


Developing Capacity for Evaluation of Rural Extension and Advisory Services



WORKBOOK

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Study unit 1: Introduction to rural advisory services (RAS) evaluation

Session 1.1: RAS in the agricultural innovation system

Activity 1.1 Individual activity: RAS in innovation system

Answer the following questions in your own words. Write your answer in the space provided.

1. Give two examples of each of these items. (8)
 - Knowledge, technology, and information sharing;
 - Advice related to management of farms, organisations, and agri-business;
 - Strengthening of farmer-based organisations; and
 - Facilitation and brokerage in rural areas and value chains.

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2. Why is it important for RAS programmes to be adaptable? (2)

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3. List the actors, systems, and elements involved in agricultural innovation. (10)

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Total: 20 marks

Session 1.2: Principles of modern RAS systems and interventions

Activity 1.2 Individual activity: Principles of modern RAS systems and interventions

Answer the following questions in your own words. Write your answer in the space provided.

1. Match the terms in the first column with the descriptions in the second column. (3)

Term	Description
1. Pluralism	a. When stakeholders take responsibility for development and survival of the institutions as well as for the adoption and integration of approaches and results
2. Adaptability	b. There are many different types of RAS providers, as well as approaches
3. Accountability	c. The ease with which something can change or adjust in response to new conditions.

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2. List the factors that affect sustainability. (3)

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3. List the actors in the AIS that the RAS intervention work with or have relations to. (5)

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4. Why is human resource development crucial to RAS? (3)

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Total: 14 marks

Summative assessment

Theoretical assessment

Answer the following questions in your own words. Write your answer in the space provided.

1. What is the purpose of RAS? (4)

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2. Provide definitions for the following terms. (10)

- a) Agriculture;
- b) Innovation;
- c) Food security;
- d) Public sector; and
- e) Primary production.

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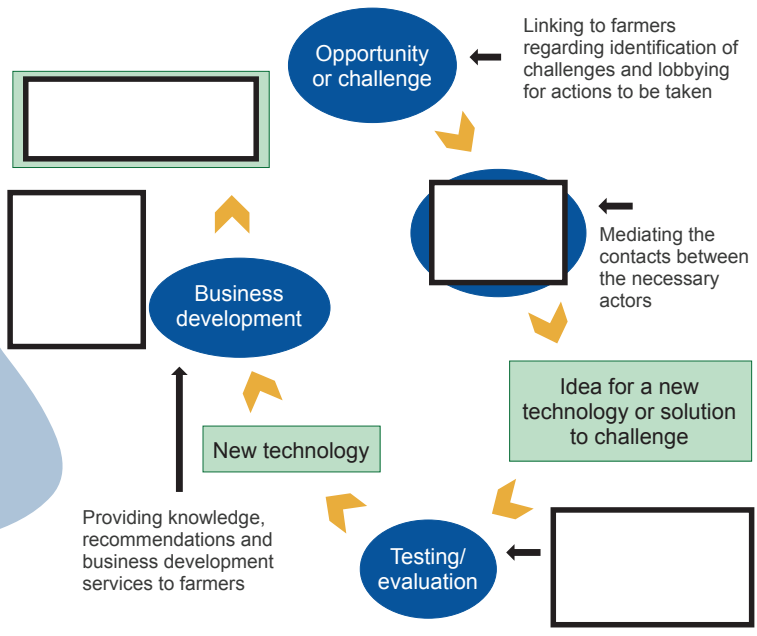
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3. Provide the missing labels in this diagram below. (8)



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4. Discuss how accountability to rural clients is made possible.(7)

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5. List the various actors involved in RAS. (5)

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6. List and briefly discuss in three or fewer sentences the five principles of modern RAS systems. (10)

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7. State whether the following is true or false. If false, explain why. (6)

a) Ownership is when stakeholders buy a stake in the RAS-participating farms.

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b) The agricultural business operates at the primary production level.

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c) Functional networks and links between the actors in agricultural innovation processes are important and RAS can have an important role in mediating these.

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Total: 50 marks

Study unit 2: Defining, monitoring and evaluation

Session 2.1: Basic principles of RBM

Activity 2.1 Individual activity: SMART

Answer the following questions in your own words. Write your answer in the space provided.

