

Module 1: Introduction to the New Extensionist



LECTURER GUIDE

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Module 1: Introduction to the New Extensionist

Pre-assessment

Complete the following pre-assessment in order to determine how comfortable you are with the topic of extension.

	Question	Self-assessment				
		Low			High	
1	Are you familiar with the role of extension in addressing the ever-changing rural context?	1	2	3	4	5
2	Are you aware of the broader system in which farming exists and how this relates to the agricultural innovation system?	1	2	3	4	5
3	Are you comfortable discussing the various types of extension providers and their roles?	1	2	3	4	5
4	How familiar are you with the way different types of extension services have been implemented across the world?	1	2	3	4	5
5	Do you understand the vision, mission and guiding principles of GFRAS and how they relate to the New Extensionist movement?	1	2	3	4	5
6	Are you familiar with the strategic fields of action and the different levels of capacity development?	1	2	3	4	5

Question		Self-assessment				
		Low		High		
7	Do you understand how the development of new roles based on strategic fields relate to the capacity development levels?	1	2	3	4	5
8	How familiar are you with the core competencies required of you and how they relate to the Extensionist Learning Kit?	1	2	3	4	5

Answer: Learner's own answer.

Study unit 1: Rationale for the New Extensionist

Session 1.1: Changes in rural farming/ livelihoods and their implications

Activity 1.1 Individual activity: Trends in rural agriculture

Indicate whether the following statements are true or false. If false, correct the statement.

1. Pluralism requires the independent operation of multiple RAS providers to efficiently meet the needs of rural farmers. (2)

Answer: False, cooperation is needed between all actors.

2. Globalisation when combined with extension services can empower rural communities. (2)

Answer: True.

3. Globalisation has resulted in a shift from an international to domestic market. (2)

Answer: False, globalisation has resulted in a shift from a domestic to an international market.

4. Outgrower schemes require the involvement of GFRAS and other extension providers both public and private to ensure protective policies are in place. (2)

Answer: True.

Total: 8 marks

Activity 1.2 Individual activity: Pluralism in your country

Investigate the extent of pluralism in RAS within your country, if active in your country. List examples of public/government, NGOs, farmers' organisations and private companies.

A good place to start your investigation is at:

<http://www.g-fras.org/en/world-wide-extension-study.html#asia>

Answer: Provide the learners with guidance in their investigations.

Session 1.2: The position of extension in the AIS

Activity 1.3 Individual activity: AIS

Answer the following questions by indicating if they are true or false. If false, correct the statement.

1. AIS is an innovation-oriented system that primarily focuses on research and extension activities. (2)

Answer: False, AIS is an innovation-oriented system that doesn't only focus on research and extension activities, but addresses aspects such as organisational (organisation of farmers as groups) and institutional innovation (such as land-leasing through policy change uncertainty).

2. Innovation brokering is aimed at connecting farmers and service providers in the agricultural value chain. (2)

Answer: True.

3. Innovation grants are given to actors which work well independently. (2)

Answer: False, innovation grants provide funding in the form of collaboration grants to promote interaction between actors in AIS.

4. The AKIS system is built on the older AIS system. (2)

Answer: False, the AIS system is built on the older AKIS system.

5. The AIS system is a pluralistic system. (2)

Answer: True.

Total: 10 marks

Session 1.3: EAS providers and their roles

Activity 1.4 Individual activity: Daily and seasonal calendars

Select the terms/statements in column A that best match those in column B. (6)

Column A	Column B
1. Farmer organisations	A. Outgrower scheme
2. Diversified strategies	B. Extension services focused on a specific commodity value chain
3. Private companies	C. Shifting of authority to local levels of government
4. Private delivery and public funding	D. Mixed system
5. Devolution	E. Shown a trend towards privatisation since the 1980s
6. Public extension	F. Direct contracting of private EAS

Answer: 1B, 2D, 3A, 4F, 5C, 6E

Total: 6 marks

Summative assessment: Unit 1

Complete the following questions.

