries served by SEC efforts, SEC projects implemented, workshops conducted, workshops attendance, trainers trained, dollars invested, benefits gained, beneficiaries reached, and others. Cost-benefit studies of SEC must be conducted, if possible, at the aggregate level by FAO and by each SEC implementing agency (several of these cost-benefit studies are reported in Adhikarya [1994]).

Also needed is a more systematic documentation/estimation of the more invisible, indirect, and economically intangible impacts of SEC. For instance, the impacts of "networking" among SEC professionals; and the utilization of the SEC framework by other development, educational, and commercial organizations. For instance, at the Penang workshop, the participants learned that Dr. Jurgen Schaefer, an official of the SPC-German Biological Control Project in Suva, Fiji, incorporated several SEC concepts, which he had learned previously in Bangladesh and Thailand, to introduce Integrated Pest Management (IPM) to cabbage growers in several Pacific island countries. Several such "spin-off" applications of SEC, no doubt, exist all over the world. A quantitative and qualitative assessment of such direct and indirect benefits derived from SEC can convince policy-makers about its effectiveness.

4. SEC must be promoted more aggressively among policy decision-makers, middle-

level managers, and field workers. Recommended are one-to-two day "show and tell" workshops for policy decision-makers, one week workshops for middle-level managers, and two-to-three week workshops for field level workers.

5. In future years, SEC can further consolidate its role as a source of feedforward information from farmers to research. The International Rice Research Institute uses the results of KAP surveys and the SEC process to set the research agenda of its researchers. However, this feedforward role of SEC has not yet been tapped systematically.

6. SEC must greatly strengthen its documentation-for- dissemination policy, ensuring that outcomes and lessons learned from SEC initiatives find their way into the mainstream academic, professional, and popular media. This documentation-for-dissemination should be undertaken for every SEC project in print (for academicians, professionals, and popular media), on the internet through a worldwide page for SEC, and in other audio-visual forms, including 1/2 inch videotapes.

7. SEC training modules, case studies from various field experiences, research reports, and other public relations materials must be carefully packaged, consolidated, and be made available to SEC professionals and interested others. Perhaps FAO, as the SEC pioneering organization, can take the lead in launching this initiative.

8. SEC should continue to learn from its on-going project experiences. Periodic evaluations of SEC processes and outcomes must be carried out through both national/international workshops on a formal/informal basis.

9. Mechanisms must be found to expand, consolidate, and enrich the international and in-country networks of SEC professionals in order to sustain and multiply its future impacts.

Such mechanisms might include the establishment of an association of SEC professionals, the launching of an SEC newsletter, the compilation of an SEC directory, a worldwide web SEC home page, and periodic national, regional, and international meetings.

10. In future, SEC must find ways to flourish through entrepreneurship and private sector participation. A great potential exists to franchise the knowledge and resource-base generated by SEC to date. The Continuing Education Center at the Asian Institute of Technology (AIT) in Thailand has taken a lead in establishing such a SEC "franchise" operation, finding that it represents a profitable activity.

11. The nomenclature of SEC should be adapted and revised to suit different purposes as long as the integrity of the SEC method is not compromised. The choice of an exact terminology -- strategic extension campaigns (SEC), strategic health campaigns (SHC), or strategic communication campaigns (SCC) -- is arbitrary.

12. The SEC framework is versatile enough that it should be in future years be implemented to address non-agriculture or extension topics. In recent years, SEC has begun to make forays into the realm of environmental education, population education, and HIV/AIDS prevention and control. While the primary focus of these new SEC initiatives has been in the agricultural sector, a great potential exists to extend them beyond the realm of agricultural extension, education, and training.

SEC'S DILEMMAS

The SEC method presents some ethical, perceptual, and resource-oriented dilemmas. While these dilemmas do not undermine the efficacy of SEC as a method of development

organizing, it is important to be aware of them in order to make judicious decisions.

1. Ethical dilemmas: The SEC method is designed to bring about overt behavior change among individuals. The ethical dimensions of influencing behavior change must be examined and debated. Who has the right to determine what is right for whom? is a key ethical question to pose. Ethical dimensions are also embedded in differential knowledge/economic/relational gains made by members of a target audience: For instance, Who benefits and by how much? Further, How can the benefits accrue more to the weak, vulnerable, the socio-economically disadvantaged members of a target audience?

