Developing Capacity for Evaluation of Rural Extension and Advisory Services

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Global Forum for Rural Advisory Services (GFRAS)

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Outline (45 Minutes)

- **Card Exercise on 'Current Practices in M&E of RASs**

- **Appraisal, Monitoring, Evaluation & Impact Assessment**
- **Evaluation Types & Designs**
- **How to Conduct Evaluation? (Bennett's Evaluation Hierarchy Frameworks)**
- **Key Evaluation Questions (Few Examples with contextualization)**

Card Exercise on 'Current Practices in M&E'

1. Institution Name:
2. Have you conducted any M&E exercise?

   Yes / No :----- If Yes,
3. Programme / Project Name :
4. M&E methodology used:
5. Utility of M&E findings:

About Module

- Manual (2 Units), Workbook, Lecture Guide & PPT
- RASs in agricultural innovation systems (AIS)
- Basics of M&E of RAS in order to understand:
  - **Role of M&E in RASs**
  - **Basic principles & Uses**
- How M&E can be used to
  - **Improve the policies & practices of RASs**
  - **Address global challenges of RASs**
  - **Reform RASs processes & delivering RASs.**
- Enable, implement, and use M&E for:
  - **Documentation**
  - **Accountability**
  - **Internal learning in RAS systems**

What is Evaluation of RASs ?

Assessing **RASs** as systematically & objectively as possible about:

- **Focusing on best-fit approaches**
- **Embracing pluralism**
- **Increasing accountability to clients**
- **Developing human resources**
- **Ensuring sustainability**

(Inputs, Outputs and Outcomes)

- **Stated Criteria**
- **Point of Time**

- **Gender-sensitive approaches, promoting women ownership & their number in RASs.**
- **More than one service provider & their coordination**
- **Involvement & empowerment of farmers in RAS**
- **Continuous HRD**
- **Adaptability to local conditions, clear & strong ownership, sustainable & reliable financing.**

Evaluation 'Contextualization'

Assessing '**New Extensionist Learning Kit**' as systematically & objectively as possible about:

- **Content**
- **Quality of Content**
- **Effectiveness**
- **Ease of Use**
- **Comments**

(Inputs, Outputs and Outcomes)

- **Stated Criteria**
- **Point of Time**

Self explanatory, Self-contained, Self-directed, Self-motivating and Self-evaluating

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Need for Evaluation

- **RASs Coordinators' Responsibility :**

Formulating & Implementing RASs with:

- **Efficiency**
- **Accountability**
- **Resource Allocation**

- **RASs Funding agencies want to know :**
  - **What did they do with the money?**
  - **Are the RASs effective & productive?**
  - **Why should we continue to fund RASs?**
  - **How will you revise or terminate ineffective RASs?**

Evaluation of RASs offer answers to these questions & provides supportive empirical evidence

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Appraisal – Monitoring - Evaluation - Impact Assessment

Appraisal - Critical examination of RASs proposal before implementation w.r.t. economic viability, technical feasibility, and / social desirability.

Monitoring	Evaluation
Continuous: Starts and ends with a programme.	One shot operation: At a point of time (usually at completion or mid way of programme)
Required for immediate use and mid-course correction	Used for future planning/ replication/ expansion
Done by implementing personnel	Usually by outside agency
Quick but covers all units of RASs	In-depth; covers a sample
Correcting / Managing	Learning process
Symptomatic, early warning system	Diagnostic

AME focus on the processes & direct results of RASs. Building on these, 'Impact Assessment' focuses on long-term & wide-ranging changes beyond the immediate results

Types of Evaluation

Evaluation by focus

- *Formative Evaluation:* **During RASs development stages (Process evaluation /Mid term appraisals)**
- *Follow-up Evaluation :* **Assessment of outcomes (RASs effects) on one or more occasions after intervention**
- *Summative Evaluation*: **Once the RASs a stable state of operation (Outcome evaluation / Ex-post evaluation)**

Evaluation by agency – *Internal / External*

Evaluation by stage

- *Ongoing* : **During the development**
- *Terminal:* : **After developing immediately**
- *Ex-Post* : **After a time from completion**