1. In each question select the correct answer from the given options. (6)
 - 1.1 Which of the following is considered a strength of the AIS approach?
 - a. It is an easy way in which facilitation, brokering and relationship building can be achieved.
 - b. It focuses on institutional and policy change to drive innovation.
 - c. It allows EAS to focus on technology delivery to ensure innovation.
 - d. It acts as a blueprint for organising innovation.
 - 1.2 The four elements that need to be considered in order to determine capacity are: actors and their roles, patterns of interaction that exist between different players, institutions, and:
 - a. Policy work groups
 - b. Innovation brokering
 - c. An enabling environment
 - d. Innovation platforms
 - 1.3 The AIS approach is:
 - a. An innovation focused approach
 - b. A transfer of technology-based approach
 - c. A linear systems approach
 - d. Focused mainly on research and extension activities
 - e. Both 'a' and 'd' are correct

Answer: 1.1b, 1.2c, 1.3a

2. State whether the following questions are true or false: (10)

2.1 Innovation grants are used to promote collaboration between actors in AIS.

2.2 Pluralism allows for the needs of rural farmers to be met by a single RAS provider.

2.3 Implementation of AIS requires a focus on the level of connection between actors.

2.4 EAS providers are divided into public providers and NGOs.

2.5 Decentralisation has seen a shift from private to public extension since the 1980s.

Answers: 2.1 True, 2.2 False, 2.3 True, 2.4 False, 2.5 False

3. Select the terms/statements in column A that best match those in column B. (7)

Column A	Column B
1. Network of organisations, enterprises and individuals	a. Focused on specific value chains at a local level
2. NGOs	b. Policies available to promote linkage between actors
3. Influence policy	c. Commercialisation
4. Form of privatisation of EAS	d. Development of new capacity if national coordination is inadequate
5. Innovation platforms	e. AIS system

Column A	Column B
6. Enabling environment	f. Focus on welfare, gender equality and environmental stability
7. Innovation support facility	g. Policy work groups

Answer: 1e, 2f, 3g, 4c, 5a, 6b, 7d

Total: 23 marks

Study unit 2: New Extensionist capacities

Session 2.1: GFRAS principles and their effect on EAS capacity development

Activity 2.1 Individual activity

Indicate whether the following statements are true or false. If the statement is false, correct it.

1. GFRAS' mission is for RAS to effectively contribute to agricultural innovation systems for sustainable development. (2)

Answer: False, GFRAS' vision is for rural advisory services to effectively contribute to agricultural innovation systems for sustainable development.

2. The guiding principles of GFRAS define how and with whom GFRAS works. (2)

Answer: True.

3. Subsidiarity aims at facilitating and coordinating the work from various actors. (2)

Answer: False, refers to processes and initiatives that are led by lower level actors with GFRAS providing guidance.

4. The three levels of capacity development are: enabling environment, corporate and individual. (2)

Answer: False, the three levels of capacity development are: the capacities of the enabling environment, institutional and organisational capacities of various providers, and the individual capacities of actors.

5. Strengthening the performance of rural advisory services is one of the strategic goals of GFRAS. (2)

Answer: True.

Total: 10 marks

Session 2.2: New roles and capacities in the EAS

Activity 2.2 Individual activity: Identifying groups and opportunities

In the table below, identify the missing sections (A–E) by selecting from the options given. (6)

Level of capacity	Level 1. Enabling environment Goal: Strengthened enabling environment for RAS' to use their potential and effectively fulfill their roles	Level 2. Institutions and organisations C	Level 3. E Goal: Appropriate and comprehensive human resources developed in RAS
Strategic field			
Strategic field A Goal: Increased recognition of RAS in policies and investments	Increased visibility and coherent voice of RAS in rural development and agricultural discourses and frameworks, and at events	Actively engaged regional and thematic RAS networks that influence national and regional discussions of development and agriculture	F RAS professionals with enhanced skills, who are able to contribute to more effective agricultural innovation systems
Strategic field 2. Professionalisation of RAS B	Increased recognition by policy makers, donors, investors, and programme managers of the need for action towards professionalisation of RAS	Strengthened institutionalisation, governance, coordination, and financing structures for regional and thematic RAS networks D	Improved training, education, standards, and opportunities for RAS actors with incentives, certification, and career development mechanisms in place
Strategic field 3. Facilitation and enhancement of effective and continuous knowledge generation and exchange Goal: Enhanced learning in RAS	Agricultural innovation systems that support measures for improved access to high quality information and knowledge on RAS	RAS networks and fora have a stronger brokering role in agricultural innovation systems, and a greater capacity for advocacy	RAS providers and clientele have more opportunities to access, share, and use information, knowledge, experience, and evidence on RAS approaches and methods