2. Perceptual Dilemmas: SEC should guard against the perception that it represents a panacea for world problems that involve attitudinal and behavior change. Communication is one tool to foster social change and SEC is one method of harnessing that tool effectively. Problems of hunger, poverty, HIV/AIDS, environmental pollution, and others are important, urgent problems, calling for speedy solutions. It is important that SEC establish realistic expectations with respect to its outcomes. Implementing a complete SEC cycle (see Figure 1) takes at least 18 months, and several desired behavioral outcomes, may take more years to manifest themselves.

3. Resource Dilemmas: To implement SEC, one needs experts, money, time, and the patronage of high officials, who hold the key to the commitment of human/material resources. While most of the commitment of resources, personnel, and time is up front, the benefits from SEC take time to accrue. Under such conditions, it is imperative that SEC should use resources judiciously. For instance, when conducting a KAP survey, should the SEC implementers not investigate the possibility of making KAP assessments on multiple

campaign topics, provided the sanctity of the primary topic is not compromised?

Endnotes

¹. Dr. Adhikarya joined the Economic Development Institute of the World Bank in Washington D.C. beginning October, 1996.

². In fact, the Adhikarya (1994) book, Strategic Extension Campaigns: A Participatory-Oriented Method of Agricultural Extension (also available on floppy disks, CD-ROM, and the FAO web-site), represents a comprehensive review of the SEC method, its field applications, its empirical results, and also a 50-person list of SEC resource people/master trainers worldwide.

REFERENCES

- Academy for Educational Development (AED, 1984). Mass media and health practices. Washington D.C.: AED.
- Adhikarya, R., & Crawford, R. (1973). The use of traditional media in family planning programs in rural Java. Current Papers in the Communication Arts Series No. 2. Ithaca: Cornell University.
- Adhikarya, R. (1974, September). Development of a conceptual framework for a public information program. A report to the Ford Foundation and the Commission on Population, Manila, Republic of the Philippines.
- Adhikarya, R. (1977). Communication planning as it relates to resources and needs. Vision and hindsight: The future of communications. London: International Institute of Communications.
- Adhikarya, R., & Rogers, E.M. (1978). Communication and inequitable development: Narrowing the socio-economic benefits gap. Media Asia, 5(1).
- Adhikarya, R. (1983). A planned communication support strategy for increasing BAAS' ligation acceptors. A report to USAID, Dhaka, Bangladesh.
- Adhikarya, R., & Posamentier, H. (1987). Motivating farmers for action. Eschborn, Frankfurt, Germany: GTZ.
- Adhikarya, R. (1994). Strategic extension campaign: A participatory-oriented method of agricultural extension. Rome, Italy: Food and Agriculture Organization of the United Nations.

Adhikarya, R. (1996, July). Strategic extension campaign historical evolution. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.

Bandura, A. (1977). Social learning theory. Englewood Cliffs, NJ: Prentice-Hall.

Bauer, R. (1964). The obstinate audience: The influence process from the point of view of social communication. American Sociologist, 19, 319-328.

Beltran, L.R. (1976). Alien premises, objects and methods in Latin American communication research. In E.M. Rogers (Ed.), Communication and development. Newbury Park, CA: Sage.

Campbell, D., & Stanley, J. (1963). Experimental and quasi-experimental designs for research. Chicago; Rand McNally.

Cantril, H. (1947). The invasion from Mars. In T.M. Newcomb, H. Cantril, & others (Eds.), Readings in social psychology. New York: Henry Holt & Company.

Chambers, R. (1986). Rural development: Putting the last first. Hong Kong: Longman.

Diaz Bordenave, J. (1976). Communication of agricultural innovations in Latin America. In E.M. Rogers (Ed.), Communication and development. Newbury Park, CA: Sage.

Escalada, M.M. (1996, July). Strategic extension campaign on golden snail control. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.

Heong, K.L. (1996, July). Long An project. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.

- Festinger, L. (1957). The theory of cognitive dissonance. New York: Harper & Row.
- Freire, P. (1970). Pedagogy of the oppressed. New York: Herder & Herder.
- Ho, N., Zakaria, Z., Badrun, G., & Yeoh, G. (1996, July). Results, benefits and lessons learned from planning, implementing and evaluating strategic extension campaign (SEC) activities in the Muda area, Malaysia. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.
- Hyman, H.H., & Sheatsley (1947). Some reasons why information campaigns fail. Public Opinion Quarterly, 11, 412-423.
- Katz, E., & Lazarsfeld, P.F. (1955). Personal influence: The part played by people in mass communication. New York; Free Press.
- Khor, Y.L. (July, 1996). Results, benefits and lessons learned from planning, implementing and evaluating strategic extension campaign (SEC) activities. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.
- Klapper, J.T. (1960). The effects of mass communication. New York: Free Press.
- Kotler, P., & Zaltman, G. (1971). Social marketing: An approach to planned social change. Journal of Marketing, 35, 3-12.
- Maccoby, N., Farquhar, J.W., Wood, P.D., & Alexander, J. (1977). Reducing the risk of cardio-vascular diseases: Effects of a community-based campaign on knowledge and behavior. Journal of Community Health, 3, 100-114.
- Maccoby, N., & Solomon, D.S. (1981). Heart disease prevention: Community studies.

