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APPENDIX A

DICUSSION DOCUMENT RELATING TO THE PRINCIPLES OF AN APPROPRIATE EXTENSION APPROACH

The purpose of this document is

- ❑ To be thought provoking and to stimulate debate and interaction about what has, in a participatory manner, been identified by representatives of all Provinces in a National Workshop as the most important principles of extension.
- ❑ To identify and to create awareness and a wider perspective of the various dimensions and aspects within each of the principles.
- ❑ To discuss and debate the acceptability of the various principles and the dimensions within each of them, in an attempt to obtain a reasonable degree of consensus.
- ❑ To serve as a measure of how individuals from senior management level of Extension to frontline extension workers perceive the various issues related to extension approaches and their principles.
- ❑ To form the basis for the development of a document on an appropriate extension approach for Limpopo Province, which, on the basis of wide consultations and involvement of role players, will find acceptance and implementation in the quest for improving Extension..

To achieve all the above, this document has been designed as a form of questionnaire. However, the provision of personal viewpoints should be preceded by intensive interactions and debate, and should thus be as informed as possible. It is hoped that especially senior managers who normally have tight schedules, will take enough time to fully participate in the process and to help make the outcome really worthwhile.



DOCUMENT FOR GUIDING DISCUSSIONS AND FOR CAPTURING INDIVIDUAL
 VIEWPOINTS RELATING TO PRINCIPLES OF AN EXTENSION MODEL

Name: Tel: V1

Province:.....Limpopo. V2

Region/District: V3

District Municipality: V4

Local Municipality: V5

Extension ward: V6

Rank: V7

- (1) Agricultural Technician
- (2) Senior Agricultural Technician
- (3) Chief Agricultural Technician
- (4) Control Agricultural Technician
- (5) Scientist
- (6) Senior Scientist
- (7) Principal Scientist
- (8) Assistant Director
- (9) Deputy Director
- Director
- (11) Other (Specify)

- 1. Position/Function
- 2. Assistant Extension Worker
- 3. Extension Worker
- 4. Extension worker and Supervisor of Extension
- 5. Supervisor and or Manager of Extension V8
- 6. Support services
- 7. Other: Specify:

Gender: Male (1) Female (2) V9

Primary focus or client base:

V10

Primarily small-scale farmers (1)

Equally small and large-scale farmers (2)

Primarily large-scale farmers (3)

1. What is your age?

No. of Years:

V11

<30 (1)

30-40 (2)

41-50 (3)

51-60 (4)

>60 (5)

V12

2. What level of school education did you complete?

Std 8 (1)

Std 9 (2)

Std 10 (3)

V13

3. What is your highest tertiary qualification?

Please specify:

Certificate (1yr) (1)

Diploma (2 or 3yr) (2)

Adv. Diploma or B Tech (3)

Bachelor's degree (4)

BSc (5)

Honours (6)

BSc Hons (7)

Masters (8)

MSc (9)

PhD (10)

V14

4. Please indicate your field of specialisation in the highest qualification mentioned above:

- (1) Extension V15
 (2) Extension and Other (specify:)
 (3) Other (specify:)

5. What formal training have you had in Extension or Rural Development

1. None
2. Extension courses in Agricultural Diploma Programme
3. Extension courses in B Tech program
4. Extension courses in B Agric, BSc or Hons. Programme V16
5. Diploma in Extension
6. Advanced University Diploma in Extension and Rural Development
7. Honours degree in Extension
8. Masters degree in Extension
9. PhD degree in Extension

6. How many years of experience in extension do you have?

- a) Frontline extension work V17
 b) Supervision or management of extension V18
 c) Total V19

7. For how long have you been employed in the Department of Agriculture?

- < 5 yrs (1)
 5-10 yrs (2)
 11-15 yrs (3) V20
 16-20 yrs (4)
 21-25 (5)
 > 25 (6)

1. PARTICIPATION

Participation (viz. the involvement and participation of the clients or farmers in the development process) is nowadays more generally accepted as a very important principle of Extension. However, there are big variations in terms of the goals pursued with participation, the functions of participation and even the meaning attached to the word.

1.1 Assess the following purposes of participation by rating them using the following scale:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|



Very unimportant



Extremely important

- To allow for more effective extension/development
- To allow for more sustainable community development
- To provide for what is a value or customary in local cultures
- To provide for democracy as entrenched in the country's constitution.
- To allow for the unfolding or implementation of the principle of *help towards self-help*

| | |
|--|-----|
| | V21 |
| | V22 |
| | V23 |
| | V24 |
| | V25 |

- Purpose or goal of participation

1.2 Which of the following do you perceive as the most acceptable alternative regarding the purpose or goal of participation? Please place them in rank order of preference.

- Participation as an ultimate goal (e.g. to promote self-reliance, self-sufficiency and self-responsibility) should be the ultimate and primary goal of public Extension Service (normative goal.)
- Participation as goal and as a means. (Combination of 1 and 3)
- Participation as means only. (i.e. it should contribute towards the development intervention being more effective in the form of better support, more identification, more sustainability, etc.)
- Other (Please specify):

1st 2nd 3rd 4th

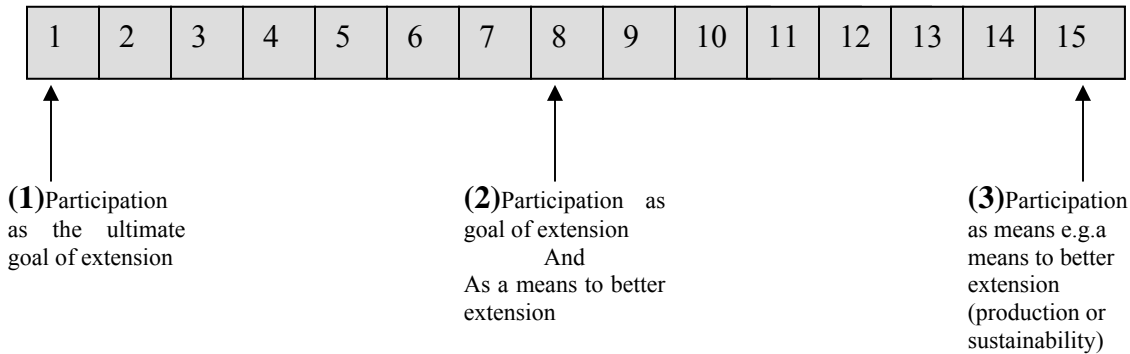
| | | | |
|--|--|--|--|
| | | | |
|--|--|--|--|

V26-29

1.3 The above alternatives can also be seen as points on a continuum or scale varying from

1 (= participation as the ultimate goal) to 15 (= participation purely as a means to goal, viz more effective extension or change). Which scale point or range of scale points do you regard as ideal or most acceptable?

from to V30-31



1.4 The following are degrees or levels of participation. Please rank them in order of acceptability.

| | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|--------|
| 1 st | 2 nd | 3 rd | 4 th | 5 th | |
| | | | | | V32-36 |

1. The community coordinates, owns and finances the development process
2. The community coordinates, owns, finances and implements the development process and in the process involves one or more development agents
3. The community in partnership with the development agent initiates, plans, finances, coordinates and implements the development programme or project
4. The community is involved in needs assessments, but decisions, planning and implementation of the development processes are the responsibility of development agents or organisations
5. Development remains the responsibility of the development organisation and should be done in a way they deem fit

1.5 Which of the above is the most common in your ward/district/province

V37

Human versus Agricultural Development

1.6 The following are alternatives regarding the relative importance of human development (capacity building) and agricultural development. Place them in rank order of preference.

| | | | |
|-----------------|-----------------|-----------------|--------|
| 1 st | 2 nd | 3 rd | V38-40 |
| | | | |

1. Human development (capacity building) should be a means towards agricultural development
2. Agricultural development should be a means towards human development
3. Both human and agricultural development should be goals of equal importance in the Department's development endeavours

1.7 Extension can be seen as including a smaller or larger degree of education and can be accepted to vary from 1 (= formal or non-formal training) to 15 (= providing advice or recipes on request)