Longitudinal evaluation -*repeat evaluation to study the results/outcomes*

Gyandhara – Formative Evaluation Summary

Date	No of students logged on to the Gyandhara website	No of students logged on to the I-Radiolive website	No of questions asked through Chat on Gyandhara	No of questions asked through telephone
03/10/16	294	183	44	10
10/10/16	219	126	32	9
17/10/16	211	110	33	3
24/10/16	218	97	18	1
31/10/16	157	57	7	2
7/11/16	174	70	23	5
21/11/16	137	39	15	9
28/11/16	101	27	4	8

Evaluation Recommendation : Continue *Gyandhara* Programme
Utility of Evaluation : Recommendation Implemented

Follow-up Evaluation

Utility of Evaluation :
Several Mistakes Rectified in the Subsequent Programmes

Evaluation of a distance education radio farm school programme in India: implications for scaling up

P.V.K. Sasidhar, Murari Suvedi,
K. Vijayaraghavan, Baldev Singh and
Suresh Babu

Abstract: *Distance education radio programmes on poultry farming with registered participants were organized using the local language in an effort to link researchers to rural poultry farmers through radio broadcasts. This study, based on data from 74 participants and 60 non-participants, assesses the impact of the radio farm school on participants using Bennett's hierarchy. Information gathered from the participants included the inputs used, the production activities carried out, the outputs obtained and the reactions of the participants with respect to listening behaviour, opinions, knowledge, attitudes, adoption changes and SWOT parameters. Overall, the evaluation found that the farm school on radio with registered participants had a major impact on developing awareness, knowledge and changes in attitude and in involving end-users in outreach activities. The related implications for scaling up and harnessing the medium of radio to disseminate outreach information are discussed.*

Keywords: *distance education; radio; farm school; extension information; poultry; India*

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All India Radio (AIR) has been the most important medium for communicating with India's rural population, with 231 broadcasting stations covering about 92% of the area and 99% of the people, with the clear objectives of informing, educating and entertaining the mass audience (AIR, 2007). Although often overshadowed by television, radio remains a viable medium that has proved its educational worth in terms of both pedagogical importance and geographical reach, especially in distance learning programmes (Usha and Sharma, 2003).

Radio has been used in different formats for distance education purposes around the world for highly diversified audiences located across broad geographical expanses – all at a low per unit production cost (Couch, 1997). Ample evidence about the benefits and effectiveness of educational radio programmes has been reported from various countries. Radio has been used for a variety of areas, including:

- family planning education in South Korea (Park, 1967);