In R.E. Rice and W.J. Paisley (Eds.). Public communication campaigns. Newbury Park, CA: Sage.

Mendelsohn, H. (1973). Some reasons why information campaigns can succeed. Public Opinion Quarterly, 39, 50-61.

Mesfin, Y. (1996, July). Results, benefits and lessons learned from planning, implementing and evaluating strategic extension campaign (SEC) activities: The experience of Zanzibar, the Republic of Tanzania. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.

Mohamed, R. (1993). Communication planning in extension organizations. Journal of Development Communication, 2(4), 83-96.

Mohd. Noor, A.S., & Othman, A.B. (July, 1996). Results, benefits and lessons learned from planning, implementing and evaluating strategic extension campaign (SEC) activities: Experience of the Department of Agriculture, Malaysia. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.

Muyaya, S.J. (July, 1996). Results, benefits and lessons learned from planning, implementing and evaluating strategic extension campaign (SEC) activities in Malawi. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.

Newcomb, T.M. (1953). An approach to the study of communication acts. Psychological Review, 60, 393-404.

Patanapongsa, N. (July, 1996). Results, benefits, and lessons learned from working with temperate-zone fruit crops cultivation SEC in Thailand. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.

Rogers, E.M. (1962). Diffusion of innovations. First Edition. New York: The Free Press.

Rogers, E.M. (1976a). The passing of the dominant paradigm: Reflections on diffusion research. In W. Schramm & D. Lerner (Eds.), Communication and change: The last 10 years - and the next (pp. 49-52). Honolulu, Hawaii: The University Press of Hawaii.

Rogers, E.M. (1976b). Communication and development: The passing of the dominant paradigm. In E.M. Rogers (Ed.), Communication and development: Critical perspectives. Newbury Park, CA: Sage.

Rogers, E.M., & Adhikarya (1979). Diffusion of innovations: A up-to-date review and commentary. In D. Nimmo (ed.), Communication Yearbook 3. New Brunswick: Transaction Books.

Rogers, E.M., & Shoemaker, F.F. (1971). Communication of innovations: A cross-cultural approach. New York: Free Press.

Rogers, E.M. (1978). The rise and fall of the dominant paradigm. Journal of Communication, 28, 64-69.

Rogers, E.M., & Adhikarya, R. (1979). Diffusion of innovations: An up-to-date review and commentary. In D. Nimmo (Ed.), Communication Yearbook III. New Brunswick, NJ: Transaction Books.

Rogers, E.M., Kincaid, D.L. (1981). Communication networks: A new paradigm of research. New York: The Free Press.

Rosenberg, M. (1965). The logic of survey analysis. New York: Basic Books.

Suchman, E.A. (1967). Preventive health behavior: A model for research on community health campaigns. Journal of Health and Social Behavior, 8, 197-209.

Thiraporn, L. (1996, July). Lessons learned from implementing and evaluating SEC training at AIT. Paper presented at the USM-MADA-FAO International Workshop on Strategic Extension Campaign (SEC): Results Demonstration and Experience Sharing, Penang, Malaysia.

Tichenor, P.J., Donohue, G.A., & Olien, C.N. (1970). Mass media flow and differential growth in knowledge. Public Opinion Quarterly, 38, 159-170.