1.8
a) Which scale point (or range of scale points) do you regard as ideal or most acceptable? *from* *to* V41-42

b) Which scale point (or range of scale points) do you judge the extension in your area to be like? *from* *to* V43-44

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|



(1) Formal or non-formal training i.e. training farmers for future problems that they may encounter

(2) Helping in decision-making. Providing insight whilst giving advice, so that client becomes more independent in future problem situations

(3) Providing recipes for implementation. Main or only concern is the achievement of agricultural development goals

2. NEEDS-BASED

2.1 How important do you regard needs assessments in extension? Assess the importance by making use of the following 10-point scale

| | | | | | | | | | | | | |
|--|---|---------------------|---|---|---|---|---|---|----|----|--|--|
| | <input style="width: 40px; height: 30px;" type="text"/> | V45 | | | | | | | | | | |
| <table border="1" style="margin: auto; border-collapse: collapse;"> <tr> <td style="width: 20px; height: 30px; text-align: center;">1</td> <td style="width: 20px; height: 30px; text-align: center;">2</td> <td style="width: 20px; height: 30px; text-align: center;">3</td> <td style="width: 20px; height: 30px; text-align: center;">4</td> <td style="width: 20px; height: 30px; text-align: center;">5</td> <td style="width: 20px; height: 30px; text-align: center;">6</td> <td style="width: 20px; height: 30px; text-align: center;">7</td> <td style="width: 20px; height: 30px; text-align: center;">8</td> <td style="width: 20px; height: 30px; text-align: center;">9</td> <td style="width: 20px; height: 30px; text-align: center;">10</td> </tr> </table> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | |
| ↑ | | | | | | | | | | | | |
| Very unimportant | | Extremely important | | | | | | | | | | |

2.2 What are the main purposes of needs assessments? Rate each of the following purposes by means of the scale above:

| | | |
|--|---|-----|
| To identify the main focus or content of development | <input style="width: 40px; height: 30px;" type="text"/> | V46 |
| To find a linkage for behaviour change purposes | <input style="width: 40px; height: 30px;" type="text"/> | V47 |
| To satisfy what is customary in our culture (and organisation) | <input style="width: 40px; height: 30px;" type="text"/> | V48 |
| To encourage participation | <input style="width: 40px; height: 30px;" type="text"/> | V49 |

2.3 What should be the most important purpose of needs assessments? Please rank them in order of importance

| | | | | |
|-----------------|-----------------|-----------------|-----------------|--------|
| 1 st | 2 nd | 3 rd | 4 th | |
| | | | | V50-53 |

- 1) To determine the most important need as perceived and felt by the community
- 2) To determine the most important agricultural need as perceived by the farming community.
- 3) community.
- 4) To determine the most important agricultural need (felt or unfelt)
- 5) Other (please specify.....)

2.4 How important do you regard the assessment of needs by the whole community by means of PRA techniques?

- Essential (1)
- Useful (2)
- Not essential (3)

 V54

2.5 At what intervals should needs assessments be made?

- 1) Not at all –
- 2) continuously but informally
- 3) Before the beginning of a program
- 4) Once a year
- 5) Once in 2 years
- 6) Once in 3 years

 V55

2.6 Assessed needs are usually characterised by

- limited consensus,
- creation of expectations that cannot be met,
- domination of views by some individuals, etc

In view of this what do you see as the solution:

2.7 The following have been offered as solutions. Please indicate your view regarding their acceptability, using the following scale:

- Unacceptable (1)
- Hesitant/Don't know (2)
- Acceptable (3)
- Very acceptable (4)

(a) Do less assessments or depend less on PRA assessments

 V56

(b) Seek a compromise between felt and unfelt needs

 V57

2.8 As far as the ultimate content of a program is concerned, which of the following alternatives do you support most? Please rank them in order of preference

| 1 st | 2 nd | 3 rd | 4 th | 5 th |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| | | | | |

V58-62

- 1) The program should be focused on what the community expressed as most important need, irrespective of whether it is of an agricultural nature or not
- 2) The program should be focused on the agricultural need that is ranked highest by the community
- 3) The program should be based on the biggest agricultural need, usually on a commodity that has the biggest improvement potential considered on an input/output ratio. Where necessary, farmers need to be persuaded about the priority
- 4) The program should be focused on the community's decision after being presented with findings regarding (3)
- 5) The program should be focused on the Departments priorities, which are the promotion of "common" rather than "individual" good

3. INSTITUTIONAL LINKAGES AND ORGANISATION

3.1 It is increasingly maintained that a partnership between the service provider (development or extension agent) and the community is not possible without the necessary institutional or organisational structure(s). Give an indication of your degree of agreement/disagreement by choosing the alternative corresponding most with your opinion:

V63

- 1) Disagree altogether
- 2) Institutional structures can be useful but are not essential
- 3) Institutional structures make a partnership relationship (form of partnership) easier
- 4) Without institutional linkage structures a real partnership with full or co-responsibility on the part of the community is impossible.

3.2 By definition a linkage structure consists of a number of community members, representing their community (acting as their mouthpiece) in negotiations and dealings with the development organisation(s) or other agencies

At what level should these linkage structures be established? Indicate every of the following levels with

- 1 = No
- 2 = Hesitant, don't know or
- 3 = Yes

- 1) National Level
- 2) Provincial level
- 3) District Municipality level
- 4) Local Municipality
- 5) Ward level (service area)
- 6) Village or sub-ward level

| | |
|--|-----|
| | V64 |
| | V65 |
| | V66 |
| | V67 |
| | V68 |
| | V69 |

3.3 It is widely accepted that

- The lower the level of the linkage structure (the closer to the grassroots) the more effective the participation from an ownership and self-determination point of view, BUT
- The poorer and more difficult the development coordination

In view of these divergent tendencies, at which level would you regard the linkage structure to be ideal or the best compromise from an extension point of view? Place the above levels (Question 3.3) in rank order of importance or preference:

| | | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|--------|
| 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | |
| | | | | | | V70-75 |

3.4 As the most preferred level for a linkage structure, opinions are divided between

(A) The village level

It is the most specific and potentially the most cohesive unit and with the highest level of solidarity. It is the level where participation to the level of ownership and self-responsibility and self-determination makes most sense. This would seem the ideal solution if resources were abundant and unlimited (approx. 500% more than are currently available) and an extension worker could be appointed for every village or sub-community. Where this is not the case, such an approach is likely to lead to inequity or to a duplication of inputs and coordination problems.

and

(B) The Extension Ward level

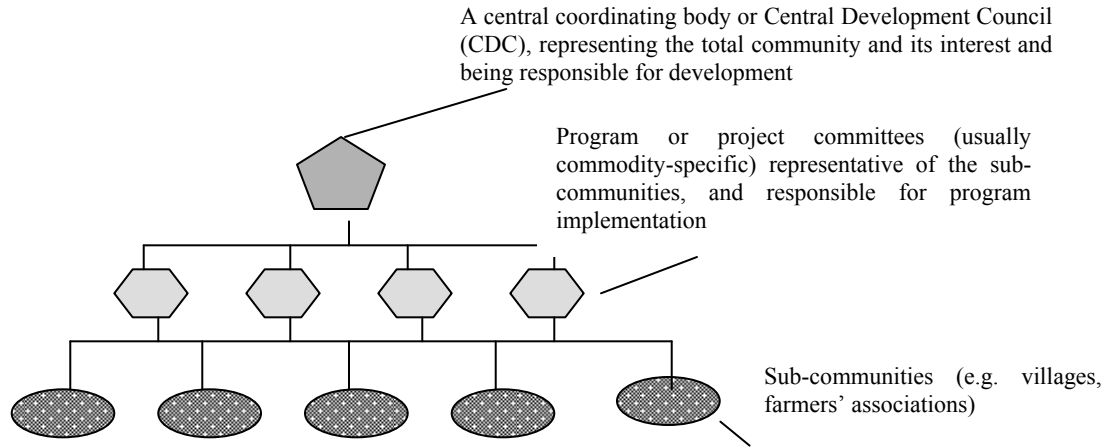
This is the community or area served by an extension agent and usually encompassing a few sub-communities (villages in the case of traditional communities and farmers' associations in the commercial situation). Arguments in favour of linkages at this level is that It is more realistic and practical against the background of available resources (number of extension workers and financial resources available) and less likely to promote inequity or discrimination in terms of extension focus, and also allows for a more coordinated and priority focused development.