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Summative Evaluation

Evaluation Findings

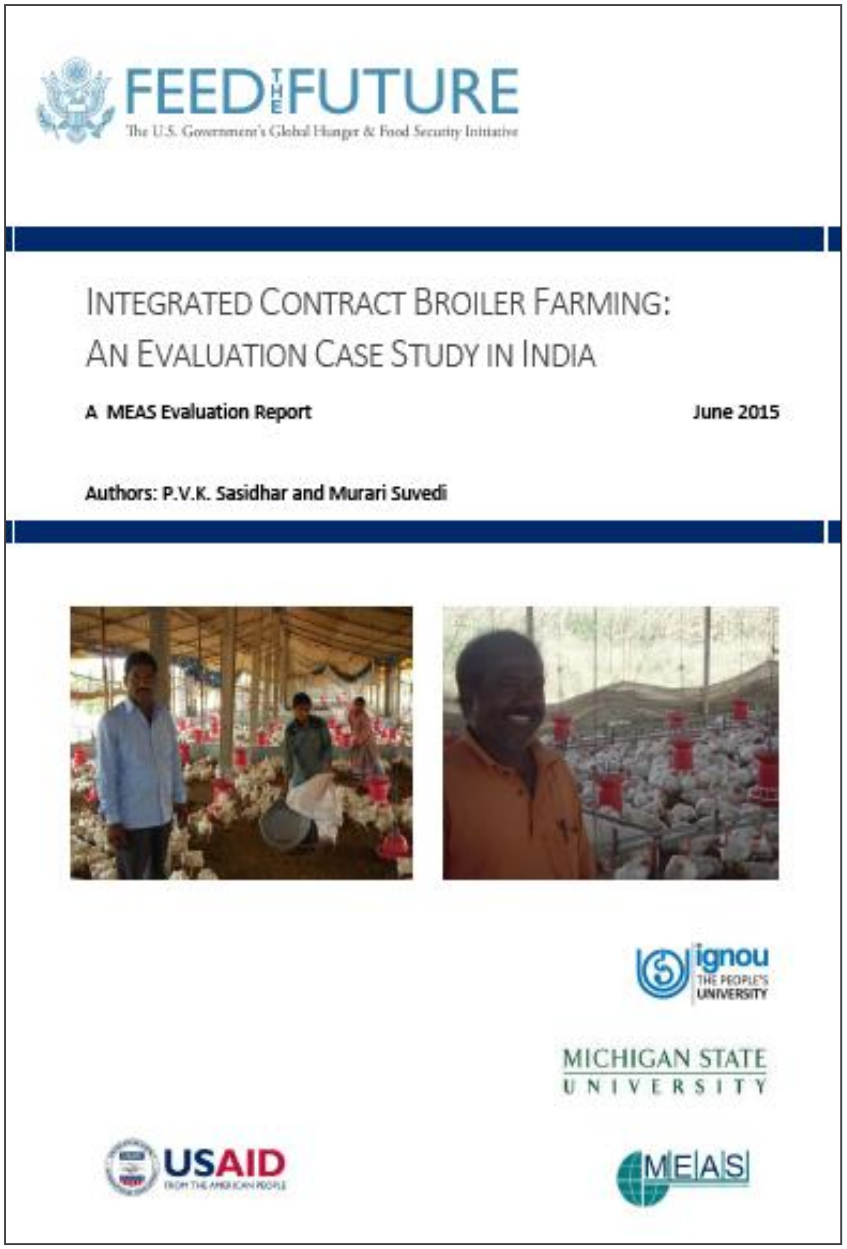
- With private sector participation, free poultry EASs & input services reached every commercial poultry farmer with efficiency & effectiveness.

- Non-contract farmers could get the same services on payment of an EAS charge of Rs. 0.52 / kg of live chicken.

Utility of Evaluation :

- Although some limitations have been identified, including a need for regulated expansion, there is huge potential for further value chain development through CBF.

- This model needs to be encouraged in other sectors to develop entrepreneurship among farmers by addressing few limitations.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INTEGRATED CONTRACT BROILER FARMING:
AN EVALUATION CASE STUDY IN INDIA

A MEAS Evaluation Report June 2015

Authors: P.V.K. Sasidhar and Murari Suvedi

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Evaluation Designs

1. "Pre – RASs Exposure" Vs. "Post-RASs Exposure"

Survey on present situation and situation prior to RASs Exposure (suffers from 'memory or recall bias').

'Baseline' or 'Bench Mark' study and 'Post-RAS Exposure'. Baseline data is not available or when available it is inadequate.

2. With-Without RASs

- Beneficiary - Non Beneficiary (Control Group)