Appendix A

List of Workshop Participants

**USM-MADA-FAO WORKSHOP ON STRATEGIC EXTENSION CAMPAIGN (SEC):
RESULTS DEMONSTRATION AND EXPERIENCE SHARING
PENANG, MALAYSIA 15 - 19 JULY 1996**

NAME	ADDRESS	TEL	FAX	E-MAIL
Dr Abdul Halim (Professor/Rector)	Institute of Post Graduate Studies in Agriculture P.O. Box IPSA, Salna, Gazipur-1703, BANGLADESH	(880-2) 933-2127(O & H) (880-681) 2330(H) 2020/2318(O)	(880-2) 814-066	IPSA@DHAKA.AGNI.COM (O)
Dr Adhikarya, Ronny (Extension, Education & Training Methodology Specialist)	Extension, Education and Communication Service (SDRE) SDR Division, FAO of the United Nations Via delle Terme di Caracalla 00100 Rome, ITALY	(39-6) 5225-6874(O) 5236-2774(H) (39-360) 609-376(HP)	(39-6) 5225-3152(O) 5236-2774(H)	<Ronny.Adhikarya@fao.org> (O) <MC4303@MCLINK.IT> (H)
Mr A. Saffian Mohd Noor (Training Program Coordinator)	Extension Training and Development Centre Department of Agriculture, Telok Chengai 06600 Kuala Kedah, MALAYSIA <i>Bumbung Lima Agriculture complex</i> <i>13200 Kepala Batas, Penang, Malaysia</i>	(60-4) 575-7853 771-2004(O) 771-4003(O) 771-2949(H)	(60-4) 771-7110 <i>(60-4) 575-7751</i>	<plpptc@po.jaring.my>
Prof Amir Hossain (Director)	Graduate Training Institute Bangladesh Agricultural University Mymensingh, BANGLADESH	(880-91) 5301(O) 5371(H)		
Ms. Asna Booty Othman Asst. Director	Pest Control Branch Plant Protection Division Department of Agriculture, Jalan Gallagher, 50480 Kuala Lumpur, MALAYSIA	(60-3) 298-3077 (ext 114) 737-1384(H)	(60-3) 298-3646	
Mr Cabueños, Tomas Jr. (Asst. Director)	Bureau of Agrarian Reform Beneficiaries Development Department of Agrarian Reform (DAR) Quezon City, PHILIPPINES	(63-2) 926-1890(O) 827-6035(H)	(63-2) 926-1890 926-3468 929-3968	
Dr Escalada, Monina (Professor)	Department Of Dev. Communication Visayas State College of Agriculture Baybay, Leyte 6521-A, PHILIPPINES	(63-2) 521-2027(O)	(63-2) 588-692	<escalada@mailstation.net>
Dr Ezhar Tamam (Lecturer)	Department of Development Communication Universiti Pertanian Malaysia Serdang, 43400 Selangor, MALAYSIA	(60-3) 948-6101 (ext 2943) 836-0935(H)	(60-3) 948-3743	<ezhar@pppl.upm.edu.my>

O = Office; H = Home; HP = Handphone/Cellular Phone

NAME	ADDRESS	TEL	FAX	E-MAIL
Mr Ghazali Badron (Asst. Agriculture Officer)	Muda Agricultural Development Authority (MADA) Ampang Jajar, 05990 Alor Setar Kedah, MALAYSIA	(60-4) 759-6250(O) 759-6089(O) 917-1818(H)	(60-4) 759-7453(O)	
Mr Ghazali Zakaria (Chief Extension Officer)	Department of Agriculture Bumbung Lima Agriculture Complex 13200 Kepala Batas, Penang, MALAYSIA	(60-4) 575-7852(O) 356-4415(H)	(60-4) 575-7751(O)	
Dr Heong, K.L. Entomologist	Entomology and Plant Pathology Division International Rice Research Institute (IRRI) P.O. Box 933, 1099 Manila, PHILIPPINES	(63-2) 818-1926 ext. 726(O) ext. 390(H)	(63-2) 817-8470	<k.heong@cgnet.com>
Mr Ho Nai-Kin (Senior Agricultural Officer)	Agricultural Extension & Training Section Muda Agricultural Development Authority (MADA) Ampang Jajar, 05990 Alor Setar Kedah, MALAYSIA	(60-4) 772-8255(O) 731-9752(H)	(60-4) 772-2667(O)	
Dr Khor Yoke-Lim (Associate Professor)	School of Communication Universiti Sains Malaysia 11800 Penang, MALAYSIA	(60-4) 657-7888(O) 657-1979(H)	(60-4) 6577736	<ylkhor@usm.my>
Ms. Ladda Thiraporn (Senior Program Associate)	Continuing Education Center Asian Institute of Technology (AIT) P.O. Box 2754, Bangkok, THAILAND	(66-2) 524-5272(O) 594-0887(H)	(66-2) 524-5247	<maize@ait.ac.th>
Dr Mbindyo, Joseph (Director)	School of Journalism University of Nairobi P.O. Box 30197, Nairobi, KENYA	(254-2) 229-168(O) 334-244 ext. 28080(O) 442-020(H)	(254-2) 229-168(O) 216-135(O)	<unosoj@arcc.permanet.org>
Mr Mesfin, Yohannes (FAO Consultant)	20 Park Mansion Colehill Lane, S116 SEQ London, UNITED KINGDOM	(44-171) 731-7146	(44-181) 668-7929	
Dr Mohamed Shafie Sallam (Professor/Director)	Agri Extension and Rural Dev. Research Institute, 8 Gamaa Street, Giza Cairo, EGYPT	(20-2) 571-6301(O) 243-0883(H)	(20-2) 571-6303	<rusallam@brainy1.ie-eg.com>
Dr Mohammed-Zin Nordin (Chairman of Programme)	School of Communication Universiti Sains Malaysia 11800 Penang, MALAYSIA	(60-4) 657-7888(O) 656-9912(H)	(60-4) 657-7736	<mohammed@usm.my>
Mr Muyaya, Simon J. (Programme Manager, Agricultural Extension Advisor)	Ministry of Agriculture Lilongwe Agri. Development Division P.O. Box 259 Lilongwe, MALAWI	(265) 743-991(O) 783-255(O) 743-742(H)	(265) 744-005 781-490	c/o FAOR Office: <FAO-MWI@field.fao.org>