Please indicate your viewpoint by choosing one of the following:

1. A is much better than B
2. A is better than B
3. No real difference/Undecided/Don't know
4. B is better than A
5. B is much better than A

V76

3.5 An organisational linkage structure widely recommended or supported is the following:



Among each of the following alternatives identify (indicate) the one that you regard as the most acceptable:

V77

Alternative A:

- 1) Per target community (community for which extension worker is responsible) there should be only one community organisation or structure that is responsible for the coordination and implementation of all development projects and/or programs.
- 2) Per target community there should be one overarching coordinating body representing the total community and all its development interests as well as a potential multitude of committees or structures that are responsible for the implementation of individual programs or projects. (Clear differentiation between body with coordination function and those with implementation or operational function)

ALTERNATIVE B

- (1) To have one CDC (Central development Council) or overarching and coordinating body per extension ward V78
- (2) To have one CDC per sub-community (e.g. village or farmers Association)
- (3) To have one CDC only at the Municipality District level



ALTERNATIVE C

- 1) To have operative (commodity specific) programme development committees responsible for the total service area (e.g. extension ward) V79
- 2) To have operative programme committees for every sub-community (e.g. village within service area)

ALTERNATIVE D

- 1) To have a CDC (Central Development Council) catering for only a specific commodity
- 2) To have a CDC catering only for agriculture V80
- 3) To have a CDC catering for all development issues

4. PURPOSEFUL OR PROGRAMMED APPROACH

4.1 Programmed Extension, characterised by a purposeful pursuit of objectives identified on the basis of a situation analysis and regularly evaluated and monitored, is known to have many advantages. How valid do you assess the following, using the given scale?

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

↑

↑

Invalid and unimportant

Extremely valid and important

- 1) It promotes effectiveness and efficiency due to its motivating and activating nature, its priority focus, and the provision of continuity. V81
- 2) It allows for full implementation of the “help towards self-help” principle, not V82
- 3) Not only focused on the individual, but the whole community. V83

4) Through it effective monitoring, evaluation and accountability is possible.

4.2 With which of the following viewpoints can you associate or best associate yourself (which of the alternatives is closest to your viewpoint):

1) Behaviour change programs cannot be planned or programmed as they have to be allowed to unfold.

2) Clearly defined and measurable objectives are essential for accountable and effective extension. V84

4.3 What is your view regarding the ownership of extension? Rank the following alternatives in order of preference:

1st 2nd 3rd

| | | |
|--|--|--|
| | | |
|--|--|--|

V85-87

1) The program should be solely owned and managed by the extension worker.

2) The program should be co-owned i.e. owned by the program committee consisting of farmers representing the community and the extension worker.

3) The program should be owned by the community represented by farmers on the program committee, who are responsible to the community or to its representative body.

4.4 Which of the following alternatives do you prefer in terms of

a. Specificity

1) For a specific program focus (e.g. maize production) there should be one program committee **per extension service area** (e.g. extension ward). V88

2) For a specific program focus there should be one programme committee **for every sub-community in the service area** (e.g. per village, or per farmers' association)

b. Accountability

1) Every program committee should be self-sufficient, self-responsible or self-accountable. V89

2) Every program committee should be commissioned by and responsible to a community body representing the total community and all its development interests.



c. Time devoted to programmed extension

Please indicate

- i. The time you think is currently devoted to programmed or project focused extension in your area, and
- ii. The time than you believe should be devoted to programmed extension

Nil (0)

1 day per week (1)

2 days per week (2)

3 days per week (3)

4 days per week (4)

5 days per week (5)

Current: V90

Recommended: V91

4.5 A common problem facing frontline extension workers is that if they have taken a decision regarding the time to be allocated to the program and have developed a plan on that basis, they cannot adhere to it, because of other commitments enforced on them with short term notice. To what degree does this apply or is a problem in your situation? (Please indicate the relevant alternative – see (a))

- Don't know (1)
- No problem whatsoever (2)
- Somewhat of a problem (3) V92
- It is a problem (4)
- It is a serious problem (5)

If the above is no problem in your situation, it can be attributed to different alternatives.

(a) Indicate to what degree the following apply in your situation using the following scale:

- Does apply (4)
- Applies partially (3)
- Does not apply (2)
- Don't know/Uncertain (1)

(b) Please indicate also (under (b)) to what degree the following (alternatives (1) to (5)) can be a solution

- Is a solution (3)
- Can be a partial solution (2)
- Certainly no solution (1)

- | | | | | |
|----|--|--------------------------|--------------------------|--------|
| | | (b) | (b) | |
| 1) | The time (to be spent on the program) has been agreed upon with supervisor or manager. | <input type="checkbox"/> | <input type="checkbox"/> | V93-94 |
| 2) | The program is/programs are sufficiently flexible or of a low input intensity that unplanned intervention can be easily handled. | <input type="checkbox"/> | <input type="checkbox"/> | V95-96 |
| 3) | Other responsibilities, expectations or commitments are given to field personnel well ahead of time so that they can accommodate them in their planning. | <input type="checkbox"/> | <input type="checkbox"/> | V97-98 |



4) Extension workers with programs are protected by their managers “from outside interference”. V99-100

5) The above is no problem because frontline extension workers don’t yet have scheduled programs with detailed work plans of calendars. V101-102

4.7 Regarding the planning within a district (region) or Province, how should it be coordinated?

.....

4.8 Please list the following alternatives in order of acceptability:

| | | | |
|-----------------|-----------------|-----------------|----------|
| 1 st | 2 nd | 3 rd | |
| | | | V103-105 |

- 1) Priority setting and planning should be done by management, while frontline extension workers need to link into these programs and plans.
- 2) Planning and priority setting should be done at community or grassroots level, while the responsibility of management is to coordinate the various programs.
- 3) Planning and priority setting should be done at community or grassroots level, but it has to happen and be reconcilable with a clear mission and broad development objectives set by management.

4.9 As far as extension projects and programs are concerned, indicate your degree of agreement/disagreement (using the appropriate code number) of the following statements:

- (1) Fully agree
- (2) Agree
- (3) Partially agree/disagree or undecided
- (4) Disagree

(5) Disagree altogether. Development programs or projects should be owned by and be the total responsibility of the community (initiation, planning, budgeting, implementation). Development agents or organisations can be requested to assist. V 106

The community, through Program or project committees, should have ownership of the project of program, with one or more development agents or Extension worker(s) operating as executive officer, but being responsible to the community. V107

The development agent(s) or organisation(s) are responsible for development and thus for all projects and programs in this regard. They should involve communities in the form of representative committees for purposes of bigger effectiveness and sustainability. V108

Development agents or organisations should be working for the farming community (and not with) since they are responsible for development and not accountable to the community. V109

5. Evaluation and accountability

5.1 Effective Monitoring and Evaluation (M&E) is often regarded to be one of the most important and effective instruments enabling an improvement of all current and future extension. Please indicate the degree to which you agree with this statement.

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|--------------------------|------|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | <input type="checkbox"/> | V110 |
|---|---|---|---|---|---|---|---|---|----|--------------------------|------|

↑
Disagree completely
↑
Agree absolutely

5.2 The following are different levels of criteria that can used in monitoring and evaluation. Could you please

- a) assess the importance of every level for M & E purposes (using Scale A), and
- b) assess the degree or effectiveness with which they are currently implemented in your situation, using the Scale B, and
- c) indicate the frequency with which evaluations regarding the various criteria should be evaluated or reported on (indicate number of months)

To whom should the frontline extension worker be accountable (a) monthly, (b) annually and (c) on completion of the project/programme?

