

## Evidences

### Study #3951

**Contributing Projects:**

- P659 - 1.2.2 Agricultural Extension and Advisory Services

**Part I: Public communications**

**Type:** OICR: Outcome Impact Case Report

**Status:** On-going

**Year:** 2020

**Title:** Use of New Extensionist Kit and Global Good Practice Notes on extension in curricula of 63 agricultural universities in India and one South African university

**Short outcome/impact statement:**

The New Extensionist Learning Kit, a set of training modules designed to improve functional skills of agricultural extension agents, and a collection of standardized, easy to understand, extension materials called "Global Good Practice notes", both produced with support from PIM between 2014 and 2020, were incorporated into the Indian national extension curriculum (to be used by 63 universities) and into a university's curriculum in South Africa.

### **Outcome story for communications use:**

The New Extensionist [1] Learning Kit (NELK) [2] developed by the Global Forum for Rural Advisory Services (GFRAS) contains about 15 modules designed for self-directed, face-to-face or blended learning to improve the functional skills of individual extension field staff and managers, students and teaching staff. As part of another GFRAS-led initiative, information about extension approaches and methods was compiled in a standardized way in 30 brief (4 pages) easy-to-understand “Global Good Practice Notes” [3]. The development of both of these tools was managed through extensive consultation with a wide range of stakeholders over the period 2014-2020.

NELK materials have been used in over 35 countries, while the Global Good Practice Notes have been downloaded 178,826 times as of January 5, 2021. An estimated 5,000 people have attended training courses based on the NELK modules [4].

From its original focus on increasing yields through technology transfer, India’s extension system has recently embraced a more decentralized, participatory and demand-driven approach that recognizes rural advisory services as a critical factor in promoting rural development. In this context, starting in 2018, the Agricultural Extension in South Asia (AESAs) network and the National Institute of Agricultural Extension Management (MANAGE) collaborated with the Indian Council of Agricultural Research to develop a revised curriculum for MSc and PhD degrees in Agricultural Extension [4] [5] [6] [7]. The curriculum, approved by the Indian Council of Agricultural Research but not yet publicly available, incorporates the New Extensionist Learning Kit (mentioned 21 times) and the Global Good Practice Notes (mentioned eight times [8]). It is expected to be used by the 63 state agricultural universities representing over 1,000 students annually [9].

The NELK has also been mainstreamed into undergraduate, postgraduate, and MSc level curricula at the University of the Free State in South Africa [10] and has been used at Cairo University (Egypt) [11], Bahir Dar University and Mekelle University (Ethiopia) [12], Lilongwe University of Agriculture and Natural Resources (Malawi) [12], and other universities in Benin, South Africa, Zambia and the West Indies.

### **Links to any communications materials relating to this outcome:**

- <https://tinyurl.com/yfo35fex>

## **Part II: CGIAR system level reporting**

**Link to Common Results Reporting Indicator of Policies :** Yes

### **Policies contribution:**

- 669 - Contribution to the curricula of Bachelor’s, postgraduate diploma and Master’s degrees in Extension in Sustainable Agriculture, University of the Free State, South Africa
- 665 - Contribution to the curricula for Master’s and PhD degrees in agricultural extension (to be used by 63 universities), India

**Stage of maturity of change reported:** Stage 1

## Links to the Strategic Results Framework:

Sub-IDOs:

- Enhanced institutional capacity of partner research organizations
- Enhanced individual capacity in partner research organizations through training and exchange
- Increase capacity of beneficiaries to adopt research outputs

Is this OICR linked to some SRF 2022/2030 target?: Yes

SRF 2022/2030 targets:

- # of more farm households have adopted improved varieties, breeds or trees

Description of activity / study: <Not Defined>

## Geographic scope:

- Multi-national

Country(ies):

- India
- South Africa

Comments: <Not Defined>

## Key Contributors:

Contributing CRPs/Platforms:

- PIM - Policies, Institutions, and Markets

Contributing Flagships:

- F1: Technological Innovation and Sustainable Intensification

Contributing Regional programs: <Not Defined>

Contributing external partners:

- CRISP - Centre for Research on Innovation and Science Policy
- MANAGE - National Institute of Agricultural Extension Management
- SDC - Swiss Development Cooperation
- UFS - University of the Free State
- FAO - Food and Agriculture Organization of the United Nations
- ICAR - Indian Council of Agricultural Research
- GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit / German Society for

International Cooperation

- GFRAS - Global Forum for Rural Advisory Services
- USAID - U.S. Agency for International Development

## CGIAR innovation(s) or findings that have resulted in this outcome or impact:

New Extensionist Learning Kit and Global Good Practice Notes developed by GFRAS

Innovations: <Not Defined>

## **Elaboration of Outcome/Impact Statement:**

The New Extensionist [1] Learning Kit (NELK) [2] developed by the Global Forum for Rural Advisory Services (GFRAS) contains about 15 modules designed for self-directed, face-to-face or blended learning to improve the functional skills of individual extension field staff and managers, students and teaching staff. As part of another GFRAS-led initiative, information about extension approaches and methods was compiled in a standardized way in 30 brief (4 pages) easy-to-understand “Global Good Practice Notes” [3]. The development of both of these tools was managed through extensive consultation with a wide range of stakeholders over the period 2014-2020.