NAME	ADDRESS	TEL	FAX	E-MAIL
✓ Dr Narinchai Patanapongsa (Associate Professor)	Department of Agricultural Extension Faculty of Agriculture, Chiang Mai University Chiang Mai 50002, THAILAND	(66-53) 221-699(O) 211-590(H)	(66-53) 225-221	
Dr Ramli Mohamed (Professor/Dean)	School of Communication Universiti Sains Malaysia 11800 Penang, MALAYSIA	(60-4) 658-6554(O) 657-5050(H)	(60-4) 657-7736(O)	<ramli@usm.my> <dean_com@usm.my>
Dr Sharifah A. Alsagoff (Associate Professor)	School of Education Universiti Sains Malaysia 11800 Penang, MALAYSIA	(60-4) 657-7888(O) 643-2993(H)	(60-4) 657-2907(O)	<salwiah@usm.my>
Dr Singhal, Arvind (Associate Professor)	School of Interpersonal Communication College of Communication Lasher Hall, Ohio University Athens, Ohio 45701-2979, USA	(1-614) 593-4903(O) 593-4828(O) 592-3430(H)	(1-614) 593-4810	<singhal@ouvaxa.cats.ohiou.edu>
Mr Teow Hock Chuan (Asst. Agriculture Officer)	Muda Agricultural Development Authority (MADA) Ampang Jajar, 05990 Alor Setar Kedah, MALAYSIA	(60-4) 976-2601(O) 976-5169(H)	(60-4) 976-0326(O)	
Dr Teoh Chye Hean (Ext. Training & Curriculum Dev Consultant)	12 Dalroy Crescent, Vermont South Melbourne, Victoria 3133, AUSTRALIA	(61-3) 9802-9308(H)	(61-3) 9802-9308	<rachteoh@aurora.cc.monash.edu.au>
Dr Wentling, Tim Professor/Head	Department of Human Resource Education 345 Education, University of Illinois 1310 South sixth Street, Champaign, Illinois 61820, USA	(1-217) 333-0185(O) 359-1731(H)	(1-217) 244-5632	<wentling@uiuc.edu>
Mr Yeoh Guan Huat (Asst Agriculture Officer)	Muda Agricultural Development Authority (MADA) Ampang Jajar, 05990 Alor Setar Kedah, MALAYSIA	(60-4) 769-1107(O) 733-3835(H)	(60-4) 976-0326(O)	

16 July 1996

Appendix B

Workshop Agenda

An International Workshop on
**Strategic Extension Campaign (SEC):
Results Demonstration and
Experience Sharing**

15 - 19 July 1996
Crown Prince Hotel
Penang, MALAYSIA

organised by:

School of Communication, Universiti Sains Malaysia
Penang, Malaysia

and

Muda Agricultural Development Authority (MADA)
Alor Setar, Kedah

in collaboration with:

The Extension, Education and Communication Service (SDRE)
FAO/United Nations, Rome, Italy

An International Workshop on

**Strategic Extension Campaign (SEC):
Results Demonstration and Experience Sharing**

Organised by:

School of Communication, Universiti Sains Malaysia
and

Muda Agricultural Development Authority (MADA)

in collaboration with:

The Extension, Education and Communication Service (SDRE)
FAO/United Nations, Rome, Italy