Indicate 1 = No, or 2 = Yes in the spaces provided for the different alternatives

| | Monthly (a) | Annually (b) | On completion (c) |
|---------------------------------|----------------|-----------------|-------------------------|
| 1. Program or project committee | V136 | V137 | V138 |
| 2. Extension management | V139 | V140 | V141 |
| 3. Local councils | V142 | V143 | V144 |
| 4. Local farmer forums | V145 | V146 | V147 |
| 5. District Municipality | V148 | V149 | V150 |
| 6. District farmer forum | V151 | V152 | V153 |

5.5 Considering the various report forms sent in by extension workers every month, what purpose do they currently mainly serve and should they mainly serve

(In both cases list the following alternatives in order of preference)

(a)

(b)

1st 2nd 3rd 4th

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

V154-158

1st 2nd 3rd 4th

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

V159-162

- 1) To provide information mainly for policy makers
- 2) To provide information for management (to improve management)
- 3) To provide information that allows frontline extension personnel to improve their extension
- 4) To provide information that serves as evidence of success or progress for purposes of accountability

5.6 The following are two rather contradicting views regarding monitoring and evaluation. Indicate the one that reflects your view or comes closest to it:

- 1) Objectives (against which evaluations are made) should be as limited as possible, in order to be as simple as possible and prevent confusion.

V163

- 2) Objectives should be as extensive and as detailed as possible to ensure that a maximum of evidence of success is gathered for purposes of accountability.

6. HOLISTIC APPROACH (6):

6.1 What is your view of the Department’s approach regarding the following aspects or dimensions. Please indicate

- a) your judgement of the **current focus** of the Department of Agriculture, and
- b) your view of where the **focus** of the Department **should be** using the provided 10 point continuums.

(a) (b)

| | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|----|---|--|--|----------|
| Only Agricultural development | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Only Rural development | | | V164-165 |
| Commodity approach (at farm level) | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Systems approach (at farm level) | | | V166-167 |
| Only “common good” issues | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Only “individual good” issues | | | V168-160 |
| Only reactive advice for solving current problems | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Only capacity building for future problem solving | | | V170-171 |
| Only on agricultural production | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Only on value adding and marketing | | | V172-173 |
| Only rural agriculture | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Only urban Agriculture | | | V174-175 |
| Only on willing and potentially productive farmers | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Only on disadvantaged and small scale farmers, trying to restore equity | | | V176-177 |

6.2 Please indicate the percentage time that

- a) frontline extension workers currently spend on different target audiences, and

b) you believe frontline extension workers should spend on the different target audiences. (a) (b)

- | | | | |
|--|--------------------------|--------------------------|----------|
| 1) Large scale commercial farmer | <input type="checkbox"/> | <input type="checkbox"/> | V178-179 |
| 2) Small scale commercial farmers | <input type="checkbox"/> | <input type="checkbox"/> | V180-181 |
| 3) Subsistence farmers or rural households | <input type="checkbox"/> | <input type="checkbox"/> | V182-183 |
| 4) New farmers (LRAD) | <input type="checkbox"/> | <input type="checkbox"/> | V184-185 |
| 5) Urban agriculture | <input type="checkbox"/> | <input type="checkbox"/> | V186-187 |
| 6) Schools | <input type="checkbox"/> | <input type="checkbox"/> | V188-189 |
| 7) Farm labourers | <input type="checkbox"/> | <input type="checkbox"/> | V190-191 |

Total 100%

6.3 In case of insufficient resources or steady declining resources indicate the sequence in which the various target groups should be withdrawn from being the extension worker's responsibility.

Sequence of withdrawal:

| | | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 1 ST | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th |
| 192 | 193 | 194 | 195 | 196 | 197 | 198 |

6.4 Please indicate the percentage time

a) that you think the "average" frontline extension worker in your area currently spends on the following activities, and

b) how you believe his time should be sent (a) (b)

- | | | | |
|--|--------------------------|--------------------------|----------|
| 1. Projects and programmes | <input type="checkbox"/> | <input type="checkbox"/> | V199-200 |
| 2. Administration | <input type="checkbox"/> | <input type="checkbox"/> | V201-202 |
| 3. Advising farmers on their request | <input type="checkbox"/> | <input type="checkbox"/> | V203-204 |
| 4. Self-development/ In-service training | <input type="checkbox"/> | <input type="checkbox"/> | V205-206 |
| 5. Liaising with other service providers | <input type="checkbox"/> | <input type="checkbox"/> | V207-208 |
| 6. Other (Specify):..... | <input type="checkbox"/> | <input type="checkbox"/> | V209-210 |
| 7. Non-productive, idle | <input type="checkbox"/> | <input type="checkbox"/> | V211-212 |

Total 100% 100%

7. SUPPORT SERVICES

7.1 How do you judge the following sources in terms of their (a) current and (b) potential contribution as knowledge support to the frontline extension worker, using the following scale:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

↑
Very small

↑
Very big

| | Current | Potential | |
|---------------------------------|----------------------|----------------------|----------|
| ARC researcher | <input type="text"/> | <input type="text"/> | V213-214 |
| Dept. of Agriculture Researcher | <input type="text"/> | <input type="text"/> | V215-216 |
| Subject Matter Specialist | <input type="text"/> | <input type="text"/> | V217-218 |
| Extension supervisor | <input type="text"/> | <input type="text"/> | V219-220 |
| NGO's | <input type="text"/> | <input type="text"/> | V221-222 |

7.2 How important do you rate the role of the SMS (Subject Matter Specialist) as a knowledge support intermediary (between research and extension) in the following situations, using the given scale:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

↑
Unimportant

↑
Extremely important

| | | |
|--|----------------------|------|
| Subsistence farming situation | <input type="text"/> | V223 |
| 1) Small commercial farming situation | <input type="text"/> | V224 |
| 2) Large commercial mixed farming situation | <input type="text"/> | V225 |
| 3) Large commercial homogenous farming situation | <input type="text"/> | V226 |

7.3 How important do you rate each one of the following functions of the SMS (Subject Matter Specialist):

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|



Unimportant



Extremely important

- | | | |
|--|--------------------------|------|
| 1) Training of Extensionists (courses where necessary) (reactive Function) | <input type="checkbox"/> | V227 |
| 2) Continuous and purposeful knowledge upgrading and capacity building of extensionists working in the respective fields (pro-active) | <input type="checkbox"/> | V228 |
| 3) Assistance and advice to farmers when requested by farmers and/or extensionists | <input type="checkbox"/> | V229 |
| 4) Training of farmers where knowledge base does not exist among extensionists | <input type="checkbox"/> | V230 |
| 5) Assistance of extensionists with problem cases | <input type="checkbox"/> | V231 |
| 6) Assistance of extensionists with message design i.e. designing messages that are technically, economically and human behaviour relevant(where requested) | <input type="checkbox"/> | V232 |
| 7) Become specialist regarding relevant commodity/discipline in area of responsibility in relation to current production, prevailing problems, needs of farmers (including research needs if there is no solution), priorities and solutions to be promoted by extension | <input type="checkbox"/> | V233 |
| 8) Seeking solutions through adapted research/demonstrations (adapting innovations to specific local conditions) | <input type="checkbox"/> | V234 |
| 9) Remain abreast of new research, developments and knowledge in field of specialisation | <input type="checkbox"/> | V235 |

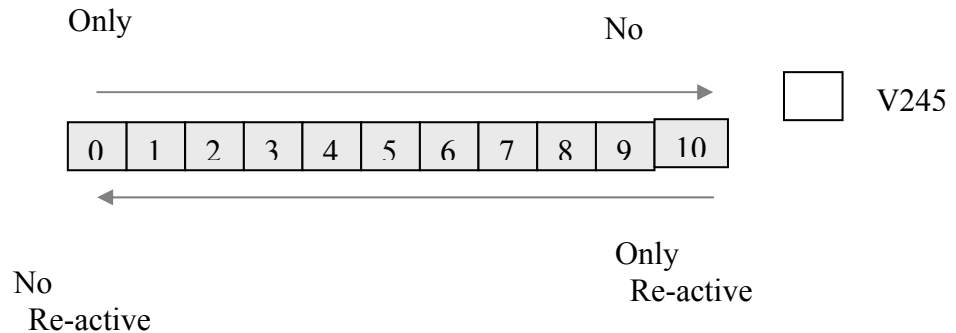
7.4 In order to gain an additional insight of your perspective, kindly place the above in rank order of importance

1st 2nd 3rd 4th 5th 6th 7th 8th 9th

| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|
| | | | | | | | | |
|--|--|--|--|--|--|--|--|--|

V236-244

7.5 Some people see the function of the SMS to be mostly reactive in nature (helps or makes inputs when requested), while others believe it should be mostly proactive (purposeful programs). What is your view? Please select the ratio that you favour most:



(a) How much time (days per year) do frontline extension workers currently devote to in-service training?