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**References cited:**

- [1] Davis, Kristin E.; and Sulaiman, V. Rasheed. 2014. The new extensionist: Roles and capacities to strengthen extension and advisory services. *Journal of Agricultural Education and Extension* 21(3). <http://dx.doi.org/10.5191/jiaee.2014.21301>
- [2] GFRAS - New Extensionist Learning Kit. <https://www.g-fras.org/en/knowledge/new-extensionist-learning-kit-nelk.html>
- [3] Davis, Kristin E.; Bohn, A.; Franzel, Steven; Blum, Magdalena L.; Rieckmann, U.; Saravanan, Raj.; Hussein, K.; and Ernst, Natalie. 2018. What works in rural advisory services? *Global Good Practice Notes*. Lausanne, Switzerland: GFRAS. <http://www.g-fras.org/en/1040-what-works-in-rural-advisory-services.html>
- [4] GFRAS. 2020. Adding Value to Local Action: How GFRAS Promotes Advocacy and Leadership in Rural Advisory Services for Sustainable Development. Lausanne, Switzerland. <https://www.dropbox.com/s/zeujgrouakxkdwq/Attachment%202020GFRAS%20impact%20stories%202020.pdf?dl=0>
- [5] Saravanan, R. and Suchiradipta, B. 2018. *Agricultural Extension: Time to Change*. Hyderabad: National Institute of Agricultural Extension Management (MANAGE). <https://www.aesanetwork.org/agricultural-extension-time-to-change-2/>
- [6] Sulaiman V., R., S. Vishnu, Onima, V. T., and Mittal, N. 2018. *Agricultural Extension in India: Is it Relevant to Changing Times?* AESA Working Paper 4. Hyderabad: Agricultural Extension in South Asia (AESA). <https://www.aesanetwork.org/aesa-working-paper-4-agricultural-extension-curricula-in-india-is-it-relevant-to-changing-times/>
- [7] Proceedings of the Training Workshop for PROMOTING THE NEW EXTENSIONIST LEARNING KIT 5-6 October 2017, MANAGE, Hyderabad, India. <https://crispindia.org/wp-content/uploads/2015/10/REPORT-NELK-Training-Workshop-INDIA-5-6-Oct-2017.pdf>
- [8] Email from Saravanan Raj to Kristin Davis dated 19 February 2021 giving details on uptake of New Extensionist Learning Kit modules and Global Good Practice Notes in India: [https://www.dropbox.com/s/vqliqz4nxxs4cys/OICR%203951\\_8.docx?dl=0](https://www.dropbox.com/s/vqliqz4nxxs4cys/OICR%203951_8.docx?dl=0)
- [9] Email from Rasheed Sulaiman V. to Kristin Davis dated 19 February 2021 indicating numbers of students in Indian extension programs and details on uptake of the New Extensionist Learning Kit: [https://www.dropbox.com/s/9c90famdfq2esn5/OICR%203951\\_9.docx?dl=0](https://www.dropbox.com/s/9c90famdfq2esn5/OICR%203951_9.docx?dl=0)
- [10] Ngwenya, H. and J. Van Niekerk. 2021. *New Extensionist Learning Kit Mainstreaming Overview*. Center for Sustainable Agriculture, Rural Development, and Extension. Bloemfontein, South Africa: University of the Free State: <https://www.dropbox.com/s/4hinu616mmsdt85/Outcome%20-%20University%20of%20Free%20State%20NELK%20Mainstreaming.pdf?dl=0>
- [11] Email from Mohamed Abdel-Al dated 19 February 2021 indicating use of the New Extensionist Learning Kit by the Egyptian International Center for Agriculture and University of Cairo: [https://www.dropbox.com/s/rt4oz08py9bfc2/OICR%203951\\_11.docx?dl=0](https://www.dropbox.com/s/rt4oz08py9bfc2/OICR%203951_11.docx?dl=0)
- [12] Email from Mercy Akeredolu to Kristin Davis dated 19 February 2021 indicating use of the New Extensionist Learning Kit by Bahir Dar University and Mekelle University in Ethiopia and Lilongwe University of Agriculture and Natural Resources (LUANAR) in Malawi: [https://www.dropbox.com/s/g50d1jjxx0s5xr5/OICR%203951\\_12.docx?dl=0](https://www.dropbox.com/s/g50d1jjxx0s5xr5/OICR%203951_12.docx?dl=0)

**Quantification:** <Not Defined>

**Gender, Youth, Capacity Development and Climate Change:**

**Gender relevance:** 1 - Significant

Main achievements with specific **Gender** relevance: Module 12 of the New Extensionist Learning Kit is on gender.

**Youth relevance:** 0 - Not Targeted

**CapDev relevance:** 2 - Principal

Main achievements with specific **CapDev** relevance: The New Extensionist Learning Kit and the Global Good Practice Notes were developed to enhance the capacity of extension officers across the globe. The New Extensionist Learning Kit modules are available in several languages (English, French, Spanish, Portuguese and Arabic) and freely available for use under a Creative Commons license in a face-to-face, distance, or blended learning approach.

**Climate Change relevance:** 1 - Significant

Describe main achievements with specific **Climate Change** relevance: Module 13 of the New Extensionist Learning Kit is on Risk Management and Adaptation in Extension and Advisory Services, with a significant focus on climate change.

**Other cross-cutting dimensions:** No

**Other cross-cutting dimensions description:** <Not Defined>

**Outcome Impact Case Report link:** [Study #3951](#)

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