Penang, Malaysia, 15 - 19 July 1996

Provisional Agenda for Sessions, Chairpersons and Rapporteurs:

Monday, 15 July 1996

Session 1: Chairperson: Prof. Dr. Ramli Mohamed
Rapporteur: Dr. Yoke-Lim Khor

08.30 - 09.00 Opening and Welcome Remarks
by the representative of: USM, FAO, MADA

09.00 - 09.15 Introduction of Participants

09.15 - 09.30 Group Photo

09.30 - 09.45 Coffee Break

Session 2: Chairperson: Mr. Nai-Kin Ho
Rapporteur: Dr. Mohammed Zin Nordin

09.45 - 10.15 *Workshop Objectives, Working Procedures,
and Logistical Arrangements*

*Election/Confirmation of Chairpersons and Rapporteurs,
and Adoption of Workshop Programme/Schedule*

Orientation by: Dr. Ronny Adhikarya
Extension Educ. & Training Methodology Specialist
Agricultural Extension and Education Service (SDRE)
FAO/United Nations
Rome, Italy

Prof. Dr. Ramli Mohamed
Dean
School of Communication
Universiti Sains Malaysia (USM)
Penang, Malaysia

Strategic Extension Campaign (SEC) Workshop : Provisional Agenda

- Session 3: Chairperson: Dr. Yoke-Lim Khor
Rapporteur: Dr. Monina Escalada
- 10.15 - 11.30 *Strategic Extension Campaign (SEC): Historical /Evolution
Conceptual Framework Development, and Field Application.* ✓
- Presentation by: Dr. Ronny Adhikarya
Extension Educ. & Training Methodology Specialist
Agricultural Extension and Education Service(SDRC)
FAO/United Nations
Rome, Italy
- 11.30 - 12.30 Discussion ↗
Lead Respondents: Dr. Arvind Singhal
(5 minutes each) Dr. Joseph Mbindyo
Prof. Ramli Mohamed
- 12.30 - 14.00 Lunch
- Session 4: Chairperson: Dr. Arvind Singhal
Plenary Rapporteur: Dr. Ezhar Tamam.
- 14.00 - 14.45 *The Pioneers -- Malaysia's Department of Agriculture:
Results, Benefits and Lessons Learned From Planning,
Implementing and Evaluating SEC Activities*
- Presentation by: Ms. Asna Booty Othman and
Mr. A. Saffian Mohd. Noor
Department of Agriculture
Malaysia
- 14.45 - 15.30 Discussion
Lead Respondents: Dr. Yoke-Lim Khor
(5 minutes each) Dr. K.L. Heong
Mr. Johannes Mesfin
- 15.15 - 15.30 Coffee Break
- Session 5: Chairperson: Dr. Joseph Mbindyo
Plenary Rapporteur: Dr. C.H. Teoh
- 15.30 - 16.15 *The Advocates -- Muda Agri. Development Authority (MADA):
Results, Benefits and Lessons Learned From Planning,
Implementing and Evaluating SEC Activities*
- Presentation by: Mr. Nai-Kin Ho
Senior Agri. Officer and
Head, Training & Extension
MADA, Malaysia

16.15 - 17.00 Discussion
 Lead Respondent: Mr. A. Saffian Mohd. Noor
 (5 minutes each) Mr. Simon J. Muyaya
 * Dr. Arvind Singhal

Night
 Assingment: Review the Reports on "^{results}~~Results~~, Benefits, and Lessons Learned From Planning, Implementing and Evaluation SEC Activities" prepared by Workshop participants.

Tuesday, 16 July 1996

Session 6: Chairperson: Dr. C.H. Teoh
 Rapporteur: Dr. Mohammed Zin Nordin

08.30 - 09.00 *The Multiplier Agents -- Sharing the SEC Know How Nation-Wide: Results, Benefits and Lessons Learned From Planning, Implementing and Evaluating SEC Activities.*

Presentation by: Mr. A. Saffian Mohd. Noor
 Training Prog. Coordinator
 Extension Training & Development Centre
 Dept. of Agriculture, Malaysia

09.00 - 10.15 *The Multiplier Agents -- Sharing the SEC Know How World-Wide: Results, Benefits and Lessons Learned From Planning, Implementing and Evaluating SEC Activities.*

A Panel Discussion: Dr. C.H. Teoh (Moderator)
 Prof. Ramli Mohamed (Panelist)
 Mr. Johannes Mesfin (Panelist)
 Dr. Monina Escalada (Panelist)
 Yoke-Lim Khor ~~Mr. Ghazali Zakaria (Panelist)~~
 Mr. A. Saffian Mohd. Noor (Panelist)