Current number of days V246

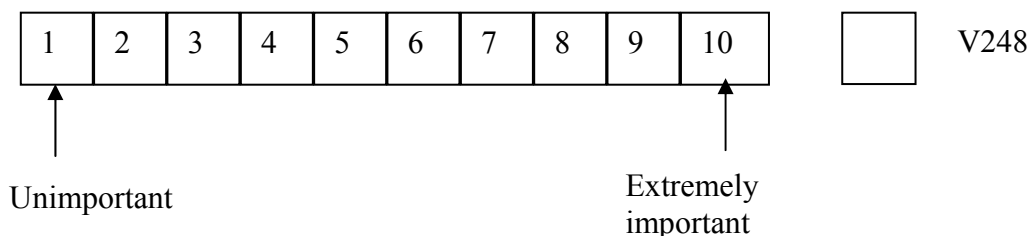
(b) How much time is appropriate in your situation

Recommended number of days V247

8. CO-ORDINATION

Lack of coordination between different extension organisations often results in unnecessary duplication or working at cross-purposes, with the result that the frequently scarce extension resources are not effectively utilised, thereby seriously reducing or undermining the potential extension input.

8.1 How serious is this problem in your opinion? Please give an assessment on the following scale:



8.1 To get another perspective of your viewpoint regarding the seriousness of the lack of coordination as a problem, please consider it along with some other problems and list them in order of importance.



1st 2nd 3rd 4th 5th 6th 7th

1) Lack of coordination

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | | |
|--|--|--|--|--|--|--|

V249-255

2) Poor competence of extension workers

3) Lack of commitment of extension personnel

4) Poor management of extension

5) Inappropriate extension approach

6) Lack of credit and other input resources

7) Lack of land

8.3 Which of the following is closest to your idea of good coordination:

1) Extension organisations and/or agents assist each other and work together to be more effective and efficient.

V256

2) Extension organisations and/or agents work in such a way that they don't do the same work, but complement each other by either focusing on different areas, different communities, different commodities or different functions.

3) It is generally accepted that different extension or development organisations (whether public, private or company-oriented) have different objectives and agendas and are not equally interested in coordination.

4) Indicate (using the following scale) the acceptability of the following in terms of solutions to poor coordination:

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|



Very unacceptable



Highly acceptable

8.4 Each organisation must commit itself to coordination and contribute equally to the process.

V257

The difference between organisations must be accepted and respected and coordination must be planned accordingly

V258

8.5 What do you see as the solution to poor coordination between different extension organisations?

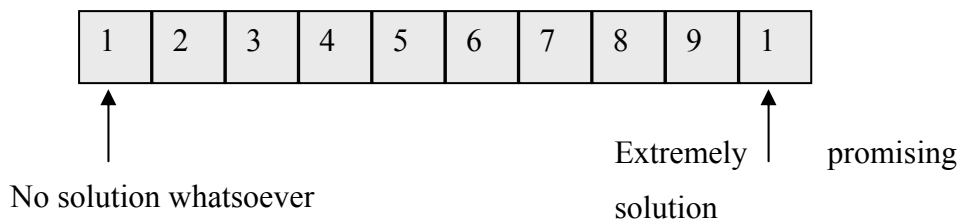
.....

.....

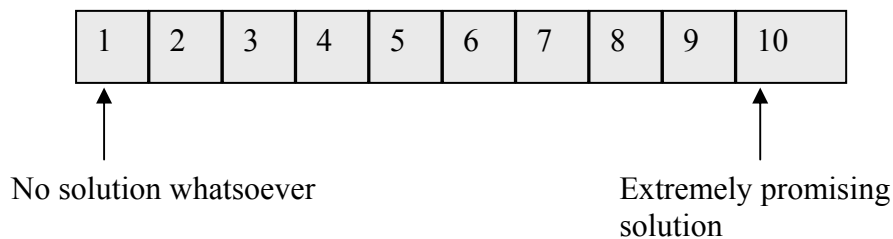
8.6 Two widely proposed solutions are the following:

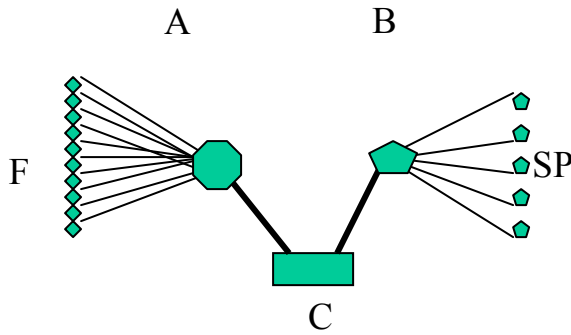
- A. *The establishment of a coordinating extension forum for extension organisations.* This proposal is said to be a potential solution in situations where different extension agents are involved in and focus on the same commodity. Experience shows that representatives from commercial or company-based organisations usually choose not to participate. V259
- B. *Enforced coordination by the community, viz. through a community body representing the community and promoting and coordinating its interests.* If the community lays down coordination guidelines, service providers can hardly ignore them. V260

Please assess each of the above alternatives in terms of their potential solution of uncoordinated extension in your area, using the following scale:



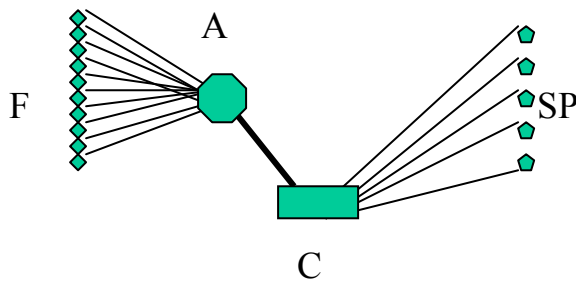
8.7 In the case of interaction or linkage between extension agents or organisations and the farming community, which of the following structures do you regard as most acceptable? Assess their acceptability or appropriateness (using the scale provided) as a solution in facilitating a partnership interaction between agents and community and the coordination between agents.





(1) Indirect representation:
 Service providers (SP) form a coordinating body (B), which in turn is represented on the development forum (C), where farmers are also represented via their representative body (A)

V261

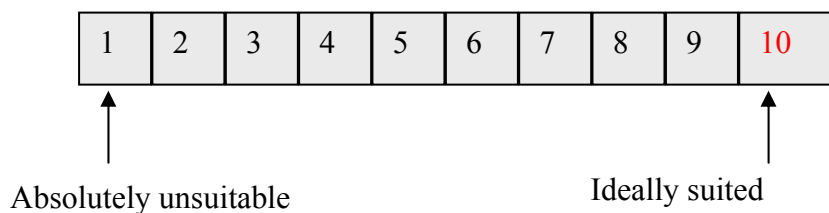


(2) Semi-direct representation:
 Service providers (SP) maintain their independency and are directly represented on the Development Forum (C), which provides for coordination but also allows for service providers' direct interaction and negotiation with the farmers representative body.

V262

Diagram illustrating alternative linkage structures between service providers and farmers

8.8 Which of the following organisations (agents) would be most suited in leading or chairing a coordination forum?



- | | | |
|---|--------------------------|------|
| Department of Agriculture | <input type="checkbox"/> | V263 |
| NGO's | <input type="checkbox"/> | V264 |
| Private or farmer-owned extension service | <input type="checkbox"/> | V265 |
| Company based organisation (e.g. Fertiliser reps, etc.) | <input type="checkbox"/> | V266 |

8.9 At which of the following levels is coordination most important? Please list in order of importance

1st 2nd 3rd 4th 5th

- 1) Village level
- 2) Extension ward level
- 3) Local Municipality level
- 4) District Municipality level
- 5) Provincial level

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

V267-271

9. PRIVATISATION OR OUTSOURCING

9.1 The average efficiency of Extension is, according to some literature sources, approximately 130 percent, i.e. for every R100 invested in extension, the return is R130.