1. Complete the following paragraph. (6)

_____ monitoring differs from more traditional management monitoring by not only monitoring the intervention's activities and outputs. It encourages organisations to focus on _____, even in the day-to-day monitoring. Because management monitoring goes beyond the activities and outputs, it increases the chances of _____: practices already during implementation. It is then possible to _____ and increase the chances of _____ on people's lives as intended.

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2. List and briefly discuss the three steps in the RBM process. (9)

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5. List the three types of results and give one example of each. (6)

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Total: 25 marks

Session 2.2: The roles that M&E can play in RAS

Activity 2.2 Individual activity: Roles and purposes of M&E

Answer the following questions in your own words. Write your answer in the space provided.

1. List the three roles M&E can play in RAS. (3)

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2. Whom are governments and RAS providers accountable to?(2)

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3. What is the aim of the RMB approach? (2)

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4. List three stakeholders involved in and using M&E in RAS. (3)

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Total: 10 marks

Session 2.3: What is special about M&E for RAS?

Activity 2.3 Individual activity: M&E for RAS

Answer the following questions in your own words. Write your answer in the space provided.

1. List the factors that must be monitored and evaluated to improve an RAS intervention. (4)

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2. What is purpose of M&E in RAS? (2)

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3. Explain the best-fit approach. (2)

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4. How can gender equality be realised in RAS? (2)

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Total: 10 marks

3. What is the significance of defining the intended results? (3)

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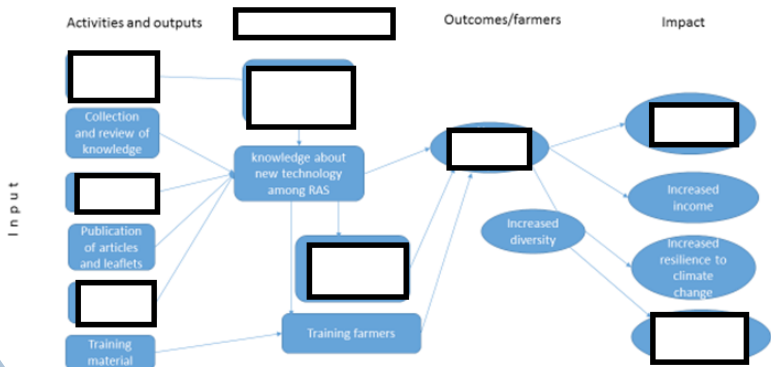
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4. Provide the missing labels in the diagram below showing a programme ToC for an RAS intervention. (9)



5. What does SMART stand for? (5)

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b) M&E responds both to the learning need within RAS organisations and to those with broader interests in the AIS.

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c) RAS interventions are essentially the same and exist at one level.

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d) The factors that must be monitored to improve RAS interventions are best-fit approaches, gender equality and market orientation.

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11. Define the following terms. (4)

a) Agroecological

b) Methodology

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12. Match the M&E approaches in the first column with the descriptions in the second column. (7)

Approach	Description
1. Outcome mapping	a) When a programme theory is developed during the planning stages of the intervention. The evaluation will review the programme theory and revise or elaborate it if necessary. The evaluation will seek to establish not only the results but also the precise link between activities and the achievement of the long-term goals (outcomes and impact)
2. Theory of change evaluation	b) A less common approach that may in some cases suit extension goals. It evaluates the effect-in-practice of the intervention on clients, irrespective of the intervention's planned results.
3. Most significant change	c) Can be used to identify RAS contribution to changes in behaviour and relationships between different actors and organisations, rather than monitoring and evaluating a programme's "tangible" products (such as increased productivity).

Approach	Description
4. Appreciative inquiry	d) An approach particularly oriented to evaluating an intervention's ability to design for and respond to a volatile context and emerging needs. It may be appropriate for M&E with a strong learning focus and a commitment to on-going development, where the monitor/evaluator is involved throughout the life of an intervention.
5. Rapid appraisal of agricultural knowledge systems	e) A methodology designed to explore the networks and relationships between stakeholders within the innovation system, facilitate participants to examine problems from multiple and alternative perspectives, and to promote joint learning.
6. Goal-free evaluation	f) Collects and assesses stories by stakeholders about the changes of most significance to them; the technique is used for both monitoring and evaluating purposes and helps focus stakeholders on impact.
7. Development evaluation	g) A related set of methods for monitoring and evaluating interventions that is well suited for organisational learning purpose. It focuses on what worked, why, and how in order to take these best practices forward by building consensus for change among the participants in the M&E.



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Total: 65 marks