10.15 - 10.30 Coffee Break

10.30 - 11.15 Open Floor Discussion
 Lead Respondents: Prof. Tim Wentling
 (5-10 minutes each) Dr. Arvind Singhal *
 Dr. Mohd. Shafie Sallam

Session 7: Chairperson: Prof. Tim Wentling
 Plenary Rapporteur: Dr. Amir Hossain

11.15 - 12.00 *The Trainers -- Packaging SEC Learning Material & Tools: Results, Benefits and Lessons Learned From Planning, Implementing and Evaluating SEC Activities.*
 Training

Strategic Extension Campaign (SEC) Workshop : Provisional Agenda

A Panel Discussion: Prof. Tim Wentling (Moderator)
Dr. C.H. Teoh (Panelist)
Prof. Ramli Mohamed (Panelist)
Dr. Monina Escalada (Panelist)
Dr. Yoke-Lim Khor (Panelist)
Mr. A. Saffian Mohd. Noor (Panelist)

12.00 - 12.30 Open Floor Discussion
Lead Respondents: Prof. Abdul Halim
(5-10 minutes each) Mr. Nai-Kin Ho
Ms. Ladda Thiraporn

12.30 - 14.00 Lunch

✓ Session 8: Chairperson: Ms. Asna Booty Othman
Plenary Rapporteur: Dr. Monina Escalada

14.00 - 14.45 *The Field Implementors -- Experience from Zambia and Tanzania:
Results, Benefits and Lessons Learned From Planning,
Implementing and Evaluating SEC Activities.*

Presentation by: Mr. Johannes Mesfin
Former Project Manager of
FAO Projects in Zambia and Tanzania/Zanzibar

14.45 - 15.45 *The Field Implementors -- Experience from Malawi:
Results, Benefits and Lessons Learned From Planning,
Implementing and Evaluating SEC Activities.*

Presentation by: Mr. Simon J. Muyaya
Manager, Lilongwe, Agri. Development Division
Ministry of Agriculture, Malawi

Prof. Ramli Mohamed
Former SEC consultant to
a FAO project in Malawi

15.45 - 16.00 Coffee Break

16.00 - 17.00 Open Floor Discussion
Lead Respondents: Dr. Joseph Mbindyo
(5-10 minutes each) Dr. Amir Hossain
Dr. Narinchai Patanapongsa
Dr. Mohd. Shafie Sallam
Dr. Mohammed Zin Nordin

19.00 - 22.00 Dinner Reception at The Istana

Formal Dinner

Session 9: Chairperson: Dr. K.L. Heong
Plenary Rapporteur: Dr. Sharifah A. Alsagoff

08.30 - 09.30 *The Field Implementors -- Experience from Thailand: Results, Benefits and Lessons Learned From Planning, Implementing and Evaluating SEC Activities.*

Presentation by: Dr. Narinchai Patanapongsa
Dept. of Agri. Extension, Chiang Mai Univ.
Former SEC consultant to
FAO project TCP/THA/2252

Prof. Ramli Mohamed
Former SEC consultant to
a FAO project TCP/THA/2252

09.30 - 10.00 Discussion

Lead Respondents: Mr. Tomas Cabuenos
(5-10 minutes each) Prof. Abdul Halim

* Dr. Arvind Singhal

10.00 - 10.15 Coffee Break

Session 10: Chairperson: Mr. Simon J. Muyaya
Plenary Rapporteur: Mr. Tomas Cabuenos

10.15 - 11.15 *The Educators -- Incorporating SEC Methods into In-Service Training and University-level Teaching Curriculum: Strategies, Results, Lessons Learned from, and Suggestions for, Planning, Implementing and Evaluating SEC Teaching Activities.*

A Panel Discussion: Dr. C.H. Teoh (Moderator)
Dr. Yoke-Lim Khor (Panelist) ✓
Prof. Ramli Mohamed (Panelist)
Dr. Monina Escalada (Panelist)
Dr. Ezhar Tamam (Panelist)
Mr. A. Saffian Mohd. Noor (Panelist)

11.15 - 11.45 *The Regional Facilitator-- Institutionalizing SEC Training through the Asian Institute of Technology (AIT)/Continuing Education Center's Programme: Strategies, Results, Lessons Learned from Planning, Implementing & Evaluating SEC Training Activities.*