9.1.1 What would you guess is the average efficiency of the Department of Agriculture, (expressed as a percentage or return per R100 invested as above)

a) in your area (or your own efficiency) V272

b) in your Province V273

c) in South Africa

- i. in the small scale or subsistence farming situation V274

- ii. in the small scale commercial farming situation V275

- iii. in the large-scale commercial farming situation V276

9.1.2 What would you guess is the average efficiency of NGO's in South Africa?

i. in the small scale or subsistence farming situation V277

ii. in the small scale commercial farming situation V278

iii. in the large-scale commercial farming situation V279

9.2 Under what circumstances would you favour a privatisation or outsourcing of the Extension services of the Department of Agriculture? Indicate

a) whether you agree or not to privatisation under the following circumstances, by inserting the following:

STRATEGY 1 – COST RECOVERY

- Minimum cost recovery (Farmers pay for specific packages or Services) V290
- Cost recovery for extension services (Farmers pay fully for all services) V291
- Total Privatisation (Government no longer involved, also no financial support) V292

STRATEGY 2 – OUTSOURCING

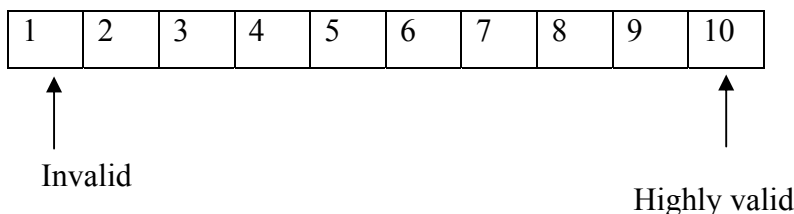
- 2.1 In-sourcing of Management V293
- 2.2 In-sourcing of Knowledge / Expertise V294
- 2.3 Outsourcing of Personnel (secondment) V295
- 2.4 Outsourcing of the Total Service V296

STRATEGY 3 – OUTSOURCING (DECENTRALISATION) TO BENEFICIARIES

- 3.1 To Municipality (officials under a different ministry) V297
- 3.2 To District Municipality V298
- 3.3 To Local Municipality V299
- 3.4 To Community Organisations V300

The following are benefits associated with the outsourcing or privatisation of extension services.

9.4.1 Indicate your opinion regarding their validity by using assessment on the following scale:



- 1) Greater operational efficiency and cost effectiveness. V301
- 2) Greater accountability of extensionists to perform and produce results. V302
- 3) Contractor (government) can demand a service standard from the agent that government cannot deliver by itself. V303
- 4) Contractor (government) can specify clients to be served (small, poor and marginal farmers). V304
- 5) Reduces permanent staff requirements and allows redeployment of resources to higher-priority or sensitive areas. V305
- 6) Enhances extension impact by accessing providers with special skills or comparative advantages in providing specific services. V306
- 7) Creates partnerships and working relationships with other providers. V307
- 8) Enhances flexibility and credibility in responding to special needs of diverse clientele. V308
- 9) Is useful for testing innovative and higher risk “new” systems. V309
- 10) Increases provider accountability. V310

9.4.2 Identify what you regard to be the five most important and valid ones and place them in rank order of importance.

| | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|----------|
| | | | | | V311-315 |
| 1 st | 2 nd | 3 rd | 4 th | 5 th | |

9.4.3 Privatisation or outsourcing of extension is usually considered when (a) funds are insufficient or (b) when other organisations are more effective and efficient.

By how much (what percentage) do you think the effectiveness and efficiency of the government extension service would have to increase to prevent privatisation or outsourcing to other extension or development organisations (*e.g. if to be doubled, indicate 200%*) % V316

(2) to justify a long term government extension service % V317

9.4.4 What conditions are essential or steps need to be taken to ensure the above?
Place those that you consider essential in order of priority

- 1) Improved management of extension
- 2) Improved competence through training of extension officers
- 3) Improved monitoring, evaluation and accountability
- 4) Improved support services
- 5) Better coordination between extension organisations
- 6) Better facilities and equipment
- 7) No political interference
- 8) Improved extension approach
- 9) Other:
- 10) Other:

| | | | | | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|------------------|
| | | | | | | | | | |
| 1 st | 2 nd | 3 rd | 4 th | 5 th | 6 th | 7 th | 8 th | 9 th | 10 th |

V318-327

APPENDIX B

ASSESSMENT QUESTIONNAIRE OF EXTENSION IN (PEA) BASED.

LIMPOPO PROVINCE DEPARTMENT OF AGRICULTURE

| | | | | | | | |
|--|--|----------------------|----------------------|--------|---|----|----------------------|
| 1. Respondent Number | V1 | <input type="text"/> | | | | | |
| 2. District Number | V2 | <input type="text"/> | | | | | |
| 3. PEA Trainer | V3 | <input type="text"/> | | | | | |
| 4. PEA facilitator | V4 | <input type="text"/> | | | | | |
| 5. Pilot Number | V5 | <input type="text"/> | | | | | |
| Personal characteristics of extension staff | | | | | | | |
| 6. Sex | <table border="1" style="display: inline-table; vertical-align: middle;"> <tr> <td>Male</td> <td>1.</td> <td>Female</td> <td>2</td> </tr> </table> | Male | 1. | Female | 2 | V6 | <input type="text"/> |
| Male | 1. | Female | 2 | | | | |
| 7. Highest qualifications | | | <input type="text"/> | | | | |
| a) Number of years of formal education in school | | V7 | <input type="text"/> | | | | |
| (b) Tertiary | | V8 | <input type="text"/> | | | | |
| (c) Total | | V9 | <input type="text"/> | | | | |
| 8. Marital status | | | | | | | |
| Married | 1 | | | | | | |
| Widow | 2 | | | | | | |
| Widower | 3 | | | | | | |
| Divorced | 4 | | | | | | |
| Unmarried | 5 | V10 | <input type="text"/> | | | | |
| 9. Experience, No of years in the service | | | | | | | |
| less than 10 years | 1 | | | | | | |
| 11 -20years | 2 | V11 | <input type="text"/> | | | | |
| 21- 25years | 3 | | | | | | |
| 26-30 years | 4 | | | | | | |
| above 31 years | 5 | | | | | | |
| Total | | V12 | <input type="text"/> | | | | |
| 10. Present rank: | | | | | | | |
| Agricultural technicians | 1 | | | | | | |
| Senior Agric. Technician | 2 | | | | | | |
| Chief Agric technician | 3 | V13 | <input type="text"/> | | | | |
| Control technician | 4 | | | | | | |



11. Age

| | | |
|----------------------------|---|------------------------------|
| less than 25yrs | 1 | |
| 25 –30 | 2 | |
| 31-35 | 3 | V14 <input type="checkbox"/> |
| 36-40 | 4 | |
| 41-50 | 5 | |
| >51 | 6 | |
| Total number of years..... | | V15 <input type="checkbox"/> |

MERIT ASSESSMENT

12. Were you appraised for promotion while working as PEA change agent in the past three years?

| | |
|-------|------|
| Yes 1 | No 2 |
|-------|------|

V16

13. Were you awarded any merit recognition for second and third notch during the past three years?

| | |
|-------|------|
| Yes 1 | No 2 |
|-------|------|

V17

FIELD VISITS

14. Please provide the following information:

| | PEA | Other extension |
|--|-----|-----------------|
| a) Number of group contacts per month | V18 | V19 |
| b) Total no. of individual within groups | V20 | V21 |
| c) Other contacts? | V22 | V23 |

15. Provide the information of farmers that participate in PEA pilot areas and non pilot areas according to the table given below:

| Name of village | Number of farmers | PEA focus 1= yes 2 =No | Number of active members |
|-----------------|-------------------|---------------------------|--------------------------|
| (a) | V24 | V25 | V26 |
| (b) | V27 | V28 | V29 |
| (c) | V30 | V31 | V32 |
| (d) | V33 | V34 | V35 |
| (e) | V36 | V37 | V38 |
| (f) | V39 | V40 | V41 |
| Total | | | |

16. Accepting that a month has 20 working days. How many days do you spend on the following?

- a) PEA field work V42
- b) PEA administration V43
- c) Training in PEA V44
- d) Other extension activities V45
- e) Other responsibility e.g. servicing other departments V46
- f) Non- extension issues V47

TRAINING OF EXTENSION OFFICERS

17 Provide the information in the table below on how much training have you received since 1998 relating to (a) The PEA approach and (b) other training?

| | Methodology (Number of weeks) | Technical training (Number of weeks) |
|----------------------------|----------------------------------|---|
| a) PEA approach | V48 | V49 |
| b) Other training approach | V50 | V51 |

18. Give your rating whether the PEA methodology training has achieved or not achieved its purpose using the following scale?