Combination of both - most appropriate

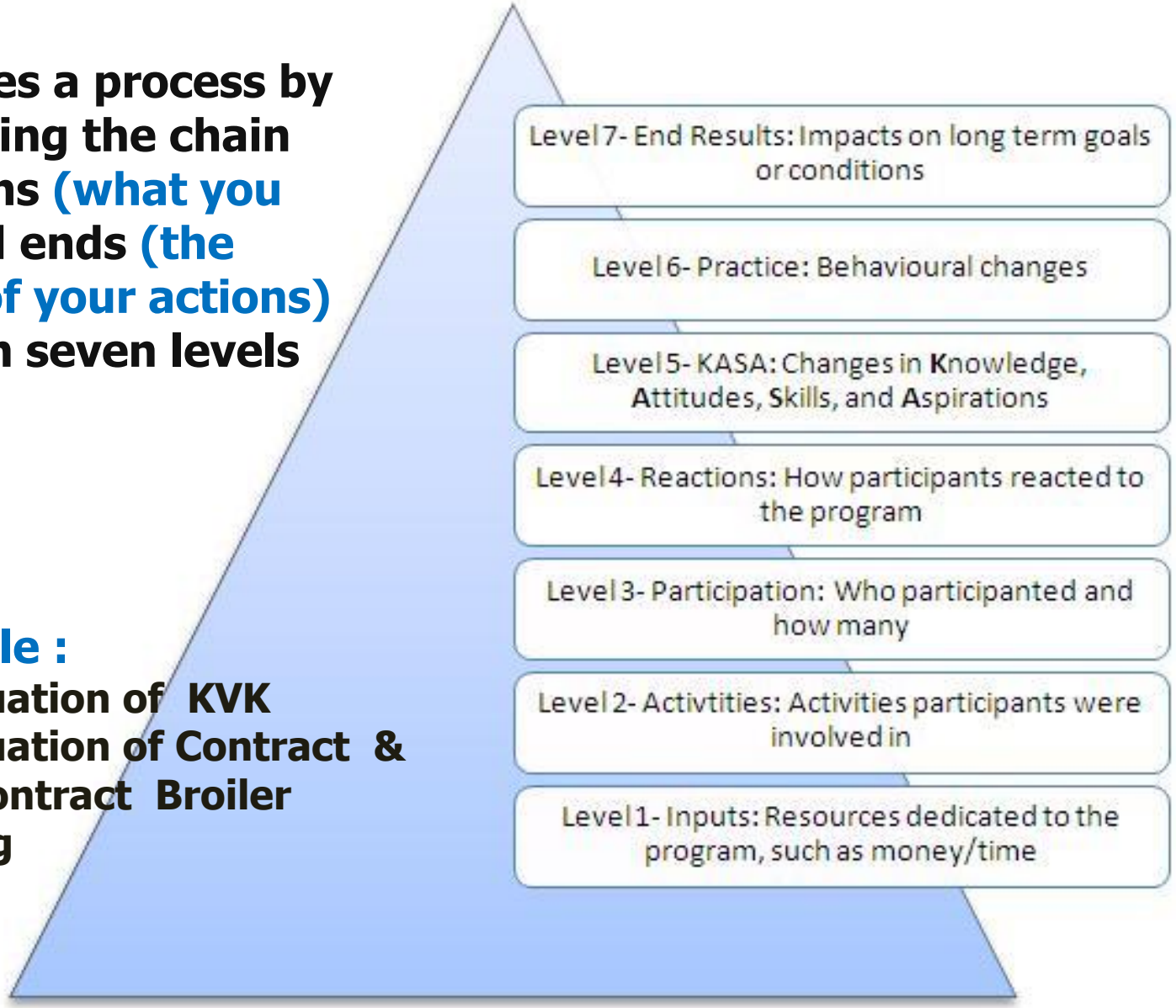
How to Conduct Evaluation?

1. Writing evaluation proposal with :
   - Need for evaluation - economic /technical / social
   - Evaluation questions & objectives
   - Evaluation methodology & tool
     - Bennett's Hierarchy
     - LFA

     } Inputs , Outputs and Outcomes
   - Budget
2. Designing evaluation survey instrument - Ethics Committee
3. Coding, pre-testing, recoding & data collection
3. Data analysis
4. Evaluation report writing & communicating findings - Short reports / Longer

Bennett's Hierarchy of Evaluation

Provides a process by examining the chain of means (what you do) and ends (the result of your actions) through seven levels



Example :

1. Evaluation of KVK

2. Evaluation of Contract & Non- Contract Broiler Farming

Bennett's Hierarchy – KVK Evaluation

Evaluation Hierarchy	Measurement
Level 7 (End results)	SWOT analysis & 2 case studies on (i) Livelihood security to Groundnut farmers through assured seed supply (ii) Reviving Rice cultivation through resource efficient direct seeding technology.
Level 6 (Practice change)	Adoption behaviour of beneficiary farmers on 11 management practices for Paddy and 14 for Groundnut.
Level 5 (KASA change)	Knowledge, attitude and adoption of improved practices for Paddy and Groundnut among beneficiaries and non-beneficiaries.
Level 4 (Reactions)	Perception on training imparted to 260 *Adarsha Rythus*
Level 3 (Involvement)	Involvement of different stakeholders.
Level 2 (Activities)	Activities performed by KVK (OFTs, FLDs and Trainings).
Level 1 (Inputs)	Resources used for the KVK activities.

