

# Ways to improve the delivery methods and teaching strategies in the Extension System in Senegal: A Case Study of Thies and Bambey



COLLEGE OF AGRICULTURE AND LIFE SCIENCES  
AGRICULTURAL, LEADERSHIP,  
AND COMMUNITY EDUCATION  
VIRGINIA TECH.

Ousmane Kane & Donna Westfall-Rudd

## Introduction

In Senegal, the rural sector has undergone major reforms due to macroeconomic policy revisions adopted by the Senegalese government. The changes in agriculture have resulted in significant diversities the type of information that farmers need to grow and maintain their production skills. The purpose of the study is to develop a set of recommendations to improve the educational program planning and teaching skills of extension educators by focusing on their approaches for teaching farmers in Senegal.

## Theoretical Framework

This case study examined the teaching methods used by the extension educators in Diourbel and Thies. The theoretical framework that informed the study was Cervero and Wilson's (2006), program planning theory in which planning is defined as a social activities and social interests in contexts marked by socially structured relations of power, and Caffarella's (2013 & 2002), planning programs for adult learners which gives a practical guide for educators, trainers, and staff developers to develop a professional development program..

## Methodology

Participants in this qualitative study were a purposeful sample of extension educators involved in the Thies and Bambey regions, and who have prior experience working with the Senegalese extension system. Seven audio-recorded interviews were conducted with open-ended interview questions which were developed based on an a priori table. The interviews were lengthened around 45-60 minute. Researchers connected qualitative data derived from participant interviews, qualitative document analysis and observations of participants, and a final focus group for participant clarification of preliminary data. These connections were used to analyse the data.

## Findings

- the study showed a lack of knowledge of teaching methods within the extension system.
- Student-centered teaching methods were ambiguous and confusing for participants.
- The participants also had a negative opinion about professional development competencies.
- The necessity of giving the extension agents the opportunities to have career improvement through capacity building and professional development.
- Limited sources of information negatively impacted their teaching methods because of limited access to the newest practical teaching information and strategies.
- continuing professional development programs should be equitable opportunities for both new and experienced extension professionals in the extension system.

## Recommendation

**It is recommended that continuing professional educational programs be offered to emphasis planning processes such as need assessment, program planning, learning and delivery methods, and evaluation systems for animal extension.**

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Cafferella, R. S. & Daffron, S. R., (2013). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (Third ed.). San Francisco: Jossey-Bass.  
Cafferella, R. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers* (second ed.). San Francisco: Jossey-Bass.