1. Strengthened RAS performance
2. Individuals
3. Functionally strengthened regional RAS networks
4. RAS actors who influence policies and investments, due to increased support measures and better guidelines
5. Advocacy and support for an enabling policy environment and investment in RAS
6. Better guidance provided to RAS networks and for improving their performance and collaboration with other actors in agricultural innovation systems

Answer: A5, B1, C3, D6, E2, F4

Total: 6 marks

Summative assessment: Unit 2

1. Indicate whether the following statements are true or false. If false, correct the statement. (6)

1.1 Subsidiarity, transparency, alignment and evidence-based approaches form part of the guiding principles of GFRAS.

Answer: True.

1.2 The three levels of capacity development are: the mission, vision and goal.

Answer: False, the enabling environment, individual capacities and the institutional and organisational capacities.

1.3 The twelve core competencies cannot be taught but must already be part of the new extensionist's skill set.

Answer: False, the Learning Kit aims to develop these skills in competent individuals.

2. In each question select the correct answer from the given options. (6)

2.1 The term "individual capacities" refers to:

- a. The broader system in which organisations and individuals function.
- b. Capacities of public, private and civil society, rural advisory service organisation and providers.
- c. Capacities of actors involved in rural advisory services.

Answer: c

2.2 Strategic field 1: Advocacy and support for an enabling policy environment and..... forms part of which strategic goal?

- a. Strengthening the performance of rural advisory services.

- b. Enhanced learning in rural advisory services.
- c. Increased recognition of rural advisory services in policies and investments.

Answer: c.

- 2.3 Which of the following aspects form part of the enabling environment
- a. Extension methods
 - b. Policies
 - c. Social norms
 - d. 'b' and 'c'

Answer: 2.1 c, 2.2 c, 2.3 d.

3. Select the terms/definitions in column A that best match those in column B. (7)

Column A	Column B
1. Monitoring, evaluation and learning	A. Evidence-based approaches
2. RAS is driven by, and accountable to RAS clientele	B. Pluralism and partnership
3. GFRAS aims to facilitate and coordinate the work from various actors in order to promote synergy, innovation and strengthen the forum	C. Subsidiarity
4. GFRAS focuses on evidence-based measures and approaches, in other words, measures and approaches based on experimental trials and research to ensure efficiency	D. GFRAS' activities are implemented in a transparent way with all actors having access to created information within the public domain

Column A	Column B
5. Processes and initiatives are led by lower level actors with GFRAS providing guidance and support where needed	E. GFRAS promotes improved monitoring, evaluation and learning within all activities related to RAS, such as enhanced learning, one of the core elements of GFRAS
6. Alignment	F. GFRAS' guiding principles are in line with international development institutes, their policies and programmes
7. Transparency	G. Demand-driven and accountability

Answer: 2G, 3B, 4A, 5C, 7D, 1E, 6F.

4. Fill in the missing words by selecting from those provided. (9)

4.1 RAS's need new extensionists who are able to understand the entire 4.1.1 _____ system, and are able to facilitate 4.1.2 _____ systems and understand the use of 4.1.3 _____-based methods. Individual capacity development is needed in the form of 4.1.4 _____ to meet these requirements.

- a. Pluralistic
- b. Evidence
- c. Education and training
- d. Agricultural innovation

Answer: 4.1.1.d, 4.1.2.a, 4.1.3.b, 4.1.4.c

4.2 Increased 4.2.1_____ of RAS within the agricultural innovation system requires 4.2.2_____ of extension professionals. GFRAS focuses on 4.2.3_____ of RAS actors and an emphasis on sufficient human capacity, the application of policies, 4.2.4_____ approaches and methods, as well as high quality, pre-service, on-the-job training and continuous professional development. This will see an improvement in the functioning of 4.2.5_____ and forums to the needs of farmers.

- a. Strategies
- b. professionalism
- c. advisory service providers
- d. recognition
- e. visibility

Answer: 4.2.1.e , 4.2.2.d, 4.2.3.b , 4.2.4 c, 4.2.5.a

Total: 28 marks

Post-assessment

The post-assessment is to be done once you have read through the module and completed all the activities. Compare your answers to those in the post assessment to identify where knowledge has been gained and where improvements can be made. Rate your knowledge on the topics on a scale of 1 to 5 by circling the corresponding number.

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Answer: Learner's own answer.