Integrated Contract Broiler Farming: An Evaluation Case Study in India

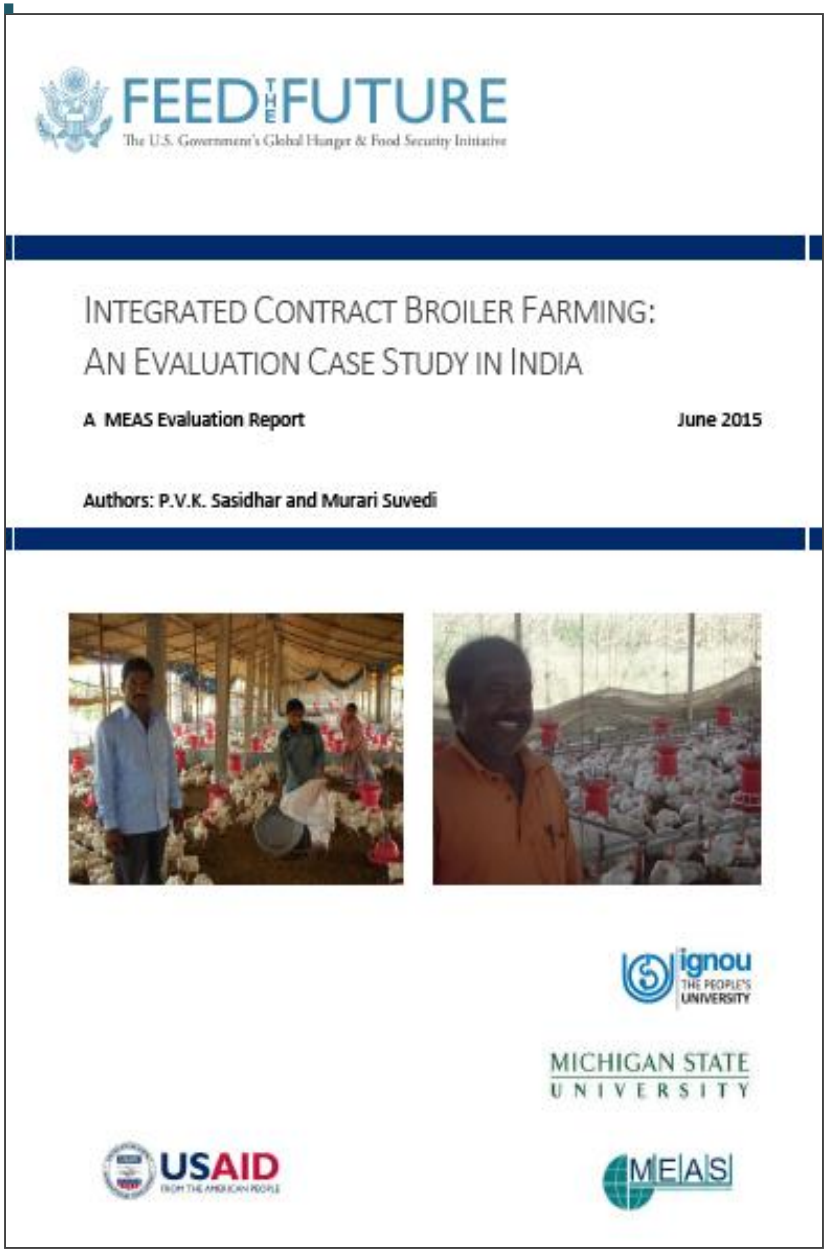
Research Questions

1. Do contract and non-contract farmers incur significantly different production and marketing costs and earn different marketing margins?