- Very good 1
Good 2
Poor 3
Very poor 4

V52

19. Has the PEA technical training achieved or not achieved its purpose. Give your opinion using the scale hereunder

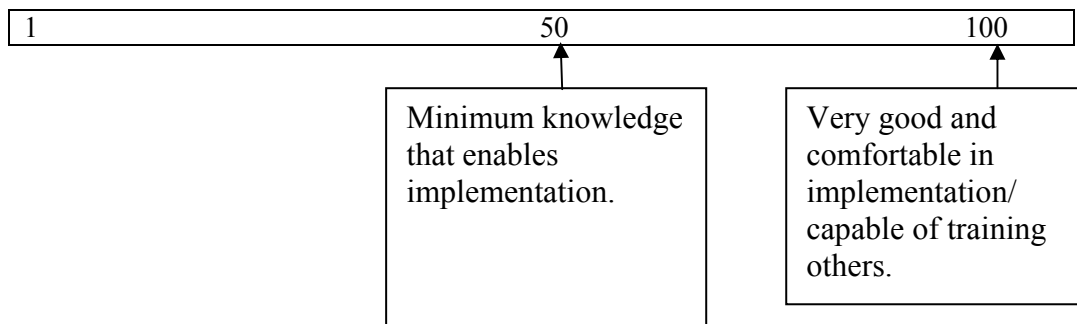
- Very good 1
Good 2
Poor 3
Very poor 4

.....V53

20. Should the intensity of the PEA training be evaluated how many weeks of training did you attend prior 1998 in terms of methodology and technical training in other extension approaches.

| | Methodology (Number of weeks) | Technical training (Number of weeks) |
|--|--|---|
| a. Other extension approaches training | V54 | V55 |

21. How do you rate your knowledge /competence/skills in terms of implementing the PEA approach using the following scale:



- a) Your current knowledge of PEA methodology V56
- b) Your knowledge before training V57
22. How much knowledge do you possess in the associated technical field?
Rate yourself, on the same scale
- a) current technical knowledge V58
- b) knowledge before training V59
23. Assume that you (did not have any) diploma training, how many weeks of training would be required to reach the same level of competence?
Number of weeks V61
24. How much more training in PEA methodology do you need days/weeks) to achieve the highest scale point?
- a) With a diploma in extension V62
- b) Without a diploma in extension. V63

25. How do you rate the quality of the following training programmes:

a) PEA methodology?

- Very good 1
- Good 2
- Reasonable 3
- Poor 4
- Very poor 5

V64

b) Technical training?

- Very good 1
- Good 2
- Reasonable 3
- Poor 4
- Very poor 5

V65

26. How do you rate the importance of extension methodology versus subject training within PEA approach?

- Extension method much more important than subject matter 1
- Extension method more important than subject matter training 2
- Extension method equal to subject matter training 3
- subject matter training more important than extension method 4
- Subject matter much more important than extension 5

V66

27. When comparing PEA with other forms of extension how important do you regard the technical knowledge of the agricultural technicians?

- Technical knowledge is much more important in PEA 1
- Technical knowledge is more important in PEA 2
- No difference 3
- Technical knowledge is less important in PEA 4
- Technical knowledge is much less important in PEA 5

V67

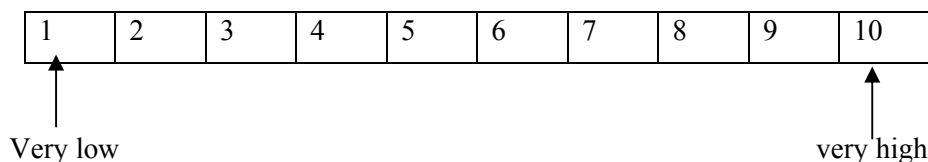
COST OF TRAINING

28. What is the maximum amount of money (R) that the Department should put aside annually per officer for the training of one agricultural technician? R

V68

EMPOWERMENT

29. How do you assess yourself as an agricultural technician using the following scale:



30. Organizational competency
- a) Current V69
- b) Before training in PEA V70
31. Facilitation skills/competency
- a) Current V71
- b) Before training in PEA V72
32. Skills/knowledge of Linking farmers with service providers
- a) Current V73
- b) Before training in PEA V74
33. Knowledge of human relation.
- a) Current V75
- b) Before training in V76
34. Confidence
- a) Current V77
- b) Before training in PEA V78
35. What in your view constitute the five most important components of the PEA process
- | | | | | | | |
|---------------|-----|---|----|---|-----|--------------------------|
| 35 (a) | Yes | 1 | No | 2 | V79 | <input type="checkbox"/> |
| (b) | Yes | 1 | No | 2 | V80 | <input type="checkbox"/> |
| (c) | Yes | 1 | No | 2 | V81 | <input type="checkbox"/> |
| (d) | Yes | 1 | No | 2 | V82 | <input type="checkbox"/> |
| (e) | Yes | 1 | No | 2 | V83 | <input type="checkbox"/> |



SUPERVISION

36. How do you assess the needs for supervision in PEA compared with other extension approaches using the following scale:

| | | |
|---|---|------------------------------|
| Supervision is much more important in PEA | 1 | |
| Supervision is more important in PEA | 2 | |
| No difference | 3 | |
| Supervision is less important in PEA | 4 | |
| Supervision is much less important in PEA | 5 | V84 <input type="checkbox"/> |

PARTICIPATORY EXTENSION APPROACH

37. How do you think farmers rate your current delivery of extension service?

| | | |
|------------|---|------------------------------|
| Very good | 1 | |
| Good | 2 | |
| Reasonable | 3 | |
| Poor | 4 | |
| Very poor | 5 | V85 <input type="checkbox"/> |

38. How do you think farmers rate your service before PEA approach?

| | | |
|------------|---|------------------------------|
| Very good | 1 | |
| Good | 2 | |
| Reasonable | 3 | |
| Poor | 4 | |
| Very poor | 5 | V86 <input type="checkbox"/> |

SUSTAINABILITY

39. Will the process introduced by PEA, namely helping the community towards self help, continue if the extension officer is no longer there?

| | | |
|----------------------|---|------------------------------|
| Yes | 1 | |
| Don't know /hesitant | 2 | |
| No | 3 | V87 <input type="checkbox"/> |

40. Why? Or why not?.....

IMPROVEMENT IN GENERAL

41. Do you think there has been improvement of production in the pilot project since using the PEA approach? How do you judge (them) the improvement using this scale:

- Very good 1
- Good 2
- Reasonable 3
- Poor 4
- Very poor 5

V88

42. If yes which are they? List them and give evidence

| List of achievements | Evidence |
|----------------------|----------|
| | |
| | |
| | |
| | |
| | |
| | |

43. What do you regard to be the strength of PEA?

.....

V89

44. For approximately what percentage of the Limpopo Province do you regard the PEA as the most appropriate extension approach?

V90

45. What do you regard to be the weakness of PEA?

.....

V91

46 In your view what are the core values of PEA approach?

| | | | | | | |
|-----|-----|---|----|---|-----|----------------------|
| (a) | Yes | 1 | No | 2 | V92 | <input type="text"/> |
| (b) | Yes | 1 | No | 2 | V93 | <input type="text"/> |
| (c) | Yes | 1 | No | 2 | V94 | <input type="text"/> |
| (d) | Yes | 1 | No | 2 | V95 | <input type="text"/> |
| (e) | Yes | 1 | No | 2 | V96 | <input type="text"/> |

LESSON LEARNT FROM THE INTERVENTION

47. Under what condition would it be difficult to introduce PEA?

.....