Presentation by: Ms. Ladda Thiraporn
Senior Program Associate
Continuing Education Center (CEC)
Asian Institute of Technology (AIT)
Bangkok, Thailand

11.45 - 12.45 Open Floor Discussion

Lead Respondents: ✱ Dr. Arvind Singhal
(5-10 minutes each) Prof. Tim Wentling
Dr. Amir Hossain
Dr. Joseph Mbindyo
Dr. Sharifah A. Alsagoff
Dr. Narinchai Patanapongsa

12.25 - 14.00 Lunch

Session 11: Chairperson: Prof. Abdul Halim
Plenary Rapporteur: Dr. Sharifah A. Alsagoff

14.00 - 15.00 *SEC in Action -- KAP Survey on HIV/AIDS Prevention:
Process, Context, and Results of the MADA-USM-
UKM- Malaysia's Dept. of Health-FAO Collaborative Activities*

Presentation by: Mr. Nai-Kin Ho
Senior Agri. Officer, and
Head, Training & Extension
MADA, Malaysia

Dr. Yoke-Lim Khor
Dr. Mohammed Zin Nordin
School of Communication
Universiti Sains Malaysia

15.00 - 15.30 Discussion

Lead Respondents: ✱ Dr. Arvind Singhal
(5-10 minutes each) Dr. K.L. Heong
Prof. Tim Wentling

15.30 - 15.45 Coffee Break

Session 12: Chairperson: Dr. Amir Hossain
Plenary Rapporteur: Mr. A. Saffian Mohd. Noor

15.45 - 16.45 *SEC in Action -- Strategic Planning, Message Design
and Multi Media Materials Development (STRAPMAD) on
HIV/AIDS
Prevention: Process, Context, and Results of the MADA-USM-
UKM- Malaysia's Dept. of Health-FAO Collaborative Activities.*

Presentation by: Mr. Ghazali Badron
Assistant Agriculture Officer
MADA, Malaysia

Dr. Yoke-Lim Khor
Dr. Mohammed Zin Nordin
School of Communication
Universiti Sains Malaysia

16.45 - 17.30 Discussion
Lead Respondents: Dr. Monina Escalada
(5-10 minutes each) Dr. Joseph Mbindyo
Dr. Rodzian Md. Zain

Thursday, 18 July 1996

Session 13: Chairperson: Mr. Tomas Cabuenos
Plenary Rapporteur: Dr. Narinchai Patanapongsa

08.30 - 09.30 *From Research to Farmer Practice. A Case Study in Rice Pest Management in Vietnam*

Presentation by: ✓ Dr. K.L. Heong
Entomology Division
International Rice Research Institute (IRRI)
Los Banos, the Philippines

~~Dr. Monina Escalada
Dept. of Development Communication
Visayas State College of Agriculture (VISCA)
Cebu, the Philippines~~

09.30 - 10.15 Discussion
Lead Respondents: Prof. Ramli Mohamed
(5-10 minutes each) Dr. Joseph Mbindyo
Dr. Mohd. Shafie Sallam

10.15 - 10.30 Coffee Break

Session 14: Small Group Meetings

10.30 - 12.30 Group 1: *Strengths and Weaknesses of the SEC Methodology and the Suggestions for Improving Its Conceptual Framework, Operational Procedures, and Field Application Tools.*

Group 2: *Strengths and Weaknesses of the SEC Implementation, Strategy, Process, and Experience Sharing, and the Suggestions for Further Expansion and Utilization.*

12.30 - 14.00 Lunch

14.00 - 17.30 Continue Small Group Meetings
(Coffee will be served at 15.30)

Strategic Extension Campaign (SEC) Workshop : Provisional Agenda

Friday, 19 July 1996

Session 15: Chairperson: Dr. Mohd. Shafie Sallam
Plenary Rapporteur: * Dr. Arvind Singhal

08.30 - 09.15 Group 1: *Reporting the Results of Session 14*

09.15 - 09.45 *General Comments/Discussion of Reports of Group 1*

09.45 - 10.00 Coffee Break

10.00 - 10.45 Group 2: *Reporting the Results of Session 14*

10.45 - 11.45 *General Comments/Discussions of Reports of Group 2*

Session 16: Chairperson: Prof. Ramli Mohamed
Plenary Rapporteur: Dr. Yoke-Lim Khor

11.15 - 12.30 Participants' Feedback on Workshop

12.30 - 13.00 Final Remarks

13.00 - 14.00 Lunch

14.00 PM Free Time or for Social/Cultural Education Tours or Activities