2. Does the provision of EASs by private CBF companies enable contract farmers to make better profits than non-contract farmers?

3. Have assured markets, competitive price and guarantee against risk resulted in successful value chain development through CBF?

4. Are the value chain developments and provision of EASs by private CBF companies really win-win situations for both integrators and farmers, or are they socially acceptable ways of exploiting the farmers?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Bennett's Hierarchy Applied in Evaluation

Evaluation hierarchy	Measurement	Indicators
Level 7 : End results	Socio-economic changes and impacts	• SWOT parameters • FGD on: selection of contract farmers; terms and conditions applicable in CBF
Level 6 : Practice change	Technical advices adoption	• Non-adoption, discontinuation, partial adoption and full adoption of technical advices
Level 5: KASA	Farmers' perceptions	• Perceptions on inputs (chicks, feed, medicines and EAS) and outputs (broiler birds, manure value and payment system)
Level 4 : Reactions	Farmers' feedback	• Factors of motivation to do CBF and NCBF • Reasons to change integrator(s) or input providers in the past two years
Level 3 : Outputs	Technical and economic performance	• Broiler birds (flock size, mortality number, birds sold, sale age, sales rate and birds lifting days) • Productivity (mortality percentage, birds sold, feed consumption and body weight) • Efficiency (EASs, FCR, sale age, weight gain/day) • Economics of inputs and outputs • EAS (frequency of information from various sources)
Level 2 : Activities	Activities in CBF and NCBF	• Physical and human resource activities in CBF and NCBF
Level 1: Inputs	Investments and Demographics	• Fixed and variable costs • Age, gender, education, social category, family and size, poultry occupation and experience

Evaluation of EASs in Contract and Non-Contract Broiler Poultry Farming in India (Frequency, Efficiency and Intention).

Efficiency of EASs	Mean	
	CBF	NCBF
Applicability	3.98	3.80
Understandability	4.14	3.96
Frequency	4.11	3.75
Timeliness	4.11	3.86
Relevance	4.10	3.96
Adequacy	3.91	3.80
Usefulness	4.04	3.85
Technical knowledge of EAS provider	3.63	3.69
Overall Efficiency of EASs	4.02	3.83

Key Evaluation Questions on **Efficiency of EASs**

Questions	Low				High
Applicability					
Understandability					
Frequency					
Timeliness					
Relevance					
Adequacy					
Usefulness					
Technical knowledge of EAS provider					

Key Evaluation Questions on Efficiency of EASs (Applicability)

High Rating

- If application guidelines were clearly stated
- Connection existed between the EASs and gains farmers could make
- Farmers could understand and apply what they were expected to do

Low Rating

- Unclear about what farmers were supposed to apply and why?
- EASs had no reasonable applicability in farming context

Question	Low				High
Are the EASs applicable in commercial broiler poultry farming ?				■	

Evaluation Findings

- Farmers are interested in the EASs
- EASs are relevant
- EASs have immediate application etc.

Evaluation of RASs (New Extensionist)

Efficiency of RASs	Mean	
	X	Y
Focusing on best-fit approaches		
Embracing pluralism		
Increasing accountability to clients		
Developing human resources		
Ensuring sustainability		
Overall Efficiency of RASs		

Contextualization
(New Extensionist Learning Kit)
Key Evaluation Questions on Ease of Use

Questions	Low				High
Are competencies and tasks identified?					
Does the module / study units present information in appealing ways?					
Does the module provide flexibility in its use?					
Does the material support self-directed learning?					

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Ease of Use

Does 'New Extensionist Learning Kit' support self-directed learning?

High Rating

- NELK supported learners working on their own.
- NELK provided opportunities for learner inputs.