V97

SELECTION CRITERIA

48. Who selected villages of the pilot sites as beneficiaries?

- Farmer committee 1
- Project manager 2
- Regional heads 3
- Don't know 4
- Other 5 (specify).....V98

BEHAVIOURAL CHANGES OF FARMERS

49. Using the scale below how do you rate the contribution of PEA

to farmers in terms of the following:V99

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|----|

↑
Very low

↑
Very high

50. Adoption of farming practice

- a) Current V100
- b) Before PEA exposure V101

51. Knowledge of farmers related to PEA

- | | | |
|-------------------------|------|--------------------------|
| (a) Current | V102 | <input type="checkbox"/> |
| (b) Before PEA exposure | V103 | <input type="checkbox"/> |

52 Skills of farmers related to PEA.

- | | | |
|-------------------------|------|--------------------------|
| (a) Current | V104 | <input type="checkbox"/> |
| (c) Before PEA exposure | V105 | <input type="checkbox"/> |

53 Perceptions/attitudes of farmers towards extension.

- | | | |
|------------------------|------|--------------------------|
| a) Current | V106 | <input type="checkbox"/> |
| d) Before PEA exposure | V107 | <input type="checkbox"/> |

54. Meeting the needs of clients/farmers

- | | | |
|------------------------|------|--------------------------|
| a) Current | V108 | <input type="checkbox"/> |
| e) Before PEA exposure | V109 | <input type="checkbox"/> |

55 In few words give reasons why farmers under PEA processes perform differently as compared in the past.

56. The PEA is designed to be need responsive. Is it also appropriate or suitable for addressing issues like conservation or “common good” (rather than “individual good”) which seldom feature among farmers needs. V110

- | | |
|--|---|
| Much more suitable than other approaches | 1 |
| More suitable than other approaches | 2 |
| Same as other approaches | 3 |
| Less suitable than other approaches | 4 |
| Much less suitable | 5 |

V111

TECHNOLOGY GENERATION

57 Has PEA contributed towards research becoming more involved in participating technology development and thus becoming more relevant?

- | | |
|------------------|---|
| Very significant | 1 |
| Significantly | 2 |
| Somewhat | 3 |
| Not at all | 4 |

V112

APPENDIX C

FINDINGS OF THE PROVINCIAL PROJECTS IN LIMPOPO

Institutional arrangements in land reform projects

Out of the 8 projects only one had a formal organization namely Steilloop but the constitution was not working. The rest of the projects did not have any working institutions, except for the old form of CPA or a trust. Many members have fallen off for example Makgofe had a total membership of 37 but only 8 were active at the time of the survey. Other projects did not bother in revising their constitutions to allow a separation between the trust and the management hence the members who were active were discouraged by those who came to share the harvest but failed to lend their labour. There is also a problem of lack of agreement between the role played by management and the interim executive committee (for example Laboheme). Lack of proper institutional framework creates secondary challenges for the management of the project where some farmers sub-lease for grazing to members of the community. This is an illegal activity which usually sparks violence if found.

Technical know-how possessed by land reform beneficiaries

All the projects have shown high need for practical skills. Members were trained. In some cases they were only exposed to theoretical training by some NGOs such as Boskop. Some could not realize the use of kraal manure such as Lwalalameetse. Other skills include leadership and institutional (organisational) intervention. The University of Limpopo was found to have donated training and ploughing units to Makgofe.

Financial assistance for land reform farmers

- Nwanedi was vocal in terms of complaining about lack of financial support from financial institutions. Farmers were worried that financial institutions were not accessible because of its geographical locations which is 120km away from Thohoyandou. The insufficient infrastructure such as pipes, proper fencing, electricity, transport and machinery were cited by Nwanedi farmers. They also blamed the financial institutions for their poor cash flow which make it difficult to pay their labourers. High mortality rate of chicks due to insufficient heaters were also blamed lack of finance. Donations were reported from the Department of health and welfare of about R18 000 as part of their outreach programme to Makgofe Trust.

Marketing aspects of produce

Farmers in all projects were producing on subsistence level even though they could sell their produce. Some had a potential to be commercial for example the two livestock groups namely Steilloop and Strydpoort as well as the two crop producers namely Nwanedi and Laboheme. They all market locally whereas some had problems of marketing for example Makgofe and Matshehla Trust. They lack marketing strategies. Hired transport has proved to be very expensive for the farmers. The farmers of Steilloop expressed a hope that their Association would establish their own market with the passage of time.

Social /health status of farmers

HIV/AIDS diseases was found to be one of the threats that affect the health status of farmers. Only one project was open to talk about it while the others were not comfortable to discuss the topic.

Future training needs of land reform beneficiaries

All projects have raised concern for the need of satisfying their capacity building needs. The needs are as follows per category. Livestock farmers emphasized the following :

- Supplementary feed management e.g. fodder production at Steilloop
- Animal diseases
- Prevention of disease and vaccination
- Disease control
- Processing of hides
- Processing of cheese
- Marketing
- Erections of farm houses on some sites
- Relationship with other stakeholders.
- Production of piggery i.e. from the birth of piglets to the finishers and housing. They also need training in the technical aspects of cattle rearing. They don't have appropriate skills of running the farm e.g. Ikageng.
- How to keep farm records.
- Financial management
- Managerial skills (Ikageng)

Whereas crop farmers were vocal concerning the following needs:

- Techniques of fertilizing the soil./ crops.
- Vegetable production. e.g. Makgofe.

Lessons learnt

Following the challenges presented the following lessons were learnt

- The implementing agent provided technical training as identified during the need assessment. They outsourced where they did not have expertise. Both farmers and extensionists were exposed to practical training. Although it was not sufficient extensionists visited Irene, the livestock branch of the Agricultural Research Council as well as Hygrotech field trial plots.
- Farmers were prepared to adopt team work especially where they work as groups like in the SLAG projects. Those who came from leased projects such as Steilloop were prepared to collaborate with external agents. They collaborated with ARC and SAVet offered them to provide services on condition farmers sign contracts to buy all livestock remedies from them.

- The reorientation of extensionists is important prior to implementing training to farmers. This gesture helps to prepare the local extensionists who are supposed to take over when the implementing agent exits the pilot project. The local extensionist develops more confidence and his/her interaction with the farmers is improved making it easier during farmer training. It also improves the mentorship, monitoring as well as chances for the sustainability of the project.
- It is important that fundraising skills are imparted to the farmers so that they could be in the position to access and identify sources of funding for their projects. Farmers complained that financial agents are far from them. Experience has shown that as long as farmers are organized, financial institutions go where farmers are if they have potential to do good business with them.
- Farmers who were new to farming required more time to be introduced into farming. Management training therefore became very important and this should be provided. During training sessions the instructor has to take this fact into consideration trying different ways of imparting knowledge.
- The performance of extensionists in land reform was not satisfactorily. The performance of all extensionists linked to land reform projects ought to be monitored on a monthly basis by the district management.
- Land reform projects did not have any explicit short, medium and long term development plans, and it is encouraged that this should be given a priority by the department.
- Farmers tended to show dependency upon the Department. They should be facilitated to have interactions with external service providers in order to reduce dependency.
- Farmer institutions were found to be weak, in varying degrees for example some projects were well constituted (Steilloop – Rebone farmers Association,) but without enforcement capability of a constitution, whereas some did not even have working committees (Ikageng) or any constitution to guide the members in their daily activities(Lwalala metse). Poor managerial capacity also stems from weak farming institutions creating a vacuum of leadership in times of crises or conflict for example Laboheme project displayed similar challenges.
- All SLAG projects faced a challenge of dealing with Trustees or ‘intruders during harvest time’ who do not understand that they have to offer their labour in producing whatever income is accumulated by the project before sharing profits e.g.Makgofe. Many Trustees came to share the profit in Makgofe without due respect of re-investing some back into the project. This caused the collapse of the project until it was saved by a donation from the Department of Health and Social Welfare.

There is a need to find an innovative mechanism which separates the project from a

mere asset (owned by the trustees who have equal rights to dividends whenever it is declared), into a business entity (in which it generates income through labour and management of the few).