Low Rating

- Learners had to rely on counseling sessions / support services to complete lessons.
- NELK did not allow for learner input

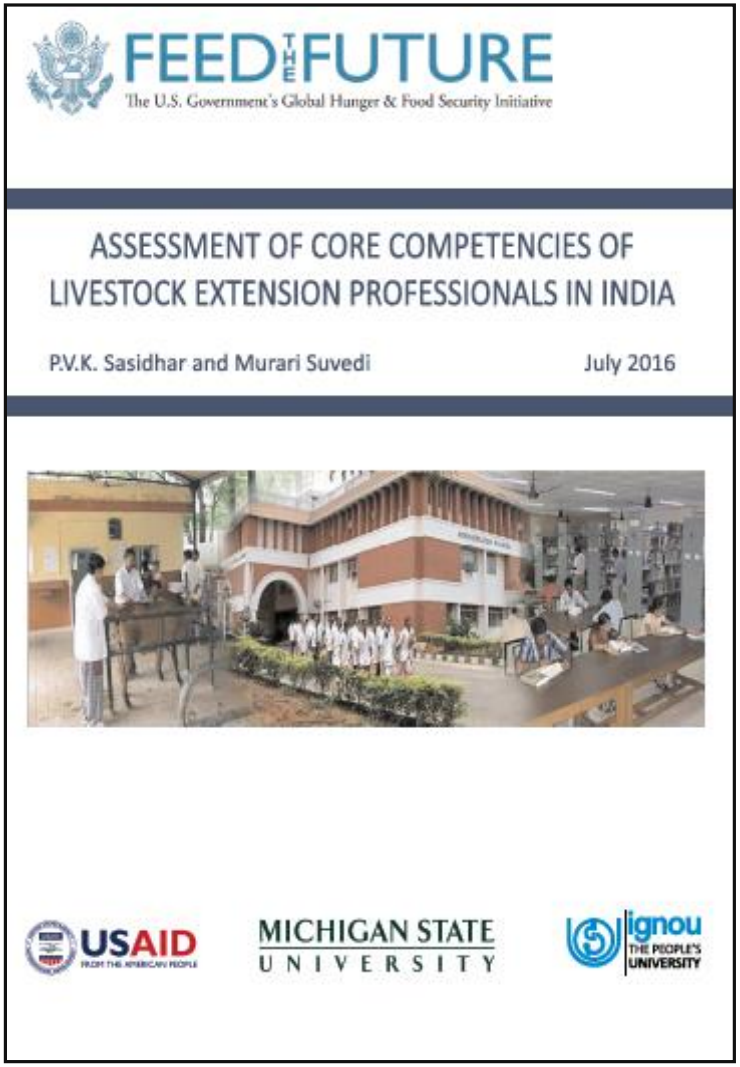
Question	Low				High
Does the SLM present opportunities for self directed learning?					

Evaluation Findings

- NELK encourage learners to practice what they have learned by completing activities outside.
- Answers provided support learners working on their own.
- No support is required to complete activities.

Evaluation Competencies

Livestock Extension Professionals should be able to:
1. Understand theories & principles of M & E.
2. Conduct M&E of extension programs.
3. Develop data collection instruments for M&E of extension works.
4. Apply qualitative tools and techniques (e.g., FGD) to collect evaluation data.
5.Apply quantitative tools and techniques (e.g., survey) to collect evaluation data.
6. Analyze data (qualitative and quantitative), interpret data, and write evaluation report.
7. Share evaluation reports within organizations & with stakeholders.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ASSESSMENT OF CORE COMPETENCIES OF LIVESTOCK EXTENSION PROFESSIONALS IN INDIA

P.V.K. Sasidhar and Murari Suvedi July 2016

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Measurement

How important is this task? (Not Important to Very Important)

What is your level of knowledge and/or skills to perform this task (Very Low to Very High)

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Conclusion

Planning: **Designing intervention and defining intended results.**

Monitoring: **After implementing, continuously tracking results, reflecting on them and making adjustments.**

Evaluation: **Provides evidence of intervention performance and captures lessons learned.**

Monitoring Information : **Informs planning of new interventions.**

M&E Data : **Can be used by policymakers & others in decision-making.**

M& E Neglected & mistakenly seen as a 'fault finding' mechanism. They are the learning processes & past experiences guide us to a better future

